Annual Program Report
Cover Page

Program Name:	**Socorro Public Library Literacy Program**
Institution or Organization:	**City of Socorro**
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City:	**Socorro**
County:	**Socorro**
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Main Phone:	**575-835-1114**
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New Mexico Counties Served:	**Socorro, Catron**
Program Director, Manager, or Coordinator Name and Title:	**Chelsea Jones, Program Director**
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(signature)   8-29-24

Signature of the Chief Executive Officer or Designee   **DATE**

Chelsea Jones, Program Director

Typed Name and Title: Chelsea Jones, Program Director

Narrative Questions

Instructions: Please answer the following questions that address the scope of work for your program under its agreement with the New Mexico Higher Education Department. Please note that this report should be informative but *concise*. Remember that we have your original grant agreement and your continuation form, so you do not need to provide exhaustive, lengthy answers in most cases, nor cut and paste from previous reports. This report can provide us with a snapshot in time of your practices, a clear overview of your program year, and information on noteworthy changes that occurred. We use this information throughout the year to inform state reporting, help us prepare for technical assistance and monitoring activities, answer questions from the public and from legislators, and other purposes. *Please note* that we will post these reports on the HED website as public information.

1. Please share program highlights and accomplishments in the 2023-2024 program year. Please also share any significant changes in your program, context, and services.

   The Socorro Public Library Literacy program had a successful first year. The program was able to enroll and serve 80 students. Participation in our program far surpassed the goals set for the first year. In addition to a large participation in our English as a second language classes, there was also a very large number of GED students receiving tutoring and testing. Lastly, outreach in the local detention center was a huge success with over 25 participants working towards GED or college preparation goals.

2. Please describe your main challenges in 2023-2024 and what you are doing or plan to do to address them.

   A challenge this program year was determining the best way to track goals and collect better data. Collecting and entering data more frequently throughout the month will help solve this challenge. In addition, we plan to utilize Propel resources for volunteer tutor trainings, and host a quarterly training for new and existing volunteers. At these trainings we can establish the best method to report and track data from volunteers on the volunteer hours and goals met by students.

3. Please describe the modalities in which you provided literacy services in the 2023-2024 program year (e.g., one-on-one tutoring, small group tutoring, face to face classes, online tutoring, etc.), and the different populations whom you served (e.g., adult English language learners, parents, adults with disabilities, etc.) in as much detail as possible. If applicable, describe how these modalities and populations served were different in 2023-2024 than they had been in previous years.

   The main modality we utilized this program year was classroom small group tutoring. Each class is designed to meet the needs of our English language learners by hosting beginning and intermediate sessions. In addition, we provide one-on-one tutoring for ESL and GED students who want individualized learning. The majority of GED students preferred one-on-one tutoring for more specific instruction. The GED tutoring sessions were scheduled to meet the needs of the students and tutors.

4. Describe New Mexico geographical areas (specific communities and counties) you are serving. What pathways do you see in expanding your area of service?

   The City of Socorro is a hub community at the center of San Antonio, Magdalena, and Lemitar. As a central location Socorro Public Library Literacy Program serves a diverse population across multiple counties. Currently, our services reach across Socorro and Catron Counties. One pathway we identified to expand services is at the Alamo Reservation. Many of our detention center students who are released will return to Alamo, and that is 57 miles away from the literacy office. In the future, we would like to have a satellite office on the Alamo Reservation to provide services to this underserved community. Expanding to a satellite office would require additional funding and personnel. This is a long term goal to accomplish while still maintaining the same level of service at Socorro Public Library.

5. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of literacy activities. Please specify degree of formality for each arrangement described (e.g., purely informal agreement vs. MOA/MOU.) How have these collaborations supported your program's goals? Do you refer students to other NMHED-funded adult education programs? If so, please describe.

   Our main partnership is with the City of Socorro through the Socorro Public Library. In addition, we work closely with Socorro County to administer literacy classes in the Socorro County Detention Center. Both of these partnerships are facilitated with formal communication by the Program Director and their administrative staff.

   The SPL Literacy Program will refer students to other resources. The Program Director refers students to NEDP that is offered by NMHED. Also, if students are leaving the community tutors will assist them in locating programs at their new location.

6. What key or impactful professional learning (PL) activities did you and/or your team (teachers, tutors, staff, etc.) participate in during the 2023-2024 program year? What program needs did the PL address? What were the outcomes and influences of this PL, if any, in your program?

   The Program Director, Tutor Trainer, and two tutor volunteers attended the NMEA Conference in September 2023. This conference provided much needed professional learning and collaboration. We were able to attend sessions on incarcerated instruction, program based learning, and meet with various curriculum vendors. Also, one of the Tutor Trainers for our program worked through the Tutor Training offered through Propel. After attending these sessions our Tutor Trainers were able to host bi-monthly collaboration trainings with other tutors. The outcomes of these collaborations built

Data Questions

Please answer the following questions that address data and performance in your program and sub-awarded programs, if applicable. Use LACES database to collect data for students, hours, goals and tutors. You can present your data in the form of a table, graphs or a narrative.

1. How many students were served in your program during the 2023-2024 fiscal year? Please, include total number of students with non-zero hours from *Student Calendar Hours Report* from LACES **student** area Reports. Use the following parameters to generate your data: Date is Between 7/1/2023 AND 6/30/2024.

   80

2. Compare the number of students served in PY 2023-2024 with expected enrollment from grant proposal. Discuss the differences and challenges that you encountered.

   Enrollment for PY 2023-2024 greatly exceeds our projected goals. Socorro Public Library Literacy Program enrolled 50 students over the goal for the program year. The response to our programming far exceeded our goals for the program, and it made us realize there is an even larger need than we expected.

3. How many hours did students spend learning in your program in 2023-2024? Please, include total hours by different category as well as average number of hours per student with minimum and maximum number of hours that students spend. Use *Student Calendar Hours Report* from LACES **student** area Reports. Use the following parameters to generate your data: Date is Between 7/1/2023 AND 6/30/2024.

   Instruction: 2,446.25

   Average Total Hours per student: 30.58

4. Of the students who were served, how many met their goals? Attach Goals Met in Time Period by Type *Summary* from LACES **student** area Reports. Use the following parameters to generate your data: Goal Met Date between 7/1/2023 and 6/30/2024.

   Goals Met: 162

5. How many hours did tutors spend working with students in 2023-2024? Please, include total number of tutors with non-zero hours, total hours by different category as well as average number of hours per tutor with minimum and maximum number of hours that tutors spend. Use *Tutor Calendar Hours Report* from LACES **Tutor** area Reports. Use the following parameters to generate your data: Date is Between 7/1/2023 AND 6/30/2024.

   Total tutors with non-zero hours: 7

   Average number of hours per tutor: 118.50

   Maximum: 194.25

   Minimum: 12

6. When you look at your program outcomes, how effective do you gauge your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data.

Socorro Public Library Literacy program is highly effective in identifying community needs and providing services to students. The data shows a strong attendance record in classes, small group tutoring, and one-on-one sessions. However, the program does rely on a small core group of volunteers to implement programs. This is evident in the total number of tutors and the amount of hours they provided instruction. Our strengths as a team are developing classes and recruiting students, and our challenge was recruiting volunteers. The main area of focus this program year will be recruiting and growing our volunteer base.

7. When you look at your program data, what changes you would like to implement and why?

One area of the program data I would like to improve is tutor hours. This program year I didn't collect as much of the preparation hours' data that could have been collected and reported. In addition, it is important to ensure all goals are being reported in a timely fashion. At our last Tutor Meeting we discussed a new method for collecting and reporting hours and goals. By reporting every two weeks I will be able to accurately account for all of the hours and goals that are being achieved. It is my main goal to implement this new method for data collection and improved reporting for the program.

8. What pathways could lead to increase enrollment for your program? How much additional funding would you need to accomplish this goal?

Creating more partnerships across community organizations and the business sector will increase enrollment. Collaborating with the community will increase enrollment by enabling our program to reach a wider audience. We have learned word of mouth has been the biggest contributor to student enrollment. By expanding our outreach to community events, and posting our information in local businesses we will increase enrollment.

Also, we recognize that breaking down barriers for students will increase enrollment. The two barriers we are focusing on are child care and transportation. Partnering with the City Transportation Department will allow students access to free transportation to the library. In addition, the Youth Services Department at the library is providing children activities during ESL classes to provide childcare for student parents. Any child over the age of 3 years can attend these activities while the parents are in classes. If we are to expand childcare resources for students, we will need additional funding to cover childcare costs. This could be accomplished with partnerships and alternate sources of funding.

9. Financial Expenditures

Please provide the following information about your financial expenditures.

Additional grants, funding from partnerships, etc.

1. Please list other sources of support for your program and their contributions for PY 2023-2024.

Source	Amount
City of Socorro	$500.00 – rooms for Literacy Conference

Student Needs and Satisfaction Questions

Please answer the following questions about student needs and satisfaction in the literacy services provided by your program and its sub-grantees, if any. If you have *not* collected all of this information, please indicate this and plan to do so in the upcoming program year. If you need assistance from NMHED to think through this data collection process, please do not hesitate to reach out.

1. Describe the processes used to collect information regarding student needs, goals, and satisfaction.

   Students are provided with an individualized intake experience. The Program Director or a volunteer tutor meets with potential candidates and gathers basic information. This intake includes getting to know the students' needs and interests. During this intake the level of class or individualized tutoring sessions is evaluated. After the initial intake students are provided with a goal worksheet that they are able to track and maintain their goals. At the end of the session students are provided with a satisfaction survey. This data helps us determine the overall goals of the program.

2. Please characterize your student population's stated needs and goals, grounding your response in the data you have collected.

   Socorro's Literacy program student population is very diverse. The majority of ESL students are either students at the University of New Mexico Tech and family members of students/professors, or they are working in the government or private sectors. For example, we have a Spanish teacher learning English, and the local Animal Shelter worker working to improve their literacy skills. With a diverse group of students, the goals for our students are individualized, and tracked by the tutors. A large number of the students have work related goals, while others have goals to help their children, and to speak more fluently.

3. How does your program help students meet these needs and goals?

   Tutors ensure students are progressing in their unit studies and meeting their individualized goals. The program has been structured so that at the end of each quarter students receive a survey. This survey helped us to develop class times, length of classes, and when to have holiday breaks. In addition, the survey helped us assess the most effective project based learning projects for the classes.

4. What do you plan to do in the upcoming program year to improve the processes that you use to collect and analyze student needs, goals, and satisfaction?

   This program year we plan to set up one-on-one goal check-in meetings to ensure each student is reaching their goals and setting new goals as they are achieved. These meetings will be monthly and give the student a chance to reflect and renew their goals or set new objectives.

5. What do you plan to do in the upcoming year to improve students' ability to meet their goals and improve their satisfaction with your services? How can NMHED help?

   To ensure satisfaction with the services offered by the literacy program, we plan to connect more frequently as an entire group. We plan to host our first Open House in September 2024 to showcase our program. This event will allow students from all modalities of learning to interact and showcase their success. We will be opening the event to the public and encourage students to participate. At this event we will recognize student success and provide incentives for continuing their goals. Food and drinks will be donated by local restaurants and free to all who attend. After the event we will meet on our goals for improving the event and the frequency throughout the program year.

   If possible, NMHED could provide promotional materials specific to the Literacy Programs. Promotional materials are a good incentive for students and provide satisfaction. These materials also help advertise the program to potential tutors and students.