



State of New Mexico
Higher Education Department Adult
Education Division

Adult Literacy Local Programs
Annual Report
Preparation Guidelines and
Reporting Template

2023-2024

Please email report to:

Adult.Education@hed.nm.gov

Reporting Deadline September
3, 2024

**Annual Program Report
Cover Page**

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|---|--|--|
| Program Name: | Adult Literacy | |
| Institution or Organization: | Valencia County Literacy Council | |
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| County: | NM | |
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| New Mexico Counties Served: | Valencia County | |
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Sept. 1, 2024

Karen Walter

Signature of the Chief Executive Officer or Designee

DATE

Karen Walter – Board President

Typed Name and Title:

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 Valencia County Literacy Council works to bring English, GED, Citizenship, and Technology classes to adults in Valencia County. Our focus is collaboration with the County Government to use easy to access neighborhood community centers, libraries, and the local college campus to house the campus. The classes are facilitated by volunteer community members and take place Monday through Friday except holidays and county use of the buildings. During the 2023-2024 fiscal year, VCLC secured a technology grant to add a Digital Literacy class in two of the most populated community centers. With this grant, VCLC secured a class set of computers for students to use and a large screen to enhance the lessons.

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

Our main challenge during this fiscal year was hiring and maintaining an Executive Director. This position included the responsibilities of, but not limited to, grant writing, fundraising, community outreach, data reporting, and collaboration with program manager for updates on tutors, classes, and students. The board of directors decided to shift some of the Executive's responsibilities to other paid staff, including hiring a grant writer to work solely on grant writing. We will also request an additional employee from Americorp and increase our budget for professional development. These changes are designed to decrease the hours of the Executive

Director and increase the capacity of the organization by utilizing a more skilled workforce. The summer is also a challenge because our program is an adult program. Our student population is mostly mothers who need childcare during the summer months and attendance traditionally declines during these months. At the end of the previous fiscal year, we identified resources to help students with childcare needs and plan to continue to build opportunities and services to respond to the needs of parents and families.

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 Valencia County Literacy Council provides literacy service to men and women of all ages in some of the most rural spaces in Valencia County. Because of the large geographical area of Valencia County, the community centers that hold the classes are also spread over a wide geographical area. This is to bring our programs as close to home as possible. VCLC also provides a variety of educational opportunities to students with a wide range of goals including work advancement, educational goals, advocating on behalf of their children, and personal self confidence in an Englishspeaking community. The addition of Digital Literacy expands the way VCLC meets the needs of students in rural areas, with different skill sets, and with meeting their personal goals.

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

Valencia County is over one thousand square miles. VCLC focuses on the underserved areas whether they be without internet, public transportation, or located in a food desert. The largest areas served by VCLC are Spanish speaking communities of first- or second-generation immigrants. Expanding our pathways will focus on the marketing efforts of the council and community access of students to help identify the needs of the community. VCLC will begin the new fiscal year with a community needs assessment, distributing a survey through large community events and personal connections. This assessment of these needs will play a significant role in our pathways going forward making sure we continue to respond to the community.

5. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of literacy activities. Please specify the 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.

Valencia County Literacy Council has an MOU with the County to occupy office space in one of the community centers. Valencia County also provides internet access.
at each regularly used site. VCLC also has an informal agreement with UNMVC to provide free classrooms space for students who live on the Westside of Los Lunas or students who have freeway access. For the new fiscal year VCLC has established an informal in-kind relationship with The East Valencia Urban Garden Program that will offer workshops on gardening as a response to living in a food desert.

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 the PL address? What were the outcomes and influences of this PL, if any, in your program?

- a. Last year VCLC sent 4 representatives to the NM Adult Education Conference.

Those four representatives occupied key positions in VCLC. They were: The Program Manager, The Interim Executive Director, The Americorps Employee, and the Board President. Our program was new to the Laces data collection program at the time. VCLC needed tools, strategies, key contacts, and a broad understanding of Laces. Our program, at many levels, now has a firm understanding of key data collection tools and strategies and the person to call for more information.

- b. Also, our Board Vice-President attended a “Digital Citizenship in the Classroom and Beyond” conference. This was instrumental to the newly added Digital Literacy classes begun in the 2023-2024 fiscal year.
- c. The Program Manager went to the Laces Database Conference and a GED, Equivalency Test Conference.

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 the total number of students with non-zero hours in the *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. - **Students 72**

-Students w/non-zero hours 44

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.

Last year was our first year.

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.

Average hours 35.76

Maximum: 152.00

Minimum: 2.00

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.

1 Student

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.

Tutors spend working with students 40 hours

Tutors with non-zero hours 21 hours

Average 90.62 hours

Maximum; 641.54 hours (about 4 weeks)

Minimum: 2.00

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.

Out of 17 students 6 students are advancing understanding of the fundamentals of basic reading, writing & comprehension. The writing in English was very difficult for them due to lack of schooling students received in their country or coming to the US.

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

More community exploration, it would help them to understand the population and life experiences to further their learning and understanding of the English language and career opportunities.

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

Valencia County Literacy would need to establish a secure and consistent way to Direct the program through an Executive Director or by increasing the funding to directly affect the capacity of the dedicated employees already occupying the staff of VCLC. We would need to increase our funding by 20% to stabilize directing positions in recent years.

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 |
|----------------|---------------|
| Meta | 20,000 |
| Americorps | Employees |
| United Way | 20,000 |
| Dollar General | 1,200 |
| | |

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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 help from NMHED to think through this data collection process, please reach out.

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

Valencia County Literacy Council uses the program “Laces” as a warehouse to input data and to download reports on all student and tutor data, including: number of tutors and students, student attendance, goals, progress, and meaningful student milestones reached during the month. Student and tutor satisfaction data is gathered through informal conversations with the Program Manager and Tutor Coordinator.

2. VCLC’s student population is in need of Childcare, and transportation. These are the challenges that most prevent them from meeting their goals. Students also indicated a desire for direct Board and Classroom connections.

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

Late evening and Lunch hour classes and a relationship with low cost childcare centers in the Los Lunas area

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 is concern central to our organization in the 2024-2025 fiscal year.

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?

We plan to make our grant writing efforts considerably more strategic with contracted grant writers as contracted staff. NMHED can help by implementing a list of possible grants specific to our organization and also organizing a conference to network with other Adult Literacy Programs.