



State of New Mexico Higher Education Department Adult Education Division

Adult Literacy Local Programs Annual Report Preparation Guidelines and Reporting Template

2024-2025

Please email reports in PDF form to:
adult.education@hed.nm.gov

Reporting Deadline
September 19, 2025

**(Please email your reports to adult.education@hed.nm.gov no later than
5:00 p.m. on the due date.)**

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Annual Program Report

New Mexico Literacy Program Annual Report 2024-2025

2024-2025

Please note: You *must* complete every section of this report template. If you do not fully complete any section list below, the report will be returned to you for completion and resubmission.

Checklist:

- ☐ Complete Cover Page with Signatures
- ☐ Complete Narrative Questions
- ☐ Complete Data Questions
- ☐ Complete Financial Expenditures Questions
- ☐ Complete Student Needs and Satisfaction Questions

**(Please remove these instructional pages when submitting your final report.
Your submitted report should begin with the signed cover page.)**

New Mexico Literacy Program Annual Report 2024-2025

Annual Program Report Cover Page

Program Name:	Valencia County Literacy Council	
Institution or Organization:	Valencia County Literacy Council	
Address:	PO Box 524	
City:	Tomé	
County:	Valencia	
Zip:	87060	
Main Phone:	(505) 737-3523	
Website:	valencialiteracy.com	
Social Media:	https://www.facebook.com/vclcfb	
New Mexico Counties Served:	Valencia	
Submission Date:	September 15	
Program Director, Manager, or Coordinator Name and Title:	Devon Hoffman, Administrative Director	
Contact Information:	Phone(s):	(505) 589-4422
	Email:	admin@valencialiteracy.com
Alternate Contact Name and Title:	Kathleen Pickering, Board President	
Contact Information:	Phone(s):	(505) 203-8862
	Email:	kathleen.Pickering@belen-nm.gov

Signature of the Chief Executive Officer or Designee

DATE

September 15,
2025



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Typed Name and Title: Devon Hoffman, Administrative 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 2024-2025 program year. Please also share any significant changes in your program, context, and services.

In 2024–2025, the Valencia County Literacy Council strengthened sustainability by cultivating our team, values, and strategy with practical results. We formalized a co-directorship model between Program Director Cecy Rodriguez and Administrative Co-Director Devon Hoffman, creating collaborative leadership that balances program depth with organizational capacity. To ensure consistency after our volunteer Cynthia's departure, we welcomed another AmeriCorps volunteer who will provide steady student support and community presence. We also launched a strategic planning process with input from tutors, community partners, and students, giving us clear direction for the years ahead. Guided by our shared governance values, we updated and expanded our literacy and lending libraries, broadened community partnerships, and secured new and continued support from Meta this fiscal year, and a three-year grant with United Way, the Albuquerque Community Foundation for the next fiscal year. These efforts have tangible impact, illustrated by student success stories like that of Gemma, who earned her GED this year after returning to her studies nearly two decades later. Together, these achievements show how VCLC is building lasting strength through deliberate leadership and practical outcomes that transform lives and expand literacy in Valencia County.

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

Our main challenges in 2024–2025 reflect both the realities of our community and the demands of sustaining a small, grassroots organization. Immigration enforcement remains a persistent source of fear for many students, and creating clear, consistent policies around safety and communication continues to be a difficult but necessary responsibility. Outreach is another pressing gap: while our tutoring and support services are strong, we know we need to reach more adults who could benefit from them. The absence of a dedicated outreach coordinator has limited our visibility, and we are actively seeking ways to strengthen this function through community partnerships, strategic

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communications, and targeted staffing. Long-term sustainability also remains uncertain in today's shifting grant climate. Our co-directorship model relies on multiple funding sources to function effectively, and maintaining this balance requires careful planning. However, we are addressing these challenges with both pragmatism and foresight. We have a financial savings buffer and a deliberate strategic approach, and we are deepening our community ties through the upcoming strategic planning workshop. By engaging partners, tutors, and students in shaping our future, we are turning these challenges into opportunities to build resilience and chart a sustainable path forward.

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.

During the 2024–2025 program year, VCLC provided literacy services through one-on-one tutoring, small group tutoring, and online support, serving adult English language learners, parents, adults pursuing HSE/GED, adults with disabilities, and workforce/reentry populations. We advanced the development of a tutor training program grounded in TESOL's Six Principles, designed to create a more responsive and sensitive approach to instruction, while also adapting to a growing demand for online services by launching a hotspot lending program and improving our laptop lab. This shift underscored the pressing need for digital literacy tutoring for both students and tutors, ensuring that all participants can engage effectively in technology-enhanced learning.

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

VCLC serves communities across Valencia County, with our primary sites in El Cerro and Meadowlake and reaching into surrounding rural areas. While our service area is already fairly expansive, we see the most promising pathway for growth in building stronger connections with other regional organizations—both literacy-focused and otherwise—and with the people of the communities we serve, so that our work remains visible and accessible. To support this, we are working to secure funding for a dedicated outreach coordinator whose role would be to expand and formalize these relationships. In the meantime, we have begun cataloguing our community contacts and tracking the status of each partnership, ensuring that outreach is more efficient, organized, and strategic as we prepare for future growth.

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.

VCLC maintains a mix of formal and informal cooperative arrangements that strengthen our ability to deliver literacy services. Our most significant formal relationship is with Valencia County, which provides us with reduced rent for our two primary learning sites in El Cerro and Meadowlake. This arrangement has been essential in keeping our operations sustainable and accessible. We also maintain an informal partnership with the Belen Public Library, which has supported us with space as

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needed. In addition, our grantor relationships with organizations such as United Way, the Albuquerque Community Foundation, and Meta represent formal agreements tied to funding, accountability, and reporting, which in turn sustain and expand our services. At present, we do not have established referral pathways with other NMHED-funded adult education programs, although our Administrative Director is on the board of the Rio Arriba Adult Literacy Program, but this remains an area for potential development as we strengthen our outreach and regional collaborations.

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?

In 2024–2025, VCLC’s professional learning focused on building capacity within our existing team while making the most of limited resources. We encourage our tutors and staff to share their expertise with one another, resulting in cross-training on program and data management as well as technology platforms such as Chrome. This peer-to-peer approach has strengthened practical skills across the team and fostered a stronger sense of collaboration. Staff and leadership also participated in the annual statewide adult education conference, which provided exposure to new ideas and statewide best practices. In addition, we were able to attend a handful of PROPEL events, though our overall capacity for additional professional development remains limited. Together, these opportunities helped reinforce team cohesion, ensure consistent use of our tools and systems, and provide fresh insights to support program delivery.

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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.

39 students were served in our program during the 2024–2025 fiscal year, based on the number of students with non-zero hours recorded in LACES between 7/1/2024 and 6/30/2025.

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:

We did not serve any students who received services specifically for low-level reading and math literacy (excluding ESL and HSE) during the 2024–2025 fiscal year. This is why no data was available in our records.

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

We can improve our outreach to identify potential learners with low foundational skills who may not currently be accessing services. This may include building relationships with local shelters, recovery programs, or reentry services where low-level adult literacy needs are more likely to be present. We can also adjust tutor training and intake procedures to ensure we are prepared to serve this population when they do connect with us.

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

Assistance from NMHED in identifying effective outreach strategies and community referral sources for low-level ABE students would be helpful. Additionally, providing tutor training resources and model curricula specifically designed for adults with very low literacy skills would support our ability to serve these learners well when the opportunity arises.

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.

During the 2024–2025 program year, students spent a total of 774.50 hours learning in our program.

- Average hours per student: 19.86

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- Minimum hours: 1.00
- Maximum hours: 81.50

Breakdown by instructional category was not available at the time of reporting. All service is ESL.

3. 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.

Of the students who were served during the 2024–2025 program year, 2 students met their goals, as recorded in LACES using the “Goals Met in Time Period by Type Summary” report for the period between 7/1/2024 and 6/30/2025.

4. 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.

During the 2024–2025 program year, tutors spent a total of 448.50 hours working with students.

- Number of tutors with non-zero hours: 17
- Average hours per tutor: 49.01
- Minimum hours: 4.00
- Maximum hours: 162.50

Breakdown of hours by instructional category was not available at the time of reporting.

5. **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.**

Based on our 2024–2025 data, we gauge the program to be moderately effective. Strengths include consistent tutor engagement (17 tutors, 448.50 total hours) and solid student participation (39 students, average 19.86 hours each). However, only 2 students formally met goals in LACES, revealing a need to improve goal-setting and tracking practices.

We’re strong in personalized support but need better systems to document progress, such as a more small-scale goal tracking framework. We’re also beginning focused outreach to connect with adults needing basic literacy and organizations needing workforce training, aiming to expand impact in these areas.

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

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Based on our program data, we plan to improve goal-setting and tracking to better reflect student progress. While only 2 students formally met goals in LACES, we know more achieved meaningful outcomes that weren't captured. To address this, we're implementing a goal tracking sheet into tutor reports, paired with a training module, to help tutors identify and document small, personalized goals more consistently.

We also aim to refine intake and data entry processes to ensure clearer distinctions between student types (e.g., ABE vs. ESL), which will strengthen our reporting and service alignment. These changes will help us more accurately measure our impact and improve responsiveness to learner needs.

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

Pathways to increased enrollment include expanding targeted outreach to community organizations, employers, and service providers who work with adults in need of literacy and workforce skills. We also plan to strengthen our community partnership tracking and pursue funding for a dedicated outreach coordinator. Additionally, improving our digital access tools—such as hotspot lending and online tutoring options—will help us reach learners with transportation or scheduling barriers.

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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
United Way	\$10,000
Meta Community Fund	\$16,750

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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.**

At VCLC, we use a student-centered approach in which tutors are trained to follow each learner's individual goals and interests, ensuring that instruction is responsive and personalized rather than forcing students into a one-size-fits-all curriculum. This allows teaching to adapt to where learners are, supporting their priorities first and foremost. In addition to working closely with enrolled students, we actively engage with the broader community to understand emerging needs and interests. Through ongoing collaborative conversations with partner organizations and service providers — such as those highlighted during our recent Strategic Planning event and ongoing Strategic Planning outreach — we gather valuable insights that help us shape our programming and strengthen our role in the local learning ecosystem. Finally, we collect both quantitative data and qualitative narratives to track progress and satisfaction, asking tutors to maintain carefully documenting successes like when students earn their GED and celebrating personal milestones that reflect growth, persistence, and achievement.

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

Based on tutor reports and ongoing conversations with learners, the majority of our students are adult English language learners seeking to improve their communication skills for work, parenting, and daily life. Others are pursuing HSE/GED preparation or seeking support for workforce readiness, citizenship, or technology use. While we currently have few low-level ABE learners, most students come with specific, personal goals—such as reading to their children, improving workplace vocabulary, or preparing for a job change. Our data shows 39 students engaged with the program this year, averaging nearly 20 instructional hours, which reflects sustained effort toward these individual goals.

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

We support students through one-on-one and small group tutoring, tailored to their stated goals at intake and refined over time. Tutors are trained to adapt instruction to each learner's pace and priorities. Our expanding digital literacy tools, including a laptop lab and hotspot lending program, help students pursue online learning and job applications. We are also integrating a new goal-tracking system to better document and support incremental achievements—ensuring that even small milestones are recognized and built upon.

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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?

In the upcoming year, we will strengthen our student-centered approach by consistently using goal-tracking sheets to guide instruction and document progress. We'll continue working with community partners to better understand evolving needs, especially around adult basic education and workforce development, and we'll refine how we organize and analyze this information so it can directly inform programming, tutor training, and student support.

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 will give tutors better tools and training to support individualized, goal-driven instruction, while building more consistent communication and cohesion across quarterly events and ongoing tutor engagement. As we grow our focus on ABE and workforce-related goals, NMHED can support us by offering staff training, helping expand our tutor development into a more comprehensive curriculum, and adapting reporting systems to better capture incremental progress. Additional outreach capacity would also help us connect with more learners seeking these services.