State of New Mexico
Higher Education Department
Adult Education Division

Adult Literacy Local Programs
Annual Report
Preparation Guidelines and
Reporting Template

2023-2024

Please <u>email</u> report to:
Adult.Education@hed.nm.gov

Reporting Deadline
September 3, 2024

Annual Report *Checklist*

2023-2024

NMHED Adult Literacy Program Annual Report 2023-2024

__ Complete Cover Page

__ 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.)**

Annual Program Report
Cover Page

Program Name:	**Ethos Literacy**
Institution or Organization:	**Ethos Literacy**
Address:	**400 Gold Ave SW Suite 210**
City:	**Albuquerque**
County:	**Bernalillo**
Zip:	**87102**
Main Phone:	**(505) 321-9620**
Website:	**www.ethosliteracy.org**
Social Media:	**www.instagram.com/ethosliteracy/, https://www.facebook.com/EthosLiteracy**
New Mexico Counties Served:	**Bernalillo**
Program Director, Manager, or Coordinator Name and Title:	**Executive Director, Esodie Geiger**
Contact Information:	Phone(s): **(505) 321-9620**
	Email: **esodie@ethosliteracy.org**
Alternate Contact Name and Title:	**Program Director, Cindy Ketchum**
Contact Information:	Phone(s): **(505) 321-9620**
	Email: **cindy@ethosliteracy.org**

Esodie Q. Geiger   8/22/2024
_____   _____
Signature of the Chief Executive Officer or Designee   **DATE**

Esodie I. Geiger
_____
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.

Highlights			
Got a job or better job	22%	Improved Digital Literacy	
Improved employability skills	77%	Read Newspaper/newsletter/magazi	
Received HSE (GED, etc.) credential/diploma		Read Book for 1st Time	
Entered other education and/or training	14%	Visit Library/Library Card	
Improved score on standardized test		Improved Speaking English	
Advanced level(s) in curriculum series	57%	Improved Reading Skills	
Obtained citizenship		Improved Writing Skills	
Registered to vote/voted for first time	3%	Improved English Proficiency	
Obtained driver's license		Improved Math Skills	
Increased involvement in community activities	40%	Parent read to child	
Increased involvement in children's edu activities	46%	**% of matched students achieving**	
Attained consumer skills	75%		
Attained wellness and healthy lifestyles	38%		
Other personal goal	77%		

2. Please describe your main challenges in 2023-2024 and what you are doing or plan to do to address them.
   A tutor deficit continues to be our main challenge. Fundraising events, tabling events, newsletters, through our community outreach programs, and with our corporate sponsors we provide flyers that outline the tutoring benefits, requirements and expectations. Now we do have a rigorous interview process, but we've found that those who get through the process stay. We have a fantastic tutor retention rate, but with more folks enrolling to receive basic

Highlights			
Got a job or better job	22%	Improved Digital Literacy	41%
Improved employability skills	77%	Read Newspaper/newsletter/magazine/instructional manual	14%
Received HSE (GED, etc.) credential/diploma		Read Book for 1st Time	10%
Entered other education and/or training	14%	Visit Library/Library Card	51%
Improved score on standardized test		Improved Speaking English	65%
Advanced level(s) in curriculum series	57%	Improved Reading Skills	75%
Obtained citizenship		Improved Writing Skills	77%
Registered to vote/voted for first time	3%	Improved English Proficiency	77%
Obtained driver's license		Improved Math Skills	54%
Increased involvement in community activities	40%	Parent read to child	32%
Increased involvement in children's edu activities	46%	**% of matched students achieving a benchmark**	83%
Attained consumer skills	75%		
Attained wellness and healthy lifestyles	38%		
Other personal goal	77%		

foundational math or English services, and working in a one-on-one modality, we need more people to provide the specialized services our students need.

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.

   - *One-on-one online instruction and small group instruction: face-to-Face, online, and over the phone.*

   - *Populations served: Adult basic literacy learners, adult ELL, refugees/ Immigrants. Many of the aforementioned have learning barriers such as memory retention, dyslexia, audio & language processing, dyscalculia, executive functioning, mental health, traumatic brain injuries etc.*

     They are the same.

4. Describe New Mexico geographical areas (specific communities and counties) you are serving. What pathways do you see in expanding your area of service?
   Bernalillo County. We currently serve the following zip codes throughout the county (see below). We would like to have more of a presence in the South Valley. Once again, limited tutors & staff prohibits expansion.

87102	7%	87113	1%
87104	1%	87114	2%
87105	8%	87120	3%
87106	5%	87121	10%
87107	6%	87122	1%
87108	16%	87123	10%
87109	5%	87124	1%
87110	3%	87127	
87111	4%	87144	2%
87112	5%	87401	1%
87113	1%	87571	1%

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.

Between referrals, loaned space, and tabling venues these agencies have given us access to populations that we've had trouble engaging with before. An area of improvement is getting each place to better understand what basic literacy is and how it is different than GED instruction. With so many collaborators, we shouldn't have a problem with enrollment, however, many of their clients who want a GED don't often understand they need to have a substantial foundation in literacy before they can tackle the complexities of the GED materials. When our students are ready, we send them to an ABE program that we feel will most benefit them. Often it depends on their preference, location and goal. We've sent students back to CNM, to Gorden Bernell, and Readwest. If the students live in other counties, we've referred to Valencia, Moriarity, Santa Fe, Espanola etc. We have a limited capacity, so it is in our best interest to prepare the students and move them on. Basic literacy instruction is difficult and finding student barriers to get them the appropriate help takes time.

APS Resource Center (referrals)
Bernco Family Wellness (referrals)
CNM (referrals)
Casa de Salud (referrals)
Centro Savila (referrals)
DVR (referrals)
Hope Village (referrals)
Encuentro (referrals)
Frontline (referrals)
International District Library (referrals)
Los Ninos (referrals)
New Awakening (referrals)
Probation & Drug Court (referrals)
Siembra (referrals)
TANF – NM Workforce Connection (office assistant & referral system)
APS McKinney – Vento (set-up referral system)

ABQ Libraries (tutoring space, flyers)
CYFD (referral system, flyers)
Goodwill (tutoring space)
Greater ABQ Chamber of Commerce – Ashley McKinstry (flyers & brochures)
Hope Works (referral system, flyers, brochures)
Manzano Multigenerational Center (tutoring space, flyers, brochures)

Re-Entry Resource Center (referral system, flyers, & brochures)
Safe House (referral system, flyers & brochures)

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?

Training from the Back of the Room, Proliteracy's Teaching Foundational Reading Skills for Adult ESOL Learners & Volunteer Recruitment & Retention: Tackling the Big Questions. Propel's Color Vowel Basics 2-day Training.
Needs addressed: Volunteer recruitment, Skill building for ESL Tutors, Tutor resources. Our Program Director attended the Training from the Back of the Room and it was all classroom instruction based. She was asked by the presenters how she would adapt this workshop for one-on-one tutoring. The same with the Color Vowel workshop. In the future, perhaps some of the presenters could be asked to prepare examples of how their material would work for the one-on-one modality. This way attendees using this mode of instruction will be able to get more from the workshop and walk away with ready to use techniques.

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. **Somehow our in-house database tracks differently than LACES and I haven't been able to figure out what the issue is. Our dropped list is about 34 people; I know LACES will put everyone who is no longer matched on hold then you have to individually drop them from the program or at least that's what I think.**

Apricot	168
LACES	134

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. **According to last year's numbers using our in-house data, we enrolled 20 more people this year.**
I think much of that has to do with the increased number of referrals from CNM. The major challenge is getting the folks at CNM to understand how our program operates. We pace our students based on what they know, so they expectation that they will have achieved certain goals by CNM's desired time frame doesn't always match. Plus, most of our BL students get one-on-one tutoring. We only offer large group instruction for our English Foundations, Pleasure Reading and Creative Writing classes. We are trying to find a way to incorporate some elements of the CNM classes into small group classes so we can help the students achieve their goals and get back to CNM.

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.

Avg Hours	25.36	**Instructional**	2383.75
Max	318.	**Prep**	76
Min	1.00	**Other**	938.45
		Total	3398.20

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.

Economic	24	**NMCL**	2
Educational	598	**Personal**	221
Family	30	**Societal/Community**	30

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 w/non-zero hours	44	**Instructional**	1401.25
Avg	57.95	**Prep**	767
Max	213	**Other**	64
Min	1.25	**Travel**	317.5
		Total	2549.75

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. **In terms of effectiveness, for us, we've seen an incredible improvement in benchmarks by implementing our new system. I've very excited about our numbers especially when countered with the high retention rate among both tutors and students. I've always considered us a boutique organization. Since our scope is heavily focused on the fundamentals, it takes time to achieve those basics. Doing a lot of work on the backend and retrieving a ton of information on the students during their initial intake helps when matching them and creating the most accurate curriculum. The most difficult thing is having enough people to support the systems we have in place. Because our time is split between fundraising, grant writing, tabling, recruiting, programming, advocating, offering tutor/student support, training, workshops, marketing and logging data, it has become a challenge for our small staff, and unseasoned board. I've gone over and over on how we can streamline systems, but there isn't much more that can be cut without affecting the quality of service. Our students are loyal, as are our tutors. This has come from the dedicated support we offer, but also the time taken during the intake to get to know them. It is fundamental to our success and can't be cut. More funding means more staff, which results in greater accomplishments.**

7. When you look at your program data, what changes you would like to implement and why?
   Nothing.

8. What pathways could lead to increase enrollment for your program? How much additional funding would you need to accomplish this goal?
   Reverse referrals. Many of the AE programs have basic literacy students enrolled in GED programs, some dually enrolled, and many lack phonemic awareness, alphabetics, decoding skills, reading comprehension skills, advanced vocabulary, fluency and general knowledge. Many have problems constructing sentences and paragraphs; yet we're asking these folks to join AE programs to start GED preparation. Outside of the mechanical stuff, many have undiagnosed dyslexia, dyscalculia, memory retention issues, auditory processing disorders, Executive Functioning issues and ADHD. Trying to learn in a large classroom setting or on a computer is virtually impossible for these students. In adult literacy programs where the focus is one-in-one, students with the aforementioned issues have little distraction, have an easier time focusing and can work at their own pace. With the referrals we've had from CNM, almost everyone one of those students have some sort of learning barrier and have found success in our program working one-on-one with a human being. Those who go back to CNM still keep their tutor from our program to help them understand their homework and what is being asked of them for that class. If the right tests were given at AE programs and students were referred to Adult Literacy Programs first, we could work on those foundational basics so we know when the go back to their AE program they will be able to read and understand the test questions. $15,000 towards the salary for another full-time employee would help for processing students and free up other staff members to recruit more tutors. Or help with tutor recruitment.

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
100 Women	$11,700
NM Arts	$6755
Nusenda	$10,000
PNM	$5000
UETF (Urban Enhancement Trust Fund)	$5950
United Way	$32,500

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.
   During the intake we use an in-house student questionnaire to get background info on why the student has chosen to enroll in the program. Upon being matched with a tutor we have a Getting to Know You pack that's to be filled out at the first & second meeting. On the third meeting, the tutor/student pair fill out the goal setting pack. On our website there is a student satisfaction survey which they can fill out and submit anonymously. On the 10th of each month, the tutors are required to submit a monthly progress report that outlines monthly goals, lessons, challenges and student successes.

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

Main Reason Students Come		
Didn't go to school as a child	1	1%
Get GED	41	24%
Certificate for hairdresser	1	1%
Be able to converse in English	48	29%
Get a better job	15	8%
Use English at work	3	1%
Get a driver's license	1	1%
For school	6	4%
Didn't learn reading/writing in school	4	2%
Go to college	12	7%
Use the computer	1	1%
Write a book	1	1%
Unknown	34	20%
	168	100%

3. How does your program help students meet these needs and goals?
    Thorough assessments, asking appropriate background questions, discussing and developing achievable goals, and matching with the right tutor, group or both.

    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? **We'll spend more time working with students on how to improve their own self-reporting, and we're in the midst of updating our tutor monthly process report to ask better questions.**

    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're currently working on a strategy to get more financial support from local businesses. The HED can help by continuing to supply us with resources, materials and training.**