



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.)**

Annual Program Report

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:	Ethos Literacy	
Institution or Organization:		
Address:	400 Gold Ave Sw Suite 210	
City:	Albuquerque	
County:	Bernalillo	
Zip:	87102	
Main Phone:	505 321-9620	
Website:	ethosliteracy.org	
Social Media:		
New Mexico Counties Served:	Bernalillo	
Submission Date:	9/8/2025	
Program Director, Manager, or Coordinator Name and Title:	Esodie Geiger	
Contact Information:	Phone(s):	505 321-9620
	Email:	esodie@ethosliteracy.org
Alternate Contact Name and Title:	Vicki Wheatley; Margaret Barker, Co-chairs	
Contact Information:	Phone(s):	505 321-9620
	Email:	president@ethosliteracy.org



9/8/2025

Signature of the Chief Executive Officer or Designee

DATE

Esodie Geiger, Executive Director

Typed Name and Title:

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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.

Increased involvement in community activities	85%
Improved Reading Skills	85%
Improved Writing Skills	75%
Improved Speaking English (ESL)	63%

We had a higher percentage of students who were supposed to graduate from school during Covid, but didn't. They came to the program and received math, writing and reading comprehension help. CNM referred 45 students to the program; we successfully reached about 2/3rds who wanted service. We took these students' TABE tests along with our in-house reading tests and were able to discern their learning gaps and created an individualized curriculum or developed a small group to target those gaps.

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

Staffing changes/shortages - Our longtime Program Director left after 10 years to pursue her MA in Social work. We were able to shift another staff member to Program Coordinator to continue her work. We subsequently had another Student Coordinator leave in October of '24. It took us until December to hire and train another person; our ED has been limited due to health issues. Our board recently had three new members join, so they are learning the in's and out's of the organization. The goal is to try and figure out how to diversify our funding

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resources and improve grant applications so we can hire one more staff member to be an administrative assistant.

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.

Our preference is one-on-one in-person tutoring, as well as in-person small group instruction of 3-5 people per group. A smaller percentage is online small group instruction; some self-guided online instruction through ReadWorks, Khan Academy or practice videos like Rachel's English. This year we gave new students beginning math packs of Breakthrough to Math, grammar items or ESL vocabulary flashcards we assembled ourselves from our library to work through while they waited to be matched. The students were given the opportunity to call, video or in-person visit the Student Coordinator to go over some of the work they didn't understand. We hope to improve upon this idea with more staff help this year. Populations served were adult English language learners, parents, adults with disabilities, and a few young adults.

4. Describe New Mexico geographical areas (specific communities and counties) you are serving. What pathways do you see in expanding your area of service? *Our main service area is Albuquerque in Bernalillo County; however we got a few students from Moriarty, Bosque Farms and the west of the river (Torrance, Sandoval, Valencia Counties). Most of the communities we serve are low income, immigrant and refugee populations. We've also provided more service to the homeless community, and folks receiving TANF assistance as well as those doing reentry from MDC. These later folks filter through sporadically so it's harder to give more concrete information because we don't have a direct pipeline or solid community connection.*
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.

For extension of service, besides using all the local cabq libraries in the county, we've recently reestablished a former MOU with GoodWill to use all of their locations throughout the city. Hope Village has offered us space to provide service to their clientele - informal agreement; Southwest Creations in the South Valley has asked us to collaborate for service - informal agreement. This particular area has been the hardest for us to designate a solid location for tutoring sessions. We met with J.A.G (Jobs for American Graduates) to discuss how to provide ESL for the parents of the students -informal agreement. We have longstanding informal agreements with organizations like Asian Family Center, Catholic Charities, Enlace, Encuentro, CNM, Lutheran Family Services, Workforce Solutions, Heading Home to name a few. We refer and take referrals from Readwest, CNM, Gordon Bernal, and all other adult education programs. When we do an initial phone intake and describe our services, we ask

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where the potential student is located and make them aware of the service provider in their area. From the information gleaned during the call if we determine they could have their needs better met elsewhere, we will do a warm hand off to the other adult education program.

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?
Our Program Coordinator assembles a monthly newsletter which includes upcoming trainings through ProLiteracy and Literacy Works. Any offerings gathered at the monthly state meetings or those mentioned via Propel we send those to our tutors. The staff took part in last year's NMAEA conference and attended helpful workshops which they implemented in our programming where it was most necessary. Unfortunately, our staff changes, tutor recruitment, fundraising efforts and grant applications makes it hard to delve into PL activities when we're trying to secure funding.

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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. **126**
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: (I unfortunately can't give an accurate answer to this question. ***Since LACES has rolled over and my in-house database is enrolling new students, I don't have an answer. Was there a report we could have printed from LACES last fiscal year to extract this number?)***
 - a. What can your agency do to expand services for such low-level literacy students? ***Roughly 25% of the adults we serve are low-level.***
 - b. What kind of assistance might you need from us to succeed in this expansion? ***Helping divert these low-level students from GED geared programs to ours first so we can give them basic reading skills (phonemic awareness), vocabulary building, decoding, fluency, comprehension and general knowledge before they are plunged into a GED program where they struggle because they don't have they aforementioned skill sets.***
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. ***Avg hours:40.50, Max:471.50, Instr.:2622.50, Prep:12.50, Other: 2468. Once again, as the data entry person I believe these hours are slightly under. LACES is not a user-friendly reporting system when it comes to adding hours for individuals and groups.***
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.

Attain or retain employment	11
Complete job application or interview	3

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Improve financial skills	6
Improve job application or interviewing skills	2
Obtain workforce skills	4
Other economic goal	46
Total Number of Records:	72

Improve digital literacy skills	117
Improve English language proficiency	13
Improve health literacy	37
Improve math skills	153
Improve reading skills	270
Improve speaking skills	126
Improve writing skills	189
Other educational goal	31
Pass HSE Math Exam	2
Pass HSE Reading Exam	1
Pass HSE Science Exam	1
Pass HSE Social Studies Exam	1
Pass HSE Writing Exam	1
Place in postsecondary education	3
Read first book	4
Total Number of Records:	949

Increase involvement in child's education and activities	4
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Obtain a library card (with/for a child or family member)	7
Obtain healthcare for child or family member (e.g., made 1 appointment, advocated for family member, read prescription label, etc.)	1
Other parenting or family-related goal	9
Read books or magazines (with/for child or family member)	3
Visit library (with/for child or family member)	23
Total Number of Records:	47

Gain personal confidence	65
Obtain healthcare for self (e.g., made appointment, advocated for self, read prescription label, etc.)	7
Other personal goal	252
Read books or magazines (for personal use)	5
Visit library (for personal use)	10
Total Number of Records:	339

Have a conversation in English	1
Other community/society goal	30

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Vote or register to vote	3
Total Number of Records:	34

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. **49, Max:178, Avg:51.67, Inst:1572, Prep:761, Travel:188, Other:11** *These numbers don't accurately account for our tutors. As the data entry person I know I missed hours as I entered the data.*
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. *We are extremely effective. Our strength is our devotion and support to each tutor and student, as well as our matching process. We have a 76% student retention rate and 73% tutor retention rate. Retention creates success. Our challenge is not enough staff to fully implement the ED's vision of what Ethos can do. Staff, more tutors, more spaces across the city for lessons and more money would help us serve even more students.*
7. When you look at your program data, what changes would you like to implement and why? *Nothing. I think we're doing the best with what we have. All I would do is shore up our current processes, but with the addition of the things I mentioned above, I know it can happen.*
8. What pathways could lead to increased enrollment for your program? *Better advertising, filtering students who assess below the 6th grade directly to our literacy program first before they try to enroll in GED or GED prep classes, sending a better community message about the distinction between adult literacy where the emphasis is truly on acquiring literacy skills and not adult education which has traditionally meant HSE attainment. These are areas where we need assistance from the state since most of the community-based programs don't have the resources from a community college to lean on. That being testing centers, student enrollment staff, areas within the campus to provide service, software and technology that is offered for free from the college, free space to run the program, etc.*

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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
ProLiteracy	\$5000
Maggie's Giveaway (ABQ Comm, Foundation	\$10,000
Nusenda	\$10,000
Sandia	\$10,000
United Way	\$32,500
Urban Enhancement Trust Fund	\$11,900

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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 the initial intake, we do a needs survey; at enrollment we help the students define their goals and create short & long-term SMART goals; monthly the tutors report on the progress of their students' goal accomplishments; at the end of their service we do an exit survey. For students who continue, they can answer a student feedback survey on our website anonymously.***
2. Please characterize your student population's stated needs and goals, grounding your response in the data you have collected. ***To get a job or better one, learn to read, speak English, help their children with their school work, get their HSE.***
3. How does your program help students meet these needs and goals? ***Give the proper assessment, define the needs and goals, set goals, match with the best tutor, create a lesson plan or class to meet those needs and goals. Read monthly progress reports to see how lesson plans are being implemented and what challenges or successes the students are having. Monitor materials used, provide tutor and student support. After three months check to see that the goals are being met and revamp if not.***
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? ***Nothing currently. Our present plan works wonderfully.***
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? ***Get more tutors to diversify our classes, encourage more computer use for self-instruction coupled with one-on-one lessons, reestablish short and long-term goals at three and six months, get more students critically thinking and learning to read and write for pleasure.***