

**NEW MEXICO
HIGHER EDUCATION
DEPARTMENT**



Fostering Student Success from Cradle to Career

*Michelle Lujan Grisham, Governor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary*

**State of New Mexico
Higher Education Department
Adult Education Division**

**ReadWest Adult Literacy Center
Annual Report**

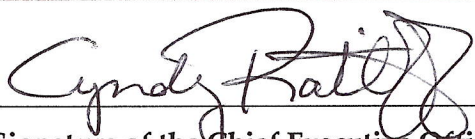
2023-2024

Emailed report to:
Adult.Education@hed.nm.gov

**Reporting Deadline
September 3, 2024**

**Annual Program Report
Cover Page**

Program Name:	ReadWest Adult Literacy Center	
Institution or Organization:	ReadWest, Inc.	
Address:	4131 Barbara Loop SE Ste 1-D	
City:	Rio Rancho	
County:	Sandoval	
Zip:	87124	
Main Phone:	505-892-1131	
Website:	www.readwest.org	
Social Media:	https://www.facebook.com/cyndy.ratliff21/	
New Mexico Counties Served:	Sandoval and Bernalillo	
Program Director, Manager, or Coordinator Name and Title:	Cyndy Ratliff, Executive Director	
Contact Information:	Phone(s):	505-892-1131 ext. 3
	Email:	cyndy.ratliff@readwest.org
Alternate Contact Name and Title:	LouAnne Lundgren, BOD President	
Contact Information:	Phone(s):	505-977-3318
	Email:	louannelundgren@yahoo.com



Signature of the Chief Executive Officer or Designee

August 29, 2024

DATE

Cyndy Ratliff, Executive Director

Typed Name and Title:

NMHED Adult Literacy Program Annual Report 2023-2024

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.

During the fiscal year 2024, ReadWest served 321 adult learners from 30 different countries with the help of 130 volunteer tutors. We added specialty equipment, office hours, and learning tools to improve our center's performance.

These include:

- Bone conduction hearing headphones for hearing impaired students
- IPEVO VZ-R HDMI/USB Dual Mode 8MP Visual Communication Tool for visually impaired students
- A Microscope kit, 3 learning guides, slides, and a projection lens.
- Leap Frog learning adventures globe for one-to-one tutoring and individual self-paced geographical learning.
- Purchased TABE assessment tests to track our student's progress.
- Our library was converted into a classroom/library to allow us to conduct two hybrid group classes simultaneously. Equipment was brought in for hybrid learning, i.e., tv, zoom license, keyboard and mouse, table, and printer.
- We extended the center's hours two nights a week to accommodate the night classes.
- Student intake application was updated and placed on our website.
- We hosted 28 group classes with 9 being offered in a hybrid format and 2 offered at night. ReadWest embarked on new programs and student initiatives. We held twelve classes at ReadWest, thirteen at the First Unitarian Church, one at LDS Bernalillo, one at Loma Colorado Library, and one at the Martha Libert Library.
- Final year of our Court Scribe program with the NM Court System.

Classes Offered:

- Beginning English as a Second Language (ESL) – Survival English is teaching steps to take in the case of an emergency, food, money, health, and children's needs.
- Pronunciation and Conversation covering idioms, directions, descriptions, and more
- Intermediate English as a Second Language focuses on phonics, articulation, professional English, learning the alphabet, and simple sight words
- Reading and Writing – Writing prompts, reading exercises with critical thinking questions, history and civics, and a small amount of geography.
- Computer Literacy – Basics, Safety, Security, Applications, Hardware, Software, etc.

NMHED Adult Literacy Program Annual Report 2023-2024

- Financial Literacy – Expense tracking, Income vs Expenses charts, tracking savings, cutting expenses, smart shopping, banking, cash vs credit, credit cards, and more
- Citizenship held at the Loma Colorado Library
- Math – Beginning and Advanced – Kindergarten to Pre-High School
- Solar Eclipse Knowledge / Viewing – Using the Box method and Protective Eyewear
- Exploring the Microscope and Basic Biology
- Language Arts, Writing – Pre-HSE Preparation
- Peer to Peer Conversation Group – A senior student sits with new and preexisting students to inquire about our program’s performance, needed classes, tutoring, and materials needed.

In addition, one of our volunteer tutors assisted a visually impaired woman in achieving her High School Equivalency Certificate.

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

Volunteer tutor recruitment has been a concern for us over the last year. More advertising and events will be done this upcoming fiscal year to support the number of students we currently have at the 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.

Fiscal Year 23-24 Offerings:

1. **Online Classes:**

- English as a Second Language (ESL)
- Basic Literacy (BL)
- Computer Literacy

2. **Expanded Offerings:**

- **In-Person Classes:**

- ESL
- Citizenship

- **Hybrid Classes:**

- ESL
- Conversation and Pronunciation
- Basic Literacy
- Financial Literacy
- Computer Literacy

NMHED Adult Literacy Program Annual Report 2023-2024

During the 23-24 fiscal year, we facilitated 222 active one-on-one tutoring pairs, with 119 new pairs formed and 65 pairs ending due to illness, continuing education, relocating and/or unforeseen family circumstances. Among these, 199 pairs met in person, while 23 pairs used online platforms such as Zoom, FaceTime, WhatsApp, Google Classroom, Google Meets, and Skype.

In addition to tutoring, RW offered small group classes both in-person and online for students needing help with ESL, reading, writing, math, and computer skills. These in-person classes typically ranged from 5 to 15 students, depending on the students' availability and schedules.

RW's expansion into in-person and hybrid formats allows us to reach a broader audience and provide more flexible learning options. A variety of classes are aimed at improving skills in English speaking, reading/writing literacy, financial management, and technology. Each of these classes are designed to assist our adult learners with workplace readiness and self-sustainability.

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

ReadWest serves Rio Rancho, Albuquerque, Bernalillo, Corrales, and the Placitas located in Sandoval and Bernalillo counties. Currently, we do not plan on expanding our services.

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.

Partnerships:

- Higher Education Department – Funding, Resources, and Information (MOU)
- Propel NM – Data collection, Resources, and Information
- NMAEA – Director joined the advocacy committee to work with others on improving funding for adult literacy. (Informal)
- Youth Development, Inc. (YDI) – Student referrals and collaboration. (MOU)
- Comcast – Donated funds for our 35th Anniversary Celebration, brought in a low-cost internet plan for our students (\$10 per month) and donated 25 laptops to our students. (Informal)
- Life Church – Funding, Volunteer Recruitment, and Student referrals. (Informal)
- Loma Colorado Library – Allows ReadWest to host classes, Tutor and Student referrals, and information. (Informal)
- Martha Libert Library in Bernalillo – ESL classes, volunteer and student recruitment (Informal)
- First Unitarian Church – Citizenship class, ESL classes, one-to-one tutoring, volunteer and student recruitment. (Informal)

NMHED Adult Literacy Program Annual Report 2023-2024

- Bosque School – Community Builders program, volunteer recruitment (Informal)
- Friends of the Library – Volunteer and student recruitment, resources (Informal)
- Ethos – Refer students and tutors to the program. (Informal)
- Four Winds Rehabilitation – Student recruitment (Informal)
- Rio Rancho Chamber – Public Outreach, funding, and student referrals (MOU)
- Central New Mexico Community College (CNM- Albuquerque, Rio Rancho) – Student referrals, Tutor referrals, and information (Informal)
- Lutheran Family Service – Student referrals (Informal)
- Valencia County Literacy Council – Student referrals (Informal)
- Adult Literacy Programs across the state – Hybrid Tutor Training (Informal)
- Sandia Area Federal CU and Nusenda CU - Financial Literacy class (Informal)
- Presbyterian – Student Healthcare Day (Informal)
- New Mexico Courts – Court Scribes, final fiscal year (MOU)
- Amazing Grace – Tutor referral and Student referral, (Contract, our building owner)
- First Financial – Funding, Community Outreach (Informal)

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?

Professional learning activities for adult literacy instructors are crucial for enhancing teaching effectiveness and staying updated with best practices. RW uses several activities designed to support and develop adult literacy professionals:

- Workshops and Seminars: Staff, Volunteers, and our Board of Directors attend or organize workshops on topics such as new teaching strategies, technology integration, literacy assessment methods, and differentiated instruction. These workshops assist all aspects of our center to ensure we stay current and relevant.
- Conferences: By attending conferences that are dedicated to adult education and literacy we focus on future techniques, materials, and modalities. Networking with other professionals and learning about the latest research and innovations is highly beneficial.
- Mentoring and Coaching: Staff and senior tutors personalize support and guidance, and/or offer to mentor a less experienced colleague.
- Cultural Awareness Training: This portion is covered in our ESL and BL Tutor Training. New tutors participate in training focused on cultural awareness and inclusivity to better address the diverse backgrounds and needs of adult learners.
- Peer Observations: Volunteers and staff arrange opportunities for instructors to observe each other's classes. This can provide valuable insights into different teaching styles and methods, and foster collaborative discussions on what works best.
- Professional Learning Community (PLC): The Higher Education Department, ProLiteracy, NMAEA, and the Propel team have assisted the Adult Literacy Programs to create a PLC with fellow literacy professionals. This group meets regularly to share experiences, discuss challenges, and explore new resources or techniques.

NMHED Adult Literacy Program Annual Report 2023-2024

- In-Person/Online Courses and Webinars: All staff members are FERPA certified each year and last year we all became NSC First Aid, CPR and AED Course certified. We participate in online courses and webinars on adult literacy. These platforms offer flexible learning opportunities and access to expert knowledge.
- Research: Staff, BOD, and Volunteer Tutors conduct research on projects or analyze case studies related to adult literacy. This helps us identify effective strategies and address specific challenges within our own practice. Last project researched was Cell-Ed. RW is currently piloting Cell-Ed for HED.
- Curriculum Workshops: Volunteers and staff participate in workshops that focus on designing or revising curriculum to better meet the needs of adult learners.
- Technology Training: Explore training sessions on educational technologies, including digital tools and resources that enhance literacy instruction.
- Community Engagement: RW collaborates with community organizations to better understand the needs of our adult learners, and integrate these insights into our teaching. Many organizations have a need for ESL classes in their organization to interact with the establishment’s clients.
- Tutor Follow-Up Sessions: These workshops create opportunities for our volunteers to give and receive constructive feedback on teaching practices. This is done through informal evaluations and discussions.
- Resource Sharing: By sharing literacy resources, such as lesson plans, activities, and teaching materials, with volunteers and other literacy programs we enhance and diversify our instructional viewpoint and learning outcomes.

These activities help us stay current, improve our teaching skills, and ultimately provide better support to our adult learners.

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.

<u>AgencyID:</u>	<u>School District / Agency:</u> ReadWest Adult Literacy Center		
<u>Report Statistics</u>	Dates Between:	7/1/2023	AND 06/30/2024
Total number of students: 335	Total students w/ non-zero hours: 321		
Average Total Hours: 56.22	(Average calculated using students w/ non-zero total hours)		

NMHED Adult Literacy Program Annual Report 2023-2024

- Compare the number of students served in FY 2023-2024 with expected enrollment from grant proposal. Discuss the differences and challenges that you encountered.

In the fiscal year 2022-2023, we served 265 adult learners. Last fiscal year 2023-2024 RW proposed 300 adult learners during the upcoming school year. We are proud to report we met and exceeded our proposed student attendance tally. ReadWest served 321 adult learners. This is 56 additional active students than last fiscal year.

The increase in enrollment is in part due to public outreach, student's word of mouth, and partnerships.

- 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.

Student: Student Calendar Hours Report						8/26/2024				
AgencyID:		School District / Agency: ReadWest Adult Literacy Center								
Report Statistics		Dates Between:		7/1/2023	AND	06/30/2024				
Total number of students: 2,552		Total students w/ non-zero hours: 321								
Average Total Hours: 56.19		(Average calculated using students w/ non-zero total hours)								
Maximum: 552.50										
Minimum: 1.50										
Total Hours of All Students										
Instruction	Computer	Preparation	Travel	Other	TOTAL					
17,886.90	0.00	0.50	0.00	151.00	18,038.40					
Instructional Hours Numerical Breakdown:										
Total Hours:	<12	>=12								
# of Students	790	367								
Total Hours:	<=10	<=20	<=30	<=40	<=50	<=60	<=70	<=80	<=90	<=100
# of Students	787	115	67	48	29	31	22	13	12	7
Total Hours:	<=110	<=120	<=180	<=240	<=300	<=360	<=420	<=480	480+	Total
# of Students	5	3	14	2	2	0	0	0	0	1,157

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

- 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.

NMHED Adult Literacy Program Annual Report 2023-2024

STUDENT: Goals Met in Time Period by Type

08/26/2024

Agency Name: ReadWest Adult Literacy Center

Date Range between: 7/1/2023 & 6/30/2024

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: 7

Goal Type

Economic Goals

Goal Keyword	Number of Records
Attain or retain employment	14
Complete job application or interview	11
Improve financial skills	3
Improve job application or interviewing skills	8
Obtain a pay increase	6
Obtain assistance (e.g. with food insecurity, housing, transportation, healthcare, legal services, domestic violence, addiction)	3
Obtain license or certification	1
Obtain workforce skills	10
Other economic goal	2
Visit New Mexico Workforce Connection Center	1
Total Number of Records:	59

Goal Type

Educational Goals

Goal Keyword	Number of Records
Entered an Adult Education (AE) program	3
Improve digital literacy skills	6
Improve English language proficiency	52
Improve health literacy	3
Improve math skills	3
Improve reading skills	57
Improve speaking skills	93
Improve writing skills	30
Increase test score	2
Other educational goal	5
Pass HSE Math Exam	6
Pass HSE Reading Exam	5
Pass HSE Science Exam	7
Pass HSE Social Studies Exam	7
Pass HSE Writing Exam	6
Read first book	11
Total Number of Records:	296

Goal Type

Family Goals

Goal Keyword	Number of Records
Communicate with school teachers/staff	8
Increase involvement in child's education and activities	5
Obtain a library card (with/for a child or family member)	12
Obtain healthcare for child or family member (e.g., made appointment, advocated for family member, read prescription label, etc.)	3
Other parenting or family-related goal	5
Read books or magazines (with/for child or family member)	8
Visit library (with/for child or family member)	9

NMHED Adult Literacy Program Annual Report 2023-2024

	Total Number of Records:	50
Goal Type NMCL Goal	Goal Keyword	Number of Records
	Attain citizenship	1
	Become proficient in English	2
	Improve English proficiency	1
	Total Number of Records:	4
Goal Type Personal Goals	Goal Keyword	Number of Records
	Gain personal confidence	155
	Obtain a library card (for personal use)	40
	Obtain healthcare for self (e.g., made appointment, advocated for self, read prescription label, etc.)	9
	Other personal goal	8
	Read books or magazines (for personal use)	14
	Visit library (for personal use)	71
	Total Number of Records:	297
Goal Type Services Received	Goal Keyword	Number of Records
	Obtain ESL/ESOL/ELL instruction	1
	Obtain Math Skills	1
	Other	2
	Total Number of Records:	4
Goal Type Societal/Community	Goal Keyword	Number of Records
	Have a conversation in English	42
	Obtain a driver's license	5
	Other community/society goal	2
	Vote or register to vote	1
	Total Number of Records:	50

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.

NMHED Adult Literacy Program Annual Report 2023-2024

Tutor Calendar Hours Report

8/26/2024

AgencyID:

School District / Agency: ReadWest Adult Literacy Center

Report Statistics

Dates Between: 7/1/2023 AND 06/30/2024

Total number of tutors: 1,278 **Total tutors w/ non-zero hours:** 130

Average Total Hours: 85.96 (Average calculated using tutors with non-zero total hours)

Maximum: 1,609.50

Minimum: 2.50

Total Hours of All Tutors

Instruction	Computer	Preparation	Travel	Other	TOTAL
6,061.00	0.00	3,508.00	1,598.50	7.00	11174.5

Instructional Hours Numerical Breakdown:

Total Hours:	<12	>=12
# of Tutors	42	96

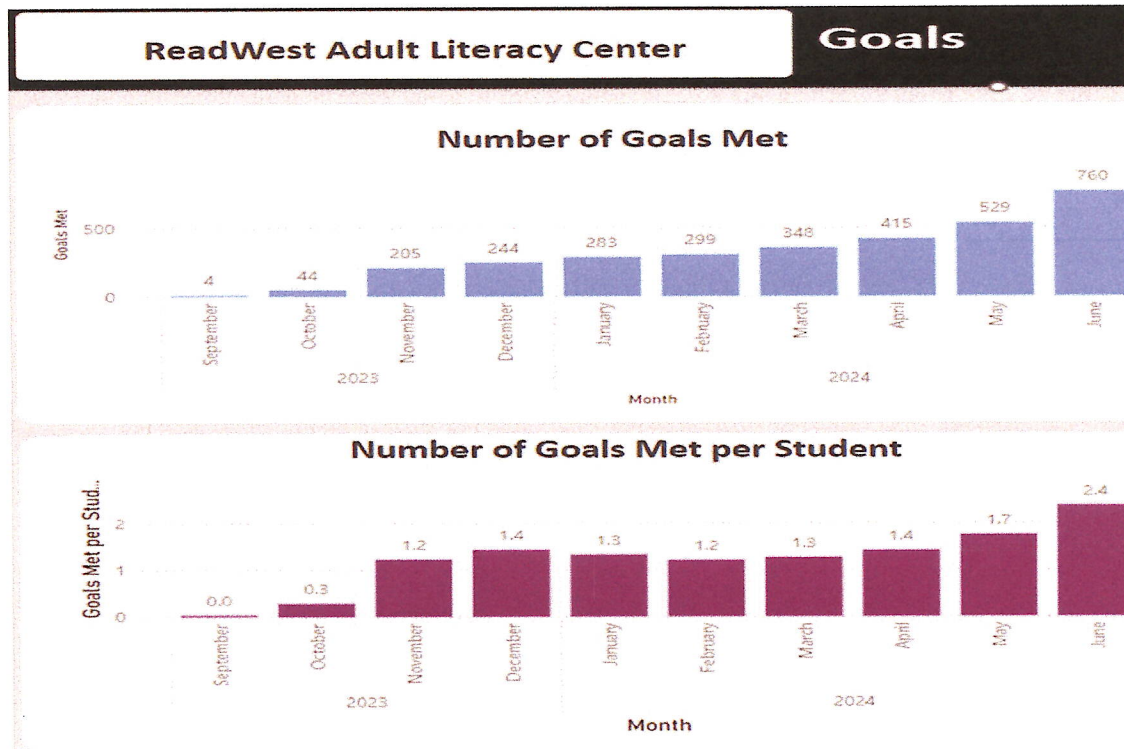
Total Hours:	<=12	<=10	<=20	<=30	<=40	<=50	<=60	<=70	<=80	<=90	<=100
# of Tutors	42	29	19	19	13	13	12	8	3	3	3

Total Hours:	<=110	<=120	<=180	<=240	<=300	<=360	<=420	<=480	480+	Total
# of tutors	0	1	4	2	0	0	0	0	1	130

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

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.

NMHED Adult Literacy Program Annual Report 2023-2024



The above graph shows the steady progression of our students. These indicators help us ensure that the program, tutors, and students are staying on task. We believe our program to be very effective due to the 2.4 Goals met per student during the last fiscal year. RW also found our Student Survey helpful in gauging the effectiveness of our program's performance. See page 18.

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

Increasing the number of volunteer tutors is always a challenge and one we focus on constantly. I believe it is in our best interest to spend more time and funds on advertising adult literacy. In recent years, volunteerism has dropped to new lows, apart from the pandemic.

ReadWest is currently piloting the Cell-Ed application, and we look forward to good results. Our hope is that more programs will be able to implement Cell-Ed soon.

We will be adding a Work Readiness class in the new fiscal year. This will ensure our students are prepared to enter the workforce and be more confident.

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

RW considers all factors that relate to student enrollment including advertising, staff, classes offered, timing of the classes and/or one-to-one tutoring, tutor availability, and locations. We are one

NMHED Adult Literacy Program Annual Report 2023-2024

of the largest independent adult literacy programs in the state, we served 321 students last fiscal year; staffing is our biggest concern. On any given day, staff may have to flex hours to accommodate adult learners and tutors' needs. This leads to shifts being covered by the director, as there is no overtime permitted. RW has two and a half employees, a full-time Program Coordinator, a part-time Assessment Coordinator, and a full-time Director at the center. Volunteers have been used to fill the gap on occasions, however this is not helpful to our adult learners or tutors. Office volunteers can only take and relay messages.

RW would like to hire another part-time employee at \$15 an hour for 25 hours per week. This would require an additional \$25,000 for the new employee at our program. This employee would cover night classes/tutoring, Cell-Ed training for new students, data entry into Laces, weekend tutor training/tutoring, student assistance, and additional responsibilities at the center.

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 FY 2023-2024.

Source	Amount
Life Church	\$18,500
Kiwanis Club of Corrales	\$750
Friends of the Library	\$300
Rio Rancho Chamber	\$3,000
Sandia Area Federal CU	\$400
Amazing Grace	\$19,000
McDonald's	\$1,500
Token Ibis	\$1,590
Kroger	\$125
St Paul's United Church	\$2000
Comcast	\$5,500
Commissioner – Jay Block	\$5,000

NMHED Adult Literacy Program Annual Report 2023-2024

One Community Auto	\$2,061
Paul Kehrer Family Foundation	\$4,000
Marine Corp League	\$314
United Way of North Central NM	\$54
High Desert United Methodist Church	\$655
Network for Good - Facebook	\$185
Albuquerque Involved	\$500

NMHED Adult Literacy Program Annual Report 2023-2024

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.

Every adult learner that enters ReadWest is welcomed by a staff member and is taken through the intake process. They begin with the application, during which they are asked about their personal literacy goals, availability, interests, and some personal information is collected. I should note that all ReadWest employees are FERPA certified, and we follow a strict confidentiality policy.

After intake, adult learners are given an assessment test to locate their current level of literacy. Following the assessment they go through orientation. Orientation is a time we can reflect on their assessment scores, talk more in-depth regarding their literacy needs, review policies and procedures at the center and online, give the students their school supplies, and set them up with a tutor and/or class.

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

We characterize the needs and goals of our adult literacy student population by specific data collected from the students themselves. All students begin with an application, next an assessment, then orientation, and lastly a pairing to a tutor and/or class.

Intake process:

Application:

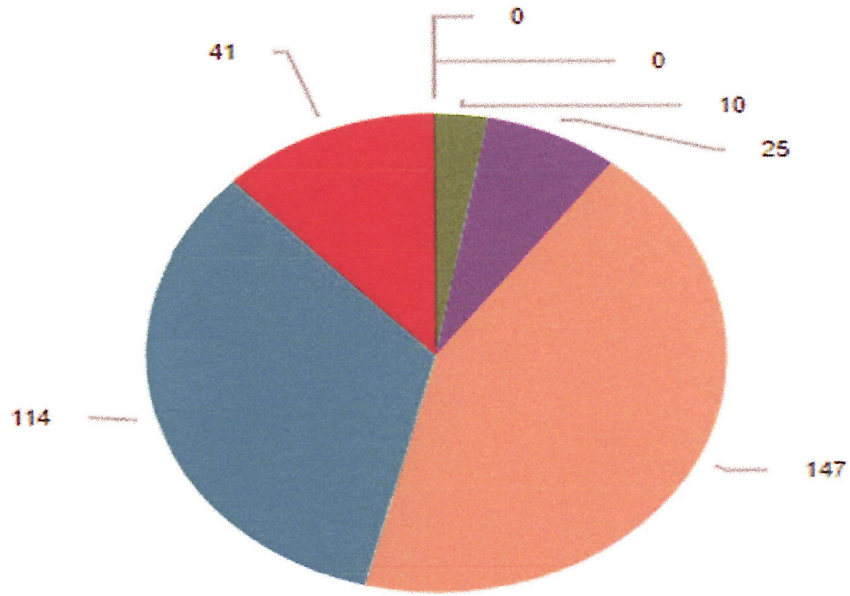
- Each adult learner spends approximately 3 hours with a RW staff member. During which time they complete the Student Application. We acquire name, phone number, email, and other personal information. We abide by a strict privacy policy regarding all private information from students, volunteers, and staff. The application process allows us to learn more about the student's literacy needs and wants. We learn this by reviewing the goals list with them and then they review and check each program or process they are interest in attending.

Laces and Collecting Data: Graphs shown below indicate students with 0 hours as well.

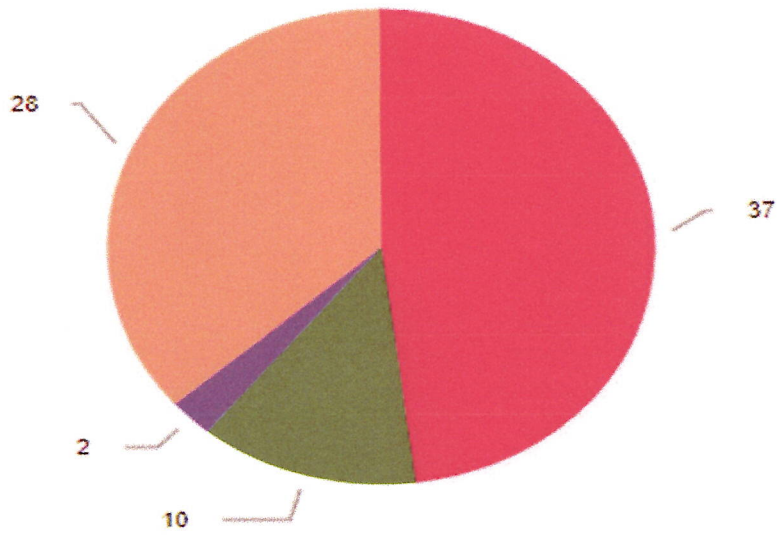
- Age Range:

NMHED Adult Literacy Program Annual Report 2023-2024

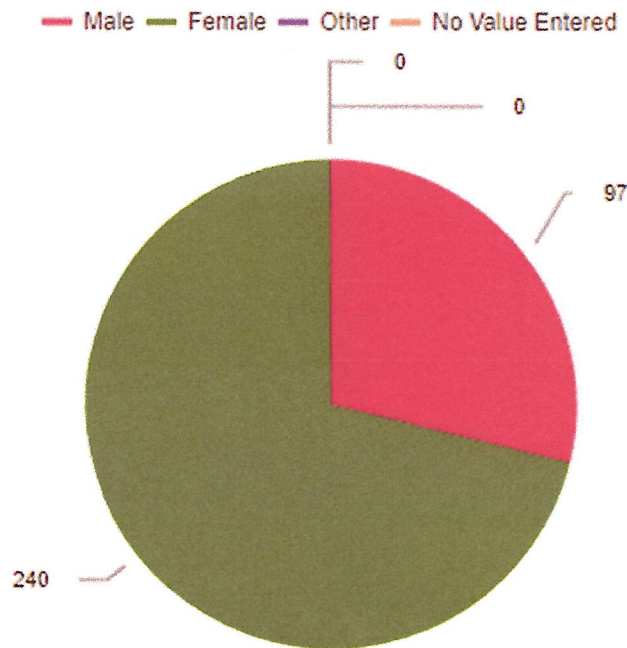
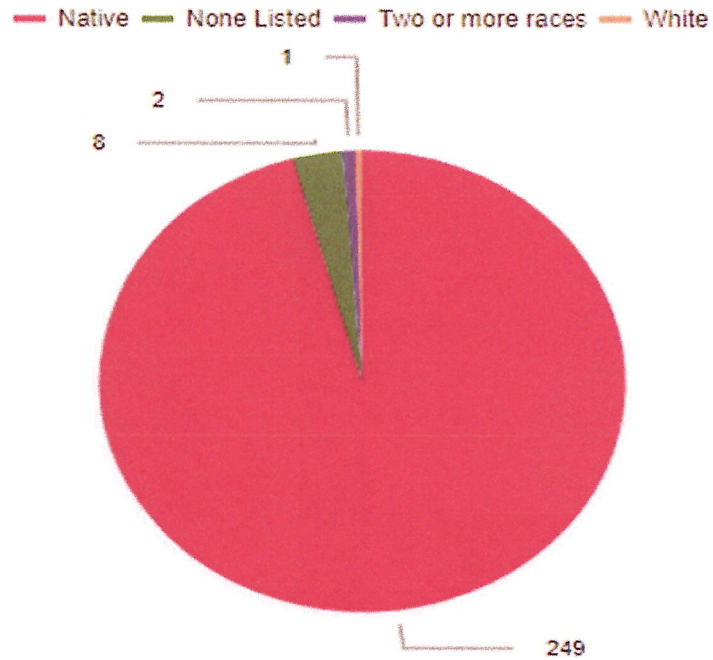
15 and Under 16-18 19-24 25-44 45-59 60 and Older Unknown



Asian Black Native White



NMHED Adult Literacy Program Annual Report 2023-2024



- Educational Background: The highest level of education completed by our students is a Graduate degree and the lowest level being no formal education. There are zero with no formal education, 28 with and elementary education, 45 with a Middle School education, 166 with a

NMHED Adult Literacy Program Annual Report 2023-2024

High School education, 14 with some College, 15 with a 2-year college education, 54 with a 4-year College degree, and 12 with 6 or 6+ year college education.

- Employment Status: Of the students we served 131 were had full-time employment status, 35 were employed part-time workers, 133 unemployed, 8 were retired and 21 did not answer.

Adult Learners

- Basic Literacy Skills: Many students need support with fundamental reading, writing, and comprehension skills. This could include difficulty with spelling, grammar, or understanding written text.
- Numeracy Skills: Some students require help with basic math skills, including arithmetic, measurement, or financial literacy.
- Language Proficiency: For students whose first language is not English, there is a need for ESL (English as a Second Language) instruction to improve reading, writing, speaking, and listening skills.
- Digital Literacy: A significant number of students require training in using technology, such as operating computers, using the internet, or understanding digital communication tools.

Goals

- Career Advancement: Many students are seeking to improve their literacy skills to advance in their current jobs or to qualify for better employment opportunities. This often includes obtaining certifications or credentials.
- Educational Attainment: Some students focus is to complete their high school diploma or prepare for further education, such as college or vocational training.
- Personal Growth: Personal goals include improving daily life skills, such as reading labels, filling out forms/applications, or understanding written instructions in everyday contexts.
- Community Engagement: Students also express a desire to become more involved in their communities, which can include participating in local events, understanding civic documents, or accessing community resources more effectively.

NMHED Adult Literacy Program Annual Report 2023-2024

STUDENT SURVEY QUESTIONS				
Name: 170 Total Surveys (Optional)				
Annual Report 2023 - 2024				
	Always	Most of the time	Some of the Time	Never
1. The homework I do helps me learn.	159	11		
2. My tutor pays attention to my learning needs.	162	7	1	
3. What I learn in this class is useful to me.	160	7	3	
4. The ReadWest staff is helpful.	167	3		
5. My tutor assigns homework.	153	9	4	3
6. My tutor uses different methods to explain things.	159	11	6	
7. My tutor encourages me to succeed.	162	5	2	
8. I feel safe and comfortable learning at the ReadWest facility.	168	2		
9. I am more comfortable learning online.	116	5	28	21
10. ReadWest has supplied me with materials I need to do my class work and homework.	161	6	2	1
11. My tutor has a lesson plan and tells me what I will be learning and why.	155	8	1	
12. I feel safe and comfortable with my tutor.	165	5		
13. I would recommend ReadWest for adult literacy.	165	5		
14. My literacy needs and my learning goals are being met.	166	4	1	

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

RW gives students a safe, comfortable place to learn. From the time a learner enters the program until the day they leave, we monitor their progress with assessments, listen to their personal literacy

NMHED Adult Literacy Program Annual Report 2023-2024

goals and needs, and assist their tutors to ensure continued engagement. We offer tutor training to our volunteers and assist them with resources. Other adult learner needs, that cannot be filled here at RW, are fulfilled by our partnerships in the community.

The center has four private meeting rooms for one-on-one tutoring. Our hybrid classroom hosts up to 16 students, the resource library contains over 4500 books, realia, a small computer lab, it also doubles as a hybrid classroom.

RW is committed to ensuring every one of our adult learners feels seen and heard. We do this by addressing any immediate needs or concerns. Then we develop a learning plan and attach them to the needed person(s), materials, and support.

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?

Our goal is to meet our adult learners needs and objectives by bringing in more staff. Our staff and a few volunteers have been working diligently to get our students and tutors to fill out surveys. However, a lot of these do not make it back to our office or people just don't fill them out. By utilizing more man or woman power, we are confident we will have more student engagement, goals met, and surveys returned. The new employee will also assist us with improving data processes and analyzing students needs.

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?

Improving adult literacy students' ability to meet their goals and enhancing their satisfaction with our services involves a multi-faceted approach. Here are some strategies for the upcoming year:

- Personalized Learning Plans: Staff and Volunteers will develop individualized learning plans tailored to each student's specific needs, goals, and learning styles. Regularly review and adjust these plans based on progress and feedback.
- Setting and Tracking Goals: We have implemented a structured goal-setting process. RW and the student's tutor, help adult learners set realistic, measurable, and achievable goals. We use an assessment test called TABE to track and monitor progress and then we celebrate milestones.
- Mixed Instructional Methods: We will introduce a variety of teaching methods, so we can analyze each student's learning style and share with instructors. We will incorporate more technology, hands-on activities, and real-world applications to make learning more engaging and effective.
- Professional Development for Tutors: We will invest in ongoing training and professional development for our tutors. This will help them stay updated with the latest teaching strategies and better support diverse learners.

NMHED Adult Literacy Program Annual Report 2023-2024

- **Feedback:** Establish regular feedback loops where students can voice their opinions about the program. Use surveys, focus groups, and one-on-one discussions to gather insights and make improvements based on their suggestions.
- **Fostering Community and Peers:** A sense of community among students through group activities, study circles, or peer tutoring will be very helpful in student integration. Social support can enhance motivation and provide a more enjoyable learning experience.
- **Resource Accessibility:** Ensure that students have easy access to necessary learning resources, including books, digital tools, and online materials. We are looking into installing a free library at our facility.
- **Workplace Readiness:** Incorporate elements of career and life skills training into the curriculum. This can help students see the relevance of their literacy skills in real-world contexts and enhance their overall motivation.
- **Celebrating Achievements:** Recognize and celebrate students' achievements, both big and small. This can be through awards, certificates, or public acknowledgments. Celebrating success can boost morale and encourage continued effort.
- **Program Evaluation:** RW will evaluate the effectiveness of your programs and services. Be open to making changes based on what's working and what isn't. We are working to continuously improve key components of our strategy.

By implementing these strategies, we will create a more supportive, engaging, and effective learning environment that helps our adult learners achieve their goals and feel more satisfied with their educational experience.

NMHED is an excellent partner. Our wish for future and further support would be expansion of