

New Mexico Literacy Program Annual Report 2024-2025

Annual Program Report Cover Page

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New Mexico Counties Served:	Grant County, NM	
Submission Date:	September 3, 2025	
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Signature of the Chief Executive Officer or Designee

9.3.25

DATE

Kim Godfrey Program Director

Typed Name and Title:

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Narrative Questions

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.

Our most significant highlights and accomplishments in the 24-25 program year include hiring Melizza M. as our office assistant, sending Josh R. to Santa Fe to be honored with an outstanding achievement award, our program staff attending 2 conferences and the IAC training, and continuing to partner with our local agencies to provide outreach and literacy programming. Our local jail, Grant County Detention Center, has begun to offer training for volunteers to enter the jail. This means that we might be able to offer more Basic Literacy programming to our detainees. The jail has built a new outbuilding, specifically for programming, and this will be a great opportunity to provide one-to-one and small group tutoring services to our incarcerated individuals. We hosted a Financial Literacy workshop, partnering Evelyn Blanco from First Financial Credit Union. We were also able to attend Strategic Planning and Grant Writing workshops hosted through our local foundation Gila Community Foundation, formerly named the Grant County Community Foundation. We continue our successful jail programming once a week at our Grant County Detention Center and will try to recruit more tutors to bring programs into the jail. We have hired a new Program Director, Lora Lisbon, who will start on September 9, 2025. She will hit the ground running by attending Rising Together, Succeeding Together NMHED NMAEA 2025 Fall Conference. Kim Godfrey will be leaving as the Program Director on September 19, 2025.

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

Our main challenges include student retention and tutor recruitment. We have created a student/tutor contract for both parties to sign which states that if a student misses 3 tutoring appointments, the tutor has the option to drop the student. We also have a list of public meeting places if they cannot make it to our library. We continue recruiting new tutors and setting them up with training, teaching materials and supplies, and honor them for their volunteer work by acknowledging their efforts through volunteer appreciation awards and events.

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 services include free one-to-one tutoring and small group instruction. We have a tutor who offers an ESL class Tuesday evenings at The Church of the Good Shepard. Some of our ESL students have found jobs in the area. Our detainees enjoy our tutors holding a class once weekly inside of the Grant County Detention Center. Our tutors have steadily provided services, rotating through the pods. The jail is offering training for new volunteers to be able to provide services inside the detention center.

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Our hopes are to recruit more tutors for jail Basic Literacy programming. Some of our detainees have asked for help with Basic Literacy skills.

One of our tutoring students is very close to receiving a High School Equivalency Diploma, still needing to pass the Math section of HiSET. Another female student is working on her GED at WNMU's Adult Ed. program, while she is also working with our tutors in Math and Language Arts. She is devoted to gaining her GED. We have had some students who prefer online learning on their own and others are partial to in person tutoring. The Silver City Public Library offers El Portal, through New Mexico State Library. El Portal includes BrainFuse and HelpNow for job search guidance, homework and study help. Students and Tutors can create a free account to access Adult Education tests, live help for language learners, and help with Reading, Writing, and Math. Some students are utilizing both in-person and online learning to move forward in accomplishing their 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?

Grant County, NM is very rural, encompassing 3,968 square miles. The population is about 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, Cliff, Gila, Hanover, Mimbres, Tyrone, and our county seat, Silver City. Pathways to expand our services include online learning, access to computers and internet, access to transportation, outreach events, and access to public meeting places throughout 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.

Our organization partners with The Grant County Detention Center and its RISE Program (MOU) to offer weekly literacy services to detainees. The jail offers volunteer training, and we hope to increase our jail-trained tutors in the coming year to offer more literacy services to our incarcerated individuals, helping to reduce recidivism rates. We partner with WNMU's Adult Education Program to offer free one-to-one tutoring services to individuals needing added instruction in areas such as Math, Language Arts, Science and Social Studies, to bring up their scores and gain their HiSET or GED diplomas. We partner with Gila Community Foundation, formerly Grant County Community Foundation, to gain access to Professional Development and networking opportunities. We partner with Grant county Heath Council and their Prevention Partners to attend outreach events and bring awareness to our literacy offerings. We attend outreach events throughout our county at senior centers, area schools, our local woman's shelter, and through our libraries. We have a long-standing formal agreement with The Silver City Public Library which gives us our free office space, phone, internet, and access to tutoring space during library hours. Our main support comes from NMHED Adult Education and NMAEA. Adult Literacy resources have grown in the last few years, and the meetings and conferences have been invaluable opportunities to meet with state Adult Ed. and Literacy leaders and gain experience and knowledge from them.

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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?

Staff was able to attend Recruiting and Making the Most of Volunteers, an online workshop with Kathy St. John on Nov, 12, 2024. This informative workshop brought attention to recruitment and retention of volunteers. There was time to brainstorm with others about volunteer motivation, onboarding and training, and keeping an open mind about who can help.

In Sep. 2024, staff attended Grant County Community Foundation's (now Gila Community Foundation) Pathways to Progress Workshops, Strategic Planning and Learn About Grant Writing. These workshops provide useful information and area connections that help in the running and thriving of Non-profit organizations.

Also on September 24, our staff was fortunate to attend NM's Literacy Directors' Annual Meeting. This was a good chance to meet with state directors, finance team, and coordinators. We enjoyed learning from Jeff Fantine: Creating an Effective Literacy Program.

The major PD opportunity was Feb. MPAEA/NMAEA 2025 Conference. What a great experience it was for Melizza and me to attend this 9- state Adult Education and Literacy Conference! We arrived Tuesday night from Silver City, NM. Wednesday morning, we attended the opening ceremonies followed by a double session with Jeff Fantine: Emerging Trends in Education: Using Neuroeducation and Microinstruction to Enhance Learning. Jeff is a great educator, and I find his teaching style easy to follow and understand. He stresses the importance that learners build on what they already know, practice the skill or concept that they are learning, and then reflect on what and HOW they learned what they did.

After lunch I attended another double session: Peggy Garcia-Marquez and Allison Lucero: Elevate Your Impact: Motivational Coaching Masteries for Effective Student Support. This session introduced PropelNM's new academic Motivational Coaching Course. This course was amazing. We learned techniques to support a student as they solve their own problems, we let go of their outcomes, and we give the student the responsibility to find their own solutions. It was important to learn that we don't need all the information to solve the learner's problems. We listen instead to better understand them. We learned some skills to deal with our own inner critic such as using our network, resources, and knowledge. If we do let negative self-talk get in our way, we learn to turn that into positive affirmations.

Thursday morning, I took Matt Edelen's lecture, Building Strong Foundations: Applying the Science of Reading with Evidence-Based strategies for Adult Learners. This class went back to the basics of reading. We reviewed decoding, fluency, vocabulary, and comprehension. I learned that along with lists of sight words, there are also Dolce's list of common phrases.

Next at 10am on Thursday, Melizza and I attended a double session with Laura Weisel, What's Going On? The 4 Qs to Support Adult Learner's Emotional Challenges. This was similar to Motivational Coaching in that, we use focused techniques (such as asking and recording the answers to the 4 ?'s) and then we give the problem solving back to the learner. We ask:

1. What is going on? (Current status)
2. What would you like to have happen? (Preferred Future)
3. What have you done before? What could you do now? (Resources)
4. What do you want to do about it now? What can we do now? (Create a Plan)

Another good follow up question is "What will you do in the next 2 weeks?"

Thursday at 2pm, I went to Got Grants? Tips from the Pros!, with Robert Breitbard. This workshop had me thinking about using AI for grants as well as being more aggressive with my elevator pitch. Melizza

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attended Student Voices, and heard stories from NMAEA Student Ambassadors. She said that it was a moving experience. We finished the conference together with Carrie Cannella from PropelNM. Her session was titled, New Mexico Literacy Program Community of Practice, and was a space for New Mexico literacy programs to build a professional community, solve problems, and focus on state-wide collaboration. It is great to see other literacy providers in person and here what they have to say. I feel that New Mexico Adult Education and Literacy programs have come a long way in the 3 years that I have been in this position, and we are building a strong foundation to build this important community of learners.

What a great experience it has been to be a part of this 9-state conference. I truly love being around educators and students. It reminds me of the possibilities which are available to us all if we just keep working towards our goals.

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.

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- 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 have 1 low level math student, 1 reading and 1 writing. Most of our detainees have low level literacy and do not have a High School Diploma.

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

Our agency can expand services to our low-level literacy students by directing them to basic needs resources, such as housing, counseling, and work. We see students struggling with anxiety and that makes it hard to learn and hard to test. Some students moved around schools while growing up and missed some of the basics. Other students have had bad experiences in school, so the one-to-one tutoring helps them. We can help set them in the right direction through helping them to identify their goals and their next steps to take. We can also offer them a resource list so that they can utilize community support. We support low-level literacy students through free one-to-one tutoring and small group instruction. We can also encourage more tutors to train as jail volunteers to help serve our detainees with Basic Literacy tutoring.

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

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We need ideas about how to help people who are in crisis. NMHED offers some great resources through PropelNM.org. What are other communities doing that works with helping people who want to better their life through learning, but they lack access to transportation, computers, internet, housing, and good health resources? The motivational coaching classes are a great resource for learning to help students to help themselves. Other Literacy Programs and area non-profits can inspire us to expand services to low-level literacy students through sharing ideas, partnerships, and outreach projects.

3. How many hours did students spend learning in your program in 2024-2025? Please include total hours by different categories 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.

Average Total Hours: 41.31

Maximum: 204.00

Minimum: 2.00

Total hours of all students: 756.75

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.

20 goals were met

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.

Total tutors w/ non zero hours: 14

Average total hours: 68.73

Maximum: 351.50

Minimum: 9.00

Total hours of all tutors: 966.25

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 at serving our students who are motivated and dedicated to achieving their Educational, Economic, and Societal/Community goals. Our strengths include our dedicated tutors, access to our public library, one-to-one tutoring relationships which help build confidence, access to other non-profit and community resources, and our long-time community connections. Challenges include long distances that tutors and students need to travel, student and tutor recruitment and retention rates, and access to internet and computers.

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

Our program needs to use all the goals/outcomes in LACES to begin asking the student during the intake process. This will be a good measure to achieve more growth. We need to begin online learning and know how to enter hours that tutors and learners spend on the computer. We need better methods of collecting tutor hours.

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

Our program can achieve increased enrollment through creating a vibrant outreach project within our community. We could use more online tutoring to increase enrollment for our program. One pathway would include more basic computer skills classes and specific instruction for teaching and learning online. Helping students access internet and computers is another pathway to increasing enrollment.

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
Give grandly local non-profit fundraiser	3108.00
Dollar General Adult Literacy Grant	10,000.00
Life Quest/Gila Com. Foundation Grant	5,000.00
Freeport McMoran mini-grant	100.00

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. 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.

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During intake we have students set SMART goals as well as establishing their educational needs and goals. We have students write about their goals and why they want to achieve them. If students need basic computer skills training, we sign them up at library. We use our computers for assessments such as

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

We have some students who are wanting to speak and understand English to gain employment. Other students wish to complete their High School Equivalency Diploma and continue to college and higher paying employment. We have some students who need basic literacy skills, such as learning to read and write.

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

We help our students meet their needs and goals through encouragement setting up a learning plan of action and setting them up with a tutor, small group, WNMU Adult Education Program, and/or online learning resources. We check in regularly with students and tutors to see what new needs might be popping up. We check in regularly to see how we can help students move forward in achieving their goals. We provide a safe learning environment.

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?

In the coming year, we will improve our intake process to include the full list of outcomes in LACES. We will check in regularly and speak directly with students, analyzing their needs and building upon their strengths.

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, our organization will use all goals in LACES during intake and track those goals regularly.

We will discuss regularly with tutors and students how their progress is going and what we can do to help improve our student's ability to meet their goals and improve their satisfaction with our services.

Student: Student Calendar Hours Report

7/1/2025

AgencyID: 39667602**School District / Agency:** Literacy Link Leamos**Report Statistics****Dates Between:** 07/01/2024 AND 07/01/2025**Total number of students:** 146**Total students w/ non-zero hours:** 94**Average Total Hours:** 8.08

(Average calculated using students w/ non-zero total hours)

Maximum: 206.00**Minimum:** 1.50**Total Hours of All Students**

Instruction	Computer	Preparation	Travel	Other	TOTAL
756.75	0.00	0.00	0.00	3.00	759.75

Instructional Hours Numerical Breakdown:

Total Hours:	<12	>=12
# of Students	88	7

Total Hours:	<=10	<=20	<=30	<=40	<=50	<=60	<=70	<=80	<=90	<=100
# of Students	87	1	2	1	1	1	1	0	0	0

Total Hours:	<=110	<=120	<=180	<=240	<=300	<=360	<=420	<=480	480+	Total
# of Students	0	0	0	1	0	0	0	0	0	95

Note: # of students measured between the total hours. For example, <=20 counts # of students where (10 < # of Students <=20)

Tutor Calendar Hours Report

7/1/2025

AgencyID: 39667602

School District / Agency: Literacy Link Leamos

Report Statistics

Dates Between: 07/01/2024 AND 07/01/2025

Total number of tutors: 44 **Total tutors w/ non-zero hours:** 14

Average Total Hours: 69.02 (Average calculated using tutors with non-zero total hours)

Maximum: 355.50

Minimum: 9.00

Total Hours of All Tutors

Instruction	Computer	Preparation	Travel	Other	TOTAL
525.50	0.00	257.50	180.25	3.00	966.25

Instructional Hours Numerical Breakdown:

Total Hours:	<12	>=12
# of Tutors	5	10

Total Hours:	<=12	<=10	<=20	<=30	<=40	<=50	<=60	<=70	<=80	<=90	<=100
# of Tutors	5	4	3	2	1	0	3	0	0	0	0

Total Hours:	<=110	<=120	<=180	<=240	<=300	<=360	<=420	<=480	480+	Total
# of tutors	0	0	0	1	0	0	0	0	0	14

Note: # of tutors measured between the total hours. For example, <=20 counts # of students where (10 < # of Tutors <=20)