Annual Program Report
Cover Page

Program Name:	**Literacy Link Leamos**
Institution or Organization:	
Address:	**515 W. College Ave**
City:	**Silver City**
County:	**Grant**
Zip:	**88061**
Main Phone:	**575-388-0892**
Website:	**www.literacylinkleamos.org**
Social Media:	**Facebook.com/nonprofitliteracylinkleamos**
New Mexico Counties Served:	**Grant**
Program Director, Manager, or Coordinator Name and Title:	**Kim Godfrey** **Program Director**

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Alternate Contact Name and Title:	**Marta Bloy** **Treasurer**	
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_____   9/3/2024

Signature of the Chief Executive Officer or Designee   **DATE**

Kim K. Godfrey Program Director _____

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 of this past year include our student, Rose Le, being chosen as an Outstanding Student and taking a trip to Santa Fe to accept her award. This was a very positive experience for her and for our organization. One of our students, Josh Ratcliff, passed his writing test and now he is working hard to study for his math test to gain his High School Equivalency Credential. Another student, Animai Evol, passed all her tests to receive a HSE Credential. Other highlights were hiring an office assistant, Melizza McBride, through Workforce Solutions. She is a delight to have on our team and helps create a positive learning environment. She hit the ground running, taking part in our annual fund-raising event, Give Grandly! This local event hosted over 65 non-profit organizations and continues to be a great outreach project, connecting community partners, volunteers, and donors. We also took part in our area's first annual Volunteer Awards ceremony, through The Volunteer Center, in which 5 of our volunteers won awards.

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

One of our main challenges here is student retention. I will focus on finding solutions to this by seeking information and implementing a clear contract for students to sign. Another challenge is funding. I have purchased an account with grantstation.com and spend time researching funding sources using this tool. Now that I have an office assistant, I can spend more time sourcing funds and resources to share. The ins and outs of running a non-profit are tricky, we are lucky to have an office inside of The Silver City Public Library. Grant County Community Foundation, which holds regular director's luncheons and an annual conference to support area non-profit organizations. I am actively seeking new board members using another great resource, The Volunteer Center.

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.

We provide literacy services through one-to-one tutoring and small group tutoring. We had some students from Iran with the goal of understanding English better. They could read and speak English well, but they did not understand what they were reading. We have a volunteer tutor who teaches a weekly ESL class, and has for many years, after hours at Western New Mexico University's Miller Library. Three of us have been trained to bring a literacy program into our local jail, The Grant County Detention Center, once weekly. The jail had been closed due to covid, so when they opened back up we were one of the first programs allowed back. We have one student who only needs to pass his Math section of the HiSET exam to gain his diploma. He has been working extremely hard with tutors 4 days per week. He has autism and is having trouble retaining information from lesson to lesson. This is causing him a great deal of anxiety, so he needs a lot of support to move forward. I have seen this anxiety spring up for students around testing, especially Math. Some students can receive accommodations, such as more time to finish the tests.

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

Grant County is a rural area, encompassing 3,968 square miles. The population is approximately 28,185 or 7.1 per square mile, (2020 Census). 48.79% of our residents are Hispanic or Latino. 18.70% of people live below the poverty line, 25.90% of children live below the poverty line. Communities include Hurley, Bayard, Santa Clara, and the county seat, Silver City. Pathways to expand our services include outreach events, online learning, access to transportation, access to computers and internet, and tutors setting up services in public buildings around Grant County.

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.

We have a long-standing formal agreement with The Silver City Public Library which gives us our office space, free phone and internet, and tutoring space during library operating hours. This collaboration is essential to our goal and is our main support. We have signed a formal MOU with WNMU's Adult Ed. and our jail's, Grant County Detention Center, RISE Program, to help incarcerated individuals receive services geared towards completing their High School Equivalency exams. We have informal agreements with area schools, domestic abuse shelters, homeless shelters, prevention coalitions, other non-profits, and Western New Mexico University. We are currently working with First Financial Credit Union to present a Basic Financial Literacy workshop in Spanish and English, scheduled for September 26th. We build community within our organization by working with other organizations. We refer students who wish to gain their High School Equivalency Diploma to Western New Mexico University's Adult Education program for initial testing. If they score low in any subject, we will find them a tutor in that specific area.

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

Our tutors were able to access the Read West tutor trainings in ESL and Basic Literacy. Several tutors received certificates and reported that they liked the tutor trainings. They were able to help their learners using some of the knowledge from these workshops. I, as the director, took the Google Intensive workshop. I loved learning the different tools available and plan to create surveys for tutors, learners, volunteers, and the public. I also received a certificate from a Universal Design for Learning workshop "Learning That Works For All" given through LINCS. This eye-opening workshop piqued my interest in the topic of UDL to help students who are struggling due to learning differences. In September of 2023 I was able to attend a 2-day conference for non-profits in Silver City put on by our own Grant County Community Foundation. This wonderful and informative event help workshops about Accounting, Self-Care, Marketing, and Grant Writing. I was able to attend all these workshops, and was joined by our Treasurer for the non-profit accounting workshop. In January, the GCCF put on another Grant Writing workshop which I attended. All these local workshops have provided me with invaluable information about running a non-profit. Also in September of 2023 was the Adult Education Conference in Albuquerque. I was able to attend a LACES workshop, as well as a Q & A with Shannon Stangis, which was very informative. Jeff Fantine's workshop entitled, Integrating Behavioral Change in Justice-Involved Individuals, offered some useful practices for building learning relationships that work to bridge those barriers to better opportunities for people who are caught up in the revolving cycle of patterns created out of poverty, lack of opportunities, mental health issues, poor health, and substance abuse. I also went to Patti Ward's Fundraising Workshop which was great for brainstorming and hearing ideas for different ways to create funding for our programs. Another fun thing that Grant County Community Foundation has created is a monthly director's luncheon which showcases different professional speakers. One of these speakers was Brandy Wesley, from Workforce Solutions in Las Cruces. I worked with her to secure an office assistant, Melizza McBride, whose wages will be 100% compensated until October through a dislocated workers program. I love professional development and am always seeking new ways of learning.

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.

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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.

Expected enrollment was 30 individuals served, so we exceeded that by 26. This great news is due to serving our justice-involved individual once weekly.

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.

Total Hours: 972.54

Average Hours: 17.37

Minimum Hours: 1.5

Maximum Hours: 162.25

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.

7 students met 13 different goals.

StudentGoalsMetInTimePeriodByType_081524_1427342734.pdf

- *Please see Goals Met in Time Period by Type Summary*

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.

Total number of tutors with non-zero hours: 15

Total hours: 992.25

Agency Name: Literacy Link Leamos   **Date Range between:** 07/01/2023 **&** 06/30/2024

Description: Report runs on the selection of students in the list view and includes the number of goals met in the specified time period, broken down by goal type with the total number of goals met within each type. Parameter for goal met date range.

Total Number of Goal Types: 2

Goal Type

Economic Goals

Goal Keyword	Number of Records
Attain or retain employment	1
Visit New Mexico Workforce Connection Center	1
Total Number of Records:	2

Goal Type

Educational Goals

Goal Keyword	Number of Records
Entered an Adult Education (AE) program	1
Improve English language proficiency	1
Improve reading skills	1
Improve writing skills	1
Pass an official practice test	1
Pass HSE Reading Exam	1
Pass HSE Social Studies Exam	1
Pass HSE Writing Exam	2
Place in training program	1
Read more than before receiving literacy services	1
Total Number of Records:	11

Agency Name: Literacy Link Leamos   **Date Range between:** 07/01/2023 **&** 06/30/2024

Instruction: 668.5

Preparation: 212.25

Travel: 111.5

Average hours: 66.15

Maximum hours: 201.5

Minimum: 2

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.

Our program is effective because we are growing our numbers of students served. We need more tutors to serve our students. We also need younger and more technically adept tutors to bridge the generational gap between older tutors and younger students. Our strength is in providing in person one-to-one tutoring to students. Some of these students leave us without a trace. We find out later that they have passed their High School Equivalency Exams, receiving diplomas, and they did it all online. We have helped our students to achieve many goals. It is hard to work around the student's busy schedules and some students face barriers to learning, such as Autism, ADHD, Dyslexia, poor health, issues with mental health and addiction, low income, and lack of transportation. So many tutors have aged out, or lost interest due to lack of consistency with our learners.

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

I would like to find more volunteers because our tutors are working with more than one student. I would also like to retain more students by implementing a contract for learners which states clear boundaries regarding commitments and consequences of honoring tutors time and the importance of showing up.

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

Pathways to increased enrollment will look like free transportation and extra tutoring sites throughout the county. Access and training for online tutoring and learning will also increase enrollment. We could also offer workshops in surrounding more remote areas in subjects such as Basic Computer knowledge, Financial Literacy, High School Equivalency exam prep, Citizenship exam prep, Basic Literacy, and English as a Second Language. I would expect the costs for funding this goal to be approximately 10,000.00.

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
Dollar General Adult Literacy Grant	7,500.00
In-kind volunteer tutor hours 992.25 hrs	At least 20,000.00
Give Grandly! (annual fundraiser)	3,108.00
WIOA-Office Assistant Salary-reimbursed through Dislocated Worker Program-NM Work Force Solutions	3,840.00
Regular donors	7,000.00

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.

I work with individual students to write down scheduling, subject of study, scores from Adult Ed., and other personal needs during intake. We also work on setting SMART goals based on LACES outcomes. I am working on developing a satisfaction survey. Students are satisfied and gain momentum as they reach their goals.

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

I still need to collect this data.

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

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?

I am working on creating a student satisfaction survey using Google Forms and collecting the answers using Google Sheets. I can have students create their own NMDELT accounts to take these surveys. I can do the same with students needs and goals, goals ae also easy to track using LACES.

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?

In the coming year I will focus on checking in with students monthly to see how they are progressing. I will do the same with checking in regularly with their tutors to see how we can work together to improve our students' abilities to meet their goals. NMHED can help by giving us examples of Student Surveys and how to transfer this data into LACES.