



State of New Mexico Higher Education Department Adult Education Division

Adult Literacy Local Programs Annual Report Preparation Guidelines and Reporting Template

2024-2025

Please email reports in PDF form to:
adult.education@hed.nm.gov

**Reporting Deadline
September 19, 2025**

**(Please email your reports to adult.education@hed.nm.gov no later than
5:00 p.m. on the due date.)**

Annual Program Report

2024-2025

Please note: You *must* complete every section of this report template. If you do not fully complete any section list below, the report will be returned to you for completion and resubmission.

Checklist:

- ☒ Complete Cover Page with Signatures
- ☒ Complete Narrative Questions
- ☒ Complete Data Questions
- ☒ Complete Financial Expenditures Questions
- ☒ Complete Student Needs and Satisfaction Questions

**(Please remove these instructional pages when submitting your final report.
Your submitted report should begin with the signed cover page.)**

New Mexico Literacy Program Annual Report 2024-2025

Annual Program Report Cover Page

Program Name:		
Institution or Organization:	Southwest Educational Partners For Training (SWEPT)	
Address:	318 Isleta Blvd. SW	
City:	Albuquerque	
County:	Bernalillo	
Zip:	87105	
Main Phone:	505/681-3572	
Website:	Sweptnm.org	
Social Media:		
New Mexico Counties Served:	Bernalillo	
Submission Date:	9/17/2025	
Program Director, Manager, or Coordinator Name and Title:	Charlotte Ortega, Program Director/Grant Manager	
Contact Information:	Phone(s):	505/681-3572
	Email:	cortega@sweptnm.org
Alternate Contact Name and Title:	Robert Baade, Executive Director	
Contact Information:	Phone(s):	505/507-3845
	Email:	rfkbaade@yahoo.com

09/18/2025



Signature of the Chief Executive Officer or Designee

DATE

Robert Baade , Executive Director

9/18/2025

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. 3 students received their Certificate of Naturalization, 6 students received certificates of completion for CNMI Entrepreneurship Training with CNM Ingenuity, Inc. 1 student received her GED certificate. Students were taken on field trips to Whole foods as a possible employment opportunity, students received 6 weeks of Basic Computer skills training, 4 weeks of Communication/Professional skills training.
2. Please describe your main challenges in 2024-2025 and what you are doing or plan to do to address them. Child care and attendance due to personal life issues. SWEPT's administrative team will be discussing the possibility of online tutoring and partnering with a Child Development Center, in hopes of being able to accommodate evening day care.
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. All classes are face to face, students break off into groups to write, read and present to other groups, then students with strong English-speaking skills will work with different groups as a support, this seems to bring students together and build confidence in their learning. We continue to speak "English" first with a bilingual support provider. Most students are Hispanic Adult, women ages 24-54, with children or grandchild, with language levels beginning – nearly reaching proficient. Occasionally a male with begin and suddenly stop attending.
4. Describe New Mexico geographical areas (specific communities and counties) you are serving. What pathways do you see in expanding your area of service? SWEPT serves the South Valley communities and has expanded to a 2nd location within a nearby charter school. Yes, we will be expanding to the Southeast part of the city, and our literacy will become a component of our GED program

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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 continue to have an MOU with RFK Charter School, Serenity Mesa, informal agreement with South Valley Academy, formal agreements City of Albuquerque, and Bernalillo County. These partnerships have given us the opportunity to begin to expand our literacy programs, and contract with a curriculum administrator.
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? Tutors attend conferences, receive support from Instructional coaches, meet with our curriculum administrator. With these resources that are made available to tutors, there is more teamwork, sharing ideas, piloting new teaching instruction, identifying and meeting students' needs

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Data Questions

Please answer the following questions that address data and performance in your program. Use your LACES database to collect data for students, hours, goals and tutors. You can present your data in the form of a table, graphs, or a narrative.

1. How many students were served in your program during the 2024-2025 fiscal year? Please, include total number of students with non-zero hours from *Student Calendar Hours Report* from LACES **student** area reports. Use the following parameters to generate your data: Date is Between 7/1/2024 AND 6/30/2025. 20
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: 20
 - a. What can your agency do to expand services for such low-level literacy students? For FY26 we will be ordering specific reading material to meet every student's literacy needs, have homework reading & math workbooks along with time logs, we hope to partner with child care centers that will allow us to have students participate during "reading hour". We are developing a literacy curriculum that we will not only use with our literacy students, but we can embed in our GED programs. Our new program administrator comes with Special education background and will be able to identify learning disabilities and adjust instruction.
 - b. What kind of assistance might you need from us to succeed in this expansion? At the NMAEA my Program Administrator and tutor both attended, they learned about the resources that are offered by Propel, met with many of the exhibitors, and will begin to access your assistance.
3. How many hours did students spend learning in your program in 2024-2025? Please include total hours by different category as well as average number of hours per student with minimum and maximum number of hours that students spend. Use *Student Calendar Hours Report* from LACES **student** area Reports. Use the following parameters to generate your data: Date is Between 7/1/2024 AND 6/30/2025. 44.83 avg, 81.20 max, 6.0 min.
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. 2 – GED, 29 training, 3 citizenship skills
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*

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Calendar Hours Report from LACES **Tutor** area Reports. Use the f, following parameters to generate your data: Date is Between 7/1/2024 AND 6/30/2025. 1 tutor, 168.50 avg, 168.50 max, 168.50

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 of the consistency of students' attendance and retention. Our strength is the ability to integrate basic IT skills, citizenship skills, and communication/professional skills into our literacy program. Student expectations as to where they think their level of ability should be and reality of where their actual level of ability is, and their frustrations, all the while treating them with respect and understanding that an adult deserves.
7. When you look at your program data, what changes would you like to implement and why?
As our literacy programs grow, we would like to have a larger assortment of reading and math material, laptops, and possibly translation equipment. These are just some of the items that are needed not only to meet technological needs of today but will enhance program delivery.
8. What pathways could lead to increased enrollment for your program? New literacy partnership, referrals from other agencies, program networking events, meeting with city and county government officials, social media.

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Financial Expenditures

Please provide the following information about your financial expenditures.

Additional grants, funding from partnerships, etc.

1. Please list other sources of support for your program and their contributions for PY 2024-2025.

Source	Amount
Access to Instructional coaches	In Kind
Access to licensed Bilingual coordinator	In-Kind
Classroom space	In-Kind
Program flyers – printing	In – Kind
Use of interactive equipment	In-Kind
Office, computer, printers, copiers, phone	In-Kind

Without our partners that offer “in-kind” our providers would not have a strong support and a wealth of knowledge available to them and limit our ability to reach out and offer literacy to community members.

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Student Needs and Satisfaction Questions

Please answer the following questions about student needs and satisfaction in the literacy services provided by your program and its sub-grantees, if any. If you have *not* collected all of this information, please indicate this and plan to do so in the upcoming program year. If you need assistance from NMHED to think through this data collection process, please do not hesitate to reach out.

1. Describe the processes used to collect information regarding student needs, goals, and satisfaction. If you have worked to identify student interests and needs in your local community (in addition to those students who have already joined your program), please describe that process here as well. Community partners refer clients to us, returning students bring friends or family members with them, we outreach at local community events.
2. Please characterize your student population's stated needs and goals, grounding your response in the data you have collected. Low-income, typical high school dropout, immigrant, limited education.
3. How does your program help students meet these needs and goals? Have our Career Navigator meet with students to identify employment goals, refer to housing assistance agencies, learning material is supplied, free GED, ESL, citizenship skills and pre-occupational workforce programs are offered.
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? We have purchased an online assessment tracking system, have a new program administrator with special education and transitional licensures and experience, tutor is a UNM graduate in the alternative teaching program and became a tutor through NMPED.
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? Develop a literacy curriculum to address the needs of our students, work on self-confidence, engage them in employment opportunities,