

**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**

**Adult Literacy Local Programs
Annual Report
Preparation Guidelines and
Reporting Template**

2023-2024

Please email report to:
Adult.Education@hed.nm.gov

**Reporting Deadline
September 3, 2024**

NMHED Adult Literacy Program Annual Report 2023-2024

Annual Report *Checklist* **2023-2024**

- Complete Cover Page
- 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.)

**Annual Program Report
Cover Page**

Program Name:	Adult Literacy	
Institution or Organization:	Southwest Educational Partners For Training	
Address:	4300 Blake Rd SW	
City:	Albuquerque	
County:	Bernalillo	
Zip:	87121	
Main Phone:	505/681-3572	
Website:	Sweptnm.org	
Social Media:		
New Mexico Counties Served:	Bernalillo county	
Program Director, Manager, or Coordinator Name and Title:	Charlotte Ortega, Grant Manager	
Contact Information:	Phone(s):	505/681-3572
	Email:	cortega@rfkcharter.net
Alternate Contact Name and Title:	Robert Baade, Board President	
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August 29, 2024

Signature of the Chief Executive Officer or Designee

DATE

Robert Baade, Board President

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 2023-2024 program year. Please also share any significant changes in your program, context, and services. Swept tutor focused on more student engagement and participation. 9 of our students participated in CNM Ingenuity ESL class earning a certificate for attending 48 hrs of class time. Students also went on 3 field trips, #1 field trip to local Starbucks where each student placed their order in English, #2 field trip students went to the library, learned how to look up books that interested them in English; #3 field trip students went to Barnes & Noble and purchased books that they were interested in.
2. Please describe your main challenges in 2023-2024 and what you are doing or plan to do to address them. Coordinating transportation to field trips. Students work and coming to classes after working is sometimes difficult, but all students are committed to learning English and enjoy their tutor.
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. Our adult ESL and Citizenship classes are face to face and are offered at a time that is convenient for this group of women, their ages vary from 18 to 54, all are Hispanic and are employed. They are also parents, some are permanent residence of US, some maybe undocumented and working towards permanent residence. A few may have learning disabilities, but we do not have documentation of such nature. A small group setting is used in the classroom, other students are teamed with a student who does not have the command of both languages.
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

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services the South Valley communities, and we have also begin recruiting from local schools who may need ESL servicing to parents and students.

5. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of literacy activities. Please specify degree of formality for each arrangement described (e.g., purely informal agreement vs. MOA/MOU.) How have these collaborations supported your program's goals? Do you refer students to other NMHED-funded adult education programs? If so, please describe. We have a MOU with RFK Charter School and will develop MOUs as we expand into other schools or partner with other agencies within Bernalillo County.

6. What key or impactful professional learning (PL) activities did you and/or your team (teachers, tutors, staff, etc.) participate in during the 2023-2024 program year? What program needs did the PL address? What were the outcomes and influences of this PL, if any, in your program? Our tutor participates with RFK's students who are in a Freckles reading program 10 hours a week, we also have RFK's instructional coach and Bilingual coordinator support on curriculum development, classroom management.

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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. 17
2. Compare the number of students served in PY 2023-2024 with expected enrollment from grant proposal. Discuss the differences and challenges that you encountered.
Last year was our 1st year
3. How many hours did students spend learning in your program in 2023-2024? Please, include total hours by different category as well as average number of hours per student with minimum and maximum number of hours that students spend. Use *Student Calendar Hours Report* from LACES **student** area Reports. Use the following parameters to generate your data: Date is Between 7/1/2023 AND 6/30/2024.
1908 hours
4. Of the students who were served, how many met their goals? Attach Goals Met in Time Period by Type *Summary* from LACES **student** area Reports. Use the following parameters to generate your data: Goal Met Date between 7/1/2023 and 6/30/2024.
All 17 met their goal of improvement in speaking, writing and reading in English, conversational improvement by many, 6 - going out to a public place and only speaking in English.
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.
95 hrs
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. Out of 17 students 6 students are advancing understanding of the fundamentals of basic reading, writing & comprehension. The writing in English was very difficult for them due to lack of schooling students received in their country or coming to the US.
7. When you look at your program data, what changes you would like to implement and why?

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More community exploration, it would help them to understand the population and life experiences to further their learning and understanding of the English language and career opportunities.

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

We would like to add soft skills component, financial literacy class and a connecting students to the NM Immigrant Law Center that need legal documentation to further they goal to become a permanent resident and to also be able to offer classes at different facilities to meet the Adult Literacy need and also to expand exponential learning experiences. \$25,000.00

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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 2023-2024.

Source	Amount

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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.
2. Please characterize your student population's stated needs and goals, grounding your response in the data you have collected.
3. How does your program help students meet these needs and goals?
4. What do you plan to do in the upcoming program year to improve the processes that you use to collect and analyze student needs, goals, and satisfaction?
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?