

New Mexico Literacy Program Annual Report 2024-2025

Annual Program Report Cover Page

Program Name:	Socorro Public Library Literacy Program	
Institution or Organization:	City of Socorro	
Address:	401 Park St.	
City:	Socorro	
County:	Socorro	
Zip:	87801	
Main Phone:	575-835-1114	
Website:	https://socorropubliclibrary.org/literacy/	
Social Media:	https://www.facebook.com/socorropubliclibrary1/	
New Mexico Counties Served:	Socorro, Catron, Valencia	
Submission Date:	September 18, 2025	
Program Director, Manager, or Coordinator Name and Title:	Chelsea Jones, Program Director	
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Signature of the Chief Executive Officer or Designee

DATE
September 18, 2025

Typed Name and Title: Chelsea Jones, Program Director

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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 2024-2025 program year. Please also share any significant changes in your program, context, and services.

The Socorro Public Library Literacy Program had a fantastic 2024-2025 program year. Students and tutors experienced many successes and growths during their time with the program. Participation in English Language Learning and Foundational Literacy small group classes increased by 8 students. In addition to the increased enrollment, the program retained many students from the previous year for both ELL and HSE. Foundational Literacy classes at the local detention center had strong participation and attendance. Most notably the Socorro Public Library Literacy Program hosted the first High School Equivalency graduation for our program. We had a total of 5 students attend the graduation ceremony. In addition, we had an ELL student accepted into a Robotics Program with Duke University. Lastly, we had many students and tutors meet their goals for the year.

2. Please describe your main challenges in 2024-2025 and what you are doing or plan to do to address them.

The major challenge this program year was space. The majority of our classes, one-on-one tutoring, and small group classes take place at the library. When there are other activities going on at the library or multiple tutoring sessions groups are having to move their sessions to public spaces. Public spaces can be challenging for learners who need a dedicated space, and tough for tutors utilizing all of our resources. Proactively, I met with Mayor Bhasker to secure a space across the street from the library. The City of Socorro is renovating the old high school to be a community center and I was able to secure our agency a classroom. The literacy program plans to move the ELL classes over to the new space in the next two months. By moving the ELL small group classes over to the new space we will free up space for foundation learning tutoring, HSE preparations, and exams.

3. Please describe the modalities in which you provided literacy services in the 2024-2025 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 2024-2025 than they had been in previous years.

The most successful modalities this program year were small group classes and one-on-one tutoring. The small groups would range from 5 to 15 students. This is the best modality for

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English Language Learners because engagement and participation improves with the size. One-on-one tutoring is still a modality option for ELL and HSE students who want individualized learning. Lastly, many of our advanced ELL students have moved out of the area and we have had participation on the Zoom platform.

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 geographically located as a hub. This hub encompasses San Antonio, Magdalena, Lemitar, and many other rural communities. Currently, our services reach across Socorro and Catron Counties. There are a few students who reside in Valencia County who receive foundational literacy services at the Socorro County Detention Center. There are other counties surrounding Socorro that have been identified as a potential pathway for expansion. The Alamo reservation would greatly benefit from a satellite office of literacy services. In addition, Lincoln and Otero County have been identified as potential locations for distance learning outreach.

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.

Socorro Public Library Literacy Program has a strong and formal partnership with the City of Socorro and Socorro County. The City of Socorro works closely with Socorro Literacy through the Socorro Public Library to ensure the program has the resources it needs to be successful. Socorro Literacy works closely with Socorro County to provide foundational literacy and HSE small group classes at the Socorro Detention Center. In addition, our program receives referrals from local resource centers; Casa de Luz, Positive Outcomes, and Puerto Seguro. All partnerships are facilitated through formal communication with the Program Director and their administrative staff.

6. What key or impactful professional learning (PL) activities did you and/or your team (teachers, tutors, staff, etc.) participate in during the 2024-2025 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 and Tutor Trainer attended the Mountain Plains Adult Education Association conference in February of 2025. This conference provided much needed collaboration and learning. The director and trainer were able to attend sessions on learning styles, instruction techniques, and meet with many curriculum vendors. After the conference the Program Director and Tutor Trainer were able to continue the learning experience by sharing it with the other volunteers. At our monthly meetings the tools and resources obtained at the conference were imparted to the entire programs. In addition, the outcomes from this conference are what shaped and built the techniques offered in our tutor trainings.

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Data Questions

Please answer the following questions that address data and performance in your program. Use your 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 2024-2025 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 7/1/2024 AND 6/30/2025.

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2. Out of students that were included in item 1, how many students received services to improve their low-level reading and math literacy levels? Please **exclude** students that received ESL or HSE preparation services. After you have reported this number, please answer the following two questions here as well:

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- a. What can your agency do to expand services for such low-level literacy students?

The first step our agency can take to expand services for low-level literacy students, is proper reporting. Many of our students were being served for low-level literacy but were reported as HSE because of their goals. By improving the accuracy of data it will increase the amount of low-level literacy students. The second step to improving outreach to low-level literacy students is to partner with counties around Socorro. By reaching out to partners in surrounding counties our program can offer distance learning resources for low-level students in rural New Mexico.

- b. What kind of assistance might you need from us to succeed in this expansion?

The most important resource our program needs to expand our services is continued funding and partnerships. If there are adult education partners or resource providers in the literacy desert it will improve our reach. Any information on the counties that are not being served near Socorro we greatly help us in reaching those communities.

3. How many hours did students spend learning in your program in 2024-2025? 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 7/1/2024 AND 6/30/2025.

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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 7/1/2024 and 6/30/2025.

Total goals met: 185

Goal Type
Economic

Goal Keyword	Number of Records
Retain employment	1
Total Number of Records:	1

Goal Type
Educational

Goal Keyword	Number of Records
Achieve work-based project learning goal	11
Complete educational functioning level	103
Obtain GED	1
Place in training program	3
Total Number of Records:	118

Goal Type
Family

Goal Keyword	Number of Records
Increased involvement in child's literacy activities	5
More involvement in child's school activities	1
Read to children	2
Visit library (with/for child)	1
Total Number of Records:	9

Goal Type
Societal/Community

Goal Keyword	Number of Records
Increased involvement in community activities	57
Total Number of Records:	57

5. How many hours did tutors spend working with students in 2024-2025? 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 7/1/2024 AND 6/30/2025.

Report Statistics Dates Between: 07/01/2024 AND 06/30/2025

Total number of tutors: 20 **Total tutors w/ non-zero hours:** 13

Average Total Hours: 90.04 (Average calculated using tutors with non-zero total hours)

Maximum: 427.00

Minimum: 1.50

Total Hours of All Tutors

Instruction	Computer	Preparation	Travel	Other	TOTAL
676.50	0.00	494.00	0.00	0.00	1170.5

Instructional Hours Numerical Breakdown:

Total Hours:	<12	>=12
# of Tutors	4	9

Total Hours:	<=12	<=10	<=20	<=30	<=40	<=50	<=60	<=70	<=80	<=90	<=100
# of Tutors	4	4	1	1	1	1	1	1	0	1	0

Total Hours:	<=110	<=120	<=180	<=240	<=300	<=360	<=420	<=480	480+	Total
# of tutors	0	0	1	1	0	0	0	0	0	13

Note: # of tutors measured between the total hours. For example, <=20 counts # of students where (10 < # of Tutors <=20)

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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 was extremely effective in identifying community needs and providing literacy resources to many communities. This program year data shows a strong attendance to in person learning. Attendance to small group classes and one-on-one tutoring were our main modalities. Our strength as a team is our ability to develop effective instruction and recruit students. One of our challenges from last program year was improved. This program year recruitment of volunteers is up by 6. This is almost double from last year! However, as the need increases for enrollment the need for tutors will also increase. So, one of our goals for the upcoming year will be to continue strong volunteer recruitment.

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

One of the main goals for the upcoming program year is to better record our distance learning hours. The current hours tracking sheet does not account for the amount of independent work completed by participants who attend in person sessions. Moving forward the program will begin to track and record distance learning hours and hours through the resource MindPlay.

8. What pathways could lead to increased enrollment for your program?

In this next program year, Socorro Literacy will reach out to surrounding counties to assist with literacy services. The plan is to create partnerships with rural counties around Socorro while continuing to build local enrollment. Foundational literacy students who need services but have trouble attending in person will be offered MindPlay as a resource for distance learning. In addition, by becoming a mobile GED test site, our program will reach underserved areas in rural New Mexico.

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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 2024-2025.

Source	Amount
City of Socorro	\$3,500

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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. If you have worked to identify student interests and needs in your local community (in addition to those students who have already joined your program), please describe that process here as well.

All of our student's needs, goals, and satisfaction are gathered on an individual level. Each student is met with a custom intake experience that gathers basic information. The Program Director meets with potential candidates and obtains basic information on goals, personal timelines, or possible barriers. Once the student is placed in a small group class or with a tutor they are provided with a goal sheet to track and maintain their goals. At the end of a small group class session students are provided with a satisfaction survey. The data collected from the survey helps us determine the overall goals for the program and how we can improve. Our goal for the upcoming program year is to provide a more consistent survey throughout the year for students who have not ended a session.

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

There is a large variety of students who have different needs and goals. The majority of the ELL students are University of New Mexico Tech students or family members of professors. These students are working in the government and private sectors. Some of these students have beginner level needs and others have advanced level needs. The majority have work goals and to improve their English. By properly assessing and placing them in the correct small group class ensures they are able to achieve their individual goals. In our foundational learning and HSE small group classes and one-on-one tutoring we also have a diverse group of students. These students are seeking societal goals, economic goals, and educational goals. The majority of students are seeking educational goals such as, work-based goals, obtaining a GED, or being placed in a training program.

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

Tutors ensure students are progressing in the curriculum and meeting their individual goals. Students are supported when they assess their progress. As students obtain their goals we work with them to create new ones. In addition, students participate in program surveys that help the team decide the most effective learning tools in and outside the classroom.

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?

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This program year we plan to continue with our one-on-one goal check-in meetings to ensure each student is reaching their goals and setting new goals as they are achieved. It will be important for the program to increase the amount of time we spend on these goal meetings. We will increase the amount of time we spend on reflection to ensure we are reaching all of our student's individual goals in a timely manner.

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?

Our goal is to continue meeting as an entire group to ensure we are meeting the student's needs. We plan to continue with our Open House event this fall. We will have the Grand Opening in our new space at the Community Center. This event will provide a space for students from all modalities of learning to interact and share their goals and success. In addition, we plan to expand our distance learning resources and increase student success with their individual goals.

NMHED does an excellent job supporting HSE services and makes the voucher process much easier. Continued support from HSE when the voucher for GED exams is removed would be beneficial. Also, providing a list of possible partners in the literacy desert would greatly improve our ability to reach more students. Lastly, if HSE could provide more in person meetings for directors throughout the program year it would help us collaborate and reach our state goals.