

New Mexico Literacy Program Annual Report 2024-2025

Annual Program Report Cover Page

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New Mexico Counties Served:	Sandoval and Bernalillo	
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Signature of the Chief Executive Officer or Designee

September 18, 2025
DATE

Cyndy Ratliff, 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.

ReadWest is proud to share the following accomplishments from the 2024–2025 program year:

Student and Tutor Impact:

- We served 327 adult learners through the dedicated support of 124 trained volunteer tutors, helping students achieve 1,097 documented learning goals, including 5 High School Equivalency graduates.
- Expanded Instructional Opportunities: We provided 24 group classes in areas such as *Survival English*, *Computer Literacy*, *Financial Literacy*, *Citizenship*, and *Conversation Circles*, in addition to 208 one-on-one Pairs and small-group tutoring.
- Student Success Stories: Five learners celebrated achieving their High School Equivalency diplomas, while many others advanced in employment, family literacy, and community participation.
- Training and Professional Growth: Our staff and tutors completed *ProLiteracy*, and *New Mexico State* trainings, as well as First Aid, CPR, and AED certification, ensuring safe and effective support for our tutors and students. Many Propel and NMDELt webinars were attended by staff as well.
- Partnership Growth: We built new collaborations with the First Nazarene Church, the Church of Jesus Christ of Latter-Day Saints, and the Martha Liebert Library, expanding space for tutoring and increasing community outreach.
- Coral Celebration of Legacy: ReadWest proudly marked 35 years of free services to adult learners in our community.

Significant Changes in 2024–2025

The 2024–2025 year brought important growth and shifts in how our team delivered services:

- Hybrid and Online Tutoring Expansion: More students opted for virtual tutoring sessions, allowing us to reach working adults, rural learners, and parents with childcare barriers.

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- **Increased Focus on Basic Literacy:** We experienced a rise in native English-speaking adults seeking to strengthen their foundational reading and writing skills, broadening our service base beyond English Language Learners.
 - **Family Literacy and Parent Engagement:** More parents came to ReadWest to gain the skills needed to support their children's education, especially in navigating digital school platforms.
 - **Organizational Growth:** In 2025, Rene, the program coordinator, was promoted to Program Director to strengthening leadership and program development capacity.
 - **Community Engagement:** With expanded partnerships and class offerings, ReadWest increased visibility and accessibility, ensuring more equitable access to literacy services.
2. Please describe your main challenges in 2024-2025 and what you are doing or plan to do to address them.

Main Challenges

The challenges that continue to shape the landscape of adult literacy:

- **Volunteer Tutor Recruitment, Training, and Retention**
Our dedicated tutors are at the heart of our mission. Recruiting, training, and retaining volunteers in a busy world remains a challenge. To support them, we are offering more flexible hybrid training opportunities, ongoing professional development, and meaningful recognition that celebrates their vital contributions. We've also connected volunteers to Propel and the Barbara Bush Foundation for further instructional support.
- **Childcare Needs**
Childcare is essential for parents pursuing education because it provides a safe and reliable environment for their children, allowing the parents to attend classes, study, and work without stress or interruption. Access to quality childcare removes a major barrier to a student's success and persistence, especially when options are limited by cost, availability, and consistent quality. It is a basic need for student parents, vital for their academic goals, career advancement, and overall family stability.
- **Technology Access and Digital Literacy**
In today's world, digital skills are inseparable from reading and writing. Yet many of our students struggle with limited access to technology or lack of digital literacy. ReadWest is addressing this by weaving computer and technology training into all levels of instruction and by building partnerships to help learners access reliable devices and internet services.
- **Sustainable Funding**
As a nonprofit, ReadWest relies on community support, grants, and partnerships to sustain

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and expand services. In an uncertain funding environment, we are committed to diversifying revenue streams, cultivating recurring donors, and strengthening relationships with community and corporate partners who share our vision of a more literate New Mexico.

- **Rising Demand for Services**

More adults than ever are seeking literacy and English language instruction to improve their employment prospects, support their children's education, and fully participate in community life. This growing demand often results in waitlists for tutoring and classes. To meet this need, ReadWest is actively expanding tutor recruitment, strengthening partnerships with local organizations, extending our hours, will hire a new employee to fill these hours and developing more group learning opportunities to serve a greater number of students.

- **Student Retention and Persistence**

Balancing work, family, and education can make it difficult for adult learners to remain consistent in their studies. To help students succeed, ReadWest is providing flexible scheduling, creating supportive classroom communities, and setting short-term, attainable learning goals that encourage persistence and celebrate progress.

- **Workforce-Connected Literacy**

Employers increasingly seek workers with strong communication and digital skills. We are responding by expanding contextualized programs in financial literacy, workplace English, and citizenship preparation—equipping students with the tools they need to thrive in today's workforce and beyond.

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.

Modalities of Literacy Services in 2024–2025

During the 2024–2025 program year, ReadWest Adult Literacy delivered services through a variety of flexible and accessible instructional modalities designed to meet the needs of our diverse adult learners:

- **One-on-One Tutoring:** Individualized tutoring remained the foundation of our program, pairing trained volunteer tutors with adult learners to focus on personalized reading, writing, speaking, and comprehension goals.
- **Small Group Tutoring:** For learners who benefit from peer interaction and collaborative practice, we offered small group sessions with 3–10 students, often organized around common

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goals such as pronunciation, survival English, computer skills, financial literacy, and reading comprehension.

- **Face-to-Face Classes:** We provided structured group classes including *Computer Literacy*, *Financial Literacy*, *Citizenship Preparation*, *Survival English*, *Math* and *Conversation Circles*, each taught by volunteer tutors with specialized training.
- **Hybrid and Online Tutoring:** Building on lessons learned during the pandemic, we continued to expand hybrid and online instruction. Learners were able to meet virtually with tutors via Zoom or Google Meet, which was particularly valuable for parents, working adults with irregular schedules, and students living in rural areas with limited transportation.
- **Drop-in and Intensive Sessions:** Some students participated in short-term intensive sessions, such as test preparation for the High School Equivalency exam or targeted skill workshops.

Populations Served in 2024–2025

ReadWest served a broad range of adult learners, reflecting the diversity of our community:

- **124 Adult English Language Learners (ELL):** The large number of our learners were adults seeking to improve English speaking, reading, and writing skills.
- **195 Adults Building Literacy Learners (ABL):** We worked with native English-speaking adults who sought to strengthen their foundational literacy skills, including reading fluency, spelling, and writing. (141 Non-Regional Speaking ABL, 53 Regional ABL students, 1 Tutor/Student)
- **8 High School Equivalency Learners (HSE):** Tutors worked on preparing learners to pass the GED or HiSET exams by covering Math, Science, Social Studies, and Language Arts in test-prep courses and programs. Work also involves career exploration, helping them identify job goals, and postsecondary readiness, assisting them in applying to college or other job training programs. Additionally, we helped provide support services like one-to-one tutoring, study groups, and HED provided waivers for testing fees to help them succeed. (5 Graduates)
- **Parents and Caregivers:** Many learners were parents who wanted to better support their children's education, communicate with teachers, and model literacy at home.
- **Adults with Disabilities:** We served students with learning disabilities, cognitive delays, and other challenges, adapting tutoring approaches and materials to fit their needs.
- **Workforce-Focused Learners:** Students seeking employment or job advancement turned to ReadWest for workplace English, resume development, and digital literacy.
- **Citizenship Candidates:** Learners preparing for the U.S. naturalization exam attended both one-on-one sessions and group classes focused on the N-400 application, civics, history, and interview practice.

Changes from Previous Years

Compared to prior years, 2024–2025 showed several shifts in both service delivery and populations served:

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- **Greater Demand for Hybrid Learning:** More learners opted for online or hybrid tutoring than in past years, particularly working adults and those with childcare barriers.
- **Expanded Group Instruction:** We increased the number of structured classes to meet demand for survival English, computer literacy, and citizenship preparation. Group instruction allowed us to serve more learners with limited staff and volunteer capacity.
- **Growth in Basic Literacy Enrollment:** We saw a rise in native English-speaking adults enrolling in basic literacy tutoring compared to recent years, reflecting increased outreach and training for tutors in this area.
- **More Parents and Family Literacy Needs:** Families increasingly turned to ReadWest for help navigating their children's schoolwork and digital communication platforms.
- **Increased Collaboration with Partners:** Through partnerships with community organizations, libraries, and faith-based groups, we reached more rural and underserved populations who had previously been difficult to engage.

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

Currently, ReadWest Adult Literacy serves students in Sandoval and Bernalillo counties, reaching both urban and suburban communities through in-person tutoring, classes, and literacy support. Our location in Rio Rancho provides a central hub for learners in these two counties, but our impact extends further through outreach partnerships and referrals.

Looking ahead, we see strong potential to expand service pathways through extended hours and days, online instruction and one-to-one virtual tutoring, which will allow us to reach learners in neighboring and more rural counties where access to adult literacy programs is limited. This includes underserved areas of Valencia, Torrance, and Santa Fe counties, where adult learners may face transportation barriers or limited program availability. By strengthening our digital platforms and offering flexible hybrid options, we can broaden access to literacy, ESL, and workforce readiness skills across New Mexico.

In addition, partnerships with libraries, workforce development centers, and community organizations in these regions will create new entry points for students. These pathways will enable ReadWest to gradually expand beyond our primary counties while maintaining high-quality, individualized support for every learner.

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.

ReadWest Adult Literacy has built strong relationships with community partners to expand access to literacy services and support the success of our adult learners. These arrangements range from informal agreements to formalized partnerships, depending on the needs and level of collaboration:

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Local Public Libraries (Informal & Formal Agreements): ReadWest collaborates closely with local libraries to host tutoring sessions, promote our services, and share resources with learners. Libraries often provide space for tutoring and classes, creating a welcoming and accessible environment for students.

- Martha Liebert Library - ESL classes, formal agreement.
- Loma Colorado – Citizenship Class and Student/Tutor referrals, informal.
- Esther Bone Memorial – Allows one-to-one pairs to and referrals, informal.

Community-Based Organizations (Informal to Semi-Formal Agreements): We partner with workforce development centers, immigrant support organizations, and social service agencies to refer students for wraparound services such as employment assistance, food security, and housing stability. These collaborations ensure that learners' basic needs are met so they can focus on literacy and language learning.

- Workforce Connections Rio Rancho – assist with job search, referrals, and training.
- St. Felix Pantry – Food for food insecure learners and other resources.
- 4 Winds Rehabilitation Center – Student recruitment, informal.
- First Unitarian Church – one-to-one tutoring, citizenship classes, ESL classes, informal.
- Heights First Church of Nazarene - one-to-one tutoring, ESL classes, informal.
- The Church of Jesus Christ LDS - one-to-one tutoring, ESL classes, informal.
- Life Church – Tutor and Student recruitment, informal.

Colleges and Universities (Formal Agreements/MOUs): ReadWest works with local higher education institutions to recruit service-learning students, interns, and volunteers. These formalized partnerships provide a pipeline of trained tutors while also giving students professional development opportunities.

- Central NM Community College – Refer completed students and HSE testing.

Public Schools and Adult Education Providers (Informal to MOA): ReadWest maintains referral pathways with local adult education programs funded by the New Mexico Higher Education Department (NMHED). When learners' needs extend beyond our scope we refer them to these partner programs. Likewise, these programs often refer students with foundational literacy or English language needs to ReadWest.

- YDI- Test prep and referrals, formal agreement MOU. NMHED-funded.
- Many other sites were referred over the fiscal year and not documented in Laces. It will be documented next fiscal year.

Support for Program Goals

These collaborations strengthen ReadWest's capacity to serve adult learners by:

- Expanding tutoring spaces and access points through libraries and community sites.
- Connecting learners to vital services that remove barriers to persistence.
- Enhancing volunteer recruitment and training through university and church partnerships.
- Creating seamless referral systems with NMHED-funded programs, ensuring students receive the right level of support at the right time.