

New Mexico Adult Education Local Program Annual Report 2022-2023

Annual Program Report Cover Page

Program Name:	YDI Adult Basic Education (ABE) Program		
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Workforce Region(s) Served:	Central		
New Mexico Counties Served:	Bernalillo, Sandoval, Valencia, Torrance		
Submission Date:	9/1/2023		
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 Signature of the Chief Executive Officer or Designee

9/1/2023

 DATE

Robert Chavez, Chief Executive Officer

Typed Name and Title:

New Mexico Adult Education Local Program Annual Report 2022-2023

Section I. Program Narrative Report

Directions: Answer each of the following questions. As you complete your narrative, include program data and/or research on which you base these practices as appropriate to answering the questions. Answers should be single-spaced.

1. Describe your program briefly. Include the services you provide under WIOA Title II and the student population you serve. You may reference AEFLA allowable activities from WIOA Sec. 203 (<https://wioaplans.ed.gov/node/37896>.) Allowable activities that are specifically related to WIOA Sec. 243 (IELCE) or WIOA Sec. 225 (Corrections) are covered in this report template in Section VII and Section VIII, respectively.

YDI's Adult Basic Education (ABE) Program provides comprehensive educational and workforce development services to young adults and adults ages 16 and up, to complete their secondary education through the attainment of a High School Equivalency (HSE) and gain valuable work readiness skills for a successful transition into employment.

The Adult Basic Education Program provides the following services:

- Pre-testing and assessment through the Test of Adult Basic Education (TABE)
- Case management and development of an Individual Serviced Strategy to determine barriers and needs and establish education and employment goals.
- Individualized and group instruction to prepare for the high school equivalency exam.
- Work readiness training to include labor market information and career planning.

2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. **In particular, if you have experienced staffing challenges, please describe them here and how you have been able (or not) to address them.** If you are a new director, please consider including a summary of your personal goals and priorities as a leader.

This was YDI's second year as an Adult Education (AE) provider and we are pleased with the progress our program is experiencing and continuing to work towards. Our first year brought many challenges with start-up, staffing challenges, and adherence to new policies and procedures. Although Year 1 did not end in meeting all outcomes, we learned a lot and the program was making great strides as we headed into Year 2. The program was fully staffed throughout Year 2, although it did experience some vacancies that were quickly filled within 6-8 weeks depending on the position. Instructor Lorraine Cohn resigned from YDI in January 2023. By March 2023, Ms. Hallie Vigil was hired for the position. Ms. Vigil has a Bachelor of Arts in Native American Studies with a minor in Environmental Science. Ms. Vigil also has a Master of Arts in Elementary Education K-8. Prior to YDI, Ms. Vigil worked with a variety of grade levels including elementary, middle, and high school. In May 2023, MIS Data Coordinator Deborah Thomas transferred positions to another YDI program, and Ms. Irma Diaz-Ortiz was hired for the position. Ms. Diaz-Ortiz comes to the ABE Program from YDI's Early Childhood Education Division. She has been employed with YDI for 27 years and has worked with other divisions within YDI throughout the years, including the GED program YDI previously had through the City of Albuquerque. All other positions remained staffed throughout the year including Program Director, Cory Hall, and online Instructor, Robert Austin. YDI's goal this year was to increase enrollments and outcomes. Our program increased enrollment by 300% and its graduation rate by 143%, 7 graduates in 2022 to 17 graduates in 2023. As program director, Mr. Hall focused more time on networking with NMHED staff for guidance and training, studied resources related to Adult Basic Education and its practices, and networked with other directors and programs from around the

New Mexico Adult Education Local Program Annual Report 2022-2023

state. Our data technician was involved in weekly Data TA with NMHED to ensure proper documentation and pertinent data for reporting obligations. The Instructor implemented teacher-made assessments, and adaptive lesson plans. The teacher made assessments focus on the five subject areas (Math, Science, Social Studies, Language Arts Reading, and Writing) of the Hi-SET exam. For the adaptive lesson plans, Ms. Vigil reached out to student participants (through a survey) to determine the next steps in the program by developing a consistent schedule Monday – Friday that includes all five subject areas. In addition to the new schedule, Ms. Vigil continues to touch base with every student by assessing students' knowledge after subject matter is taught and attained. Our program purchased up to date instructional resources from New Reader's Press and Digital learning platform Board works, which allowed us more range and access to include digital literacy and the equipment donated to our program by Comcast Lift Zone.

3. Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How is your program evolving in this respect? What is planned for the 2023-2024 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

During the 2021-2022 program year, the Adult Basic Education (ABE) program at YDI provided both in-person and online learning to accommodate the needs of students while encouraging education completion. While the in-person method strived throughout the year, the online method did not show much progress. Attendance and participation were low and students still struggled with the digital environment. Due to this, YDI has decided to eliminate the online classes in 2023-2024 and focus on in-person classes. The in-person classes will strive to meet students' needs through one-on-one support and whole group learning. Currently, the YDI ABE program has focused on creating more opportunities and access to meet students in and out of the classroom.

Digital literacy will still be a priority in in-person classes. YDI was fortunate to receive a donation from Comcast to make our classroom a "Liftzone" equipping it with high-tech equipment for learning and job search. The Liftzone offers free internet, computer desktops, laptops and bluetooth headphones for student participants. The large SmartScreen board is often utilized by the Instructor and students when working through problems or in group instruction. By incorporating these digital resources into the classroom, we have noticed a shift in our approach to learning. This shift includes effective communication, collaboration, functional skills, and cultural/social understanding. For effective communication, the ABE program offers in-person and online resources that have created a transparent outlook on the material. An example includes the HSE online classroom portal that works as a form of communication as well as a place for online resources. By having this effective communication, we have been able to meet students' needs. For collaboration, our program focuses on gathering student participation feedback through multiple quantitative and qualitative outlets. An example includes the student surveys that work as a check-in for students to ensure that the program is meeting their individual needs. For functional skills, the ABE program has implemented Core Skills materials in all five subject areas (math, science, social studies, language arts reading/writing) to create more access to the HiSET Exam.

4. List and provide a *brief* description of current partnership arrangements your program has with other agencies or organizations for the delivery of adult education & literacy activities, including support services. For each partnership listed, indicate level of formality: formal or informal. A **formal** partnership involves a written agreement between the partners (MOA or MOU) to specify roles and expectations and generally govern the relationship, while **informal** partnerships involve some form of ongoing and consistent mutual support and regular communication, but the relationship isn't formally governed by a written agreement.

New Mexico Adult Education Local Program Annual Report 2022-2023

YDI continues its partnership with the Workforce Connection of Central New Mexico (WCCNM), WIOA programs and all partners under the workforce system. In addition to the Infrastructure Agreement, YDI has the ability to provide marketing materials of our ABE program to the workforce centers that result in referrals and collaboration between programs of integrated education and workforce development services. The YDI ABE Program Director and the WIOA Youth Manager meet regularly to discuss potential co-enrollments and WIOA Youth staff visit the ABE classroom often to meet and talk with students regarding workforce services. In 2023-2024, the YDI Program Director will start to attend the Partner meetings with WCCNM to develop more collaboration.

Other informal partnerships include:

- A new sector partnership agreement was developed with PIMA Medical Institute, Walgreens and the WIOA Youth program to integrate education and occupational skills in the Pharmacy Technician pathway for gainful employment. Although this partnership did not take off in the 2022-2023 year, it will be a priority for the program in the new year. Below is a brief description of each partner and their role.
 - Pima Medical Institute will provide occupational skills training in the Pharmacy Technician field. There are also 11 other medical career paths offered at PIMA. They offer Real world labs and hands on activities to give students the confidence and capabilities to enter the workforce right after graduation.
 - Walgreens will offer an internship as a Pharmacy Technician for students concurrently going through the occupational skills training and ABE curriculum with the goal of long-term employment following attainment of credentials or certifications.
 - WIOA Youth program will offer support in payment of the occupational skills training up to \$9,000, paid on-the-job training up to 400 hours, and support services as available.
 - YDI ABE program will provide preparation for the high school equivalency exam, work readiness training, labor market information and case management to ensure any barriers are addressed for successful participation and completion. The YDI ABE program will also coordinate all services between all partners.
- Partnerships with other YDI Divisions including the Prevention, Intervention & Behavioral Health Division that provides support in the areas of housing or transitional living, and behavioral health services. The Early Childhood Education/Headstart Division offers support in childcare. YDI programs have always supported participants through wrap-around services to ensure the client and family have the support they need to be successful in the program.

As we move into Year 3, YDI will strengthen its partnerships, provide more referrals to our current agreements, and seek other sectors of interest that we gather from our students and the needs of the NM career clusters.

New Mexico Adult Education Local Program Annual Report 2022-2023

Section II. Core Indicators of Performance 2022-2023

Please enter the following information regarding enrollment, assessment rates and core indicators of performance for your program and use this information for answering the narrative prompts in Section III.

Number of NRS participants in PY 2022-2023 (Table 4, last row of column B)

76

Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P)

11

Post-testing rate (Table 4B, last row of column B to number of NRS participants)

38

Performance Measure	Negotiated Level of Performance Program Year 2022-2023	Program Performance 2022-2023
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.0%	38.16%
Credential Attainment Rate (Table 5, last row of column G)	25.7%	0%
Employment Second Quarter After Exit (Table 5, first row of column G)	23.0%	28.57%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	24.0%	0%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,700	0%

*NOTE: Due to reporting period of the performance measure, some measures are reporting 0%. These should calculate in the next reporting period.

Section III. Evaluation of Program Effectiveness

Directions: Answer each of the following questions. Ground your answers in your data. Answers should be single-spaced.

1. Discuss your retention rate based on your number of NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

Due to a long-standing reputation in the Albuquerque Metro area, YDI stands out as an agency who serves children and young adults. Our Adult Basic Education program has a range of different age students, however, our program attracts more young adults than any other age demographic. We are at 90% of the young adult retention rate and 78% of adult retention. To maintain a high retention rate and transition from non-NRS to NRS, our work initially focuses on working one on one with those who have barriers and hardships in life and addressing those to make participation in the classroom possible. Students are taught soft skills to handle and work through these barriers or are referred for support services through other programs. Transportation is provided in high need cases and snacks are available through in-kind donations for students who did not eat before class or testing. To make the transition from non-NRS to NRS at a faster rate, we encourage students to come to class for more one-on-one sessions when times are low in attendance and allow them to bring children if childcare is unavailable that day.

2. Present an overview of your efforts to increase post-testing rates including strategies that you used. If your post-testing rate is below 50%, required by the NM Adult Education Assessment Policy, explain the reasons and plans for improvements.

YDI Post-testing percentage was above 50%. Data is utilized from LACES to stay abreast on the post-testing timeframes for each student. Reports are checked daily or weekly for accurate hours and according to Instructor guidance and post-tests are scheduled with adequate notice to the student. Phone calls are also made to students encouraging them to come in and complete these assessments.

3. Analyze how your program performed relative to the target levels of performance we negotiated with OCTAE (U.S. Department of Education, Office of Career, Technical, and Adult Education). See Section II above. For each performance indicator, discuss whether your program met, exceeded, or fell short of these negotiated target levels. Please reflect on the reasons and support your answer with data.

YDI has met performance measures for MSG's and Employment Second Quarter After Exit (Table 5, second row of column G. Other goals not attainable due to YDI being a second-year program and because the Quarter have not happened currently.

- Measurable Skill Gains -- Exceeded by 5.16% of the negotiated rate with 38.16%. YDI staff focused on setting alerts and timeframes for post-testing to remain abreast of this. Students were scheduled for post-testing right at the 40-50 hours of instruction.
- Credential Attainment -- Did not meet. Data is not available for this measure due to timeframe of reporting. The program did have 17 graduates.
- Employment Second Quarter after exit -- Exceeded by 5.57% of the negotiated rate with 28.57%. Students are co-enrolled with the WIOA program for workforce development services and referrals to employment opportunities.
- Employment Fourth Quarter after exit -- Did not meet. Data is not available for this measure due to timeframe of reporting.
- Median Earnings Second Quarter after exit -- Did not meet. Data is not available for this measure due to timeframe of reporting.

New Mexico Adult Education Local Program Annual Report 2022-2023

4. For any indicator for which your program failed to meet the negotiated targets, what is your strategy to improve outcomes?

YDI will employ the following in Year 3 to meet or exceed performance targets that were not met this year:

Credential Attainment - Use data to monitor student attendance and work with students to maintain consistency in their attendance by addressing all barriers. Promoting student engagement will increase program efficacy. Curriculum will align with skill levels and learning style to promote skills gains and progression towards testing readiness. New and updated curriculum, higher Instructor knowledge and experience, and availability of digital resources will all contribute to greater success in this area. Program Director will work with each student to develop a transition plan post-graduation into employment or post-secondary education in order to meet this measure.

Employment in 4th Quarter after Exit – Referrals will be made to the Adult and Youth WIOA programs for further job training and employment opportunities. Program Director will also remain abreast of available employment opportunities to make direct referrals into employment for students that have previous experience. YDI will provide bridges and support for students in employment to ensure retention and addressing further needs that may be limiting their ability to continue working.

Median Earnings – Labor market information will be utilized to guide students into employment opportunities in in-demand or emerging occupations that will lead to higher and more sustainable wages. The program will encourage continuing education or training that will provide advancement and higher wages.

5. Consider your performance data from the last and previous program years. What trends do you see? (Note: If you need help obtaining such data, please reach out to Katya.)

In our program we have noticed an upward trend in enrollment, we are up 300%. We are retaining more students, those who stay or convert to NRS students is 78%. We noticed we are up in attendance and there are more instructional hours weekly per student, due to a higher quality of instruction, Post TABE results are rising and more graduates than in the previous year.

6. Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific.* If you are a new director, gather information from staff to report historical approaches, and then briefly outline how your own strategies may maintain and/or modify past practices to support continuous improvement. If you are an established director, describe strategies you intend to use in the coming year to promote continuous improvement.

As Program Director, I will continue to use data to assess our program and its effectiveness. The monthly data reports to NMHED and reviewing results with Ms. Backhaus assists with assessing program effectiveness and aids in planning for program needs or next steps. The MIS Coordinator will continue to generate reports on instruction hours, post-testing, and all outcomes on a consistent basis for review and planning. We will continue to brainstorm new ideas for retention and encourage our students to graduate and pursue Higher education, /trades that lead to better paying jobs. I also believe by supporting our students mentally and emotionally it has led our program to better results. Sharing Workplace Soft Skills, listening to student needs and concerns result in better outcomes and more graduates. We will continue to share ideas and programmatic development with YDI Vice-President and staff to also gather their feedback on continued growth of the program.

New Mexico Adult Education Local Program Annual Report 2022-2023

Section IV. WIOA Partner Activities, Career Services, and Training Services

For this section we will be asking about working with WIOA Partners, alignment with LWDB plans, infrastructure agreements, one-stop responsibilities, and career and training services.

1. Fill out the chart for common career and training services applicable to AEFLA programs. *For definitions of career and training services, how to calculate these costs, and other guidance, please read the appendix to this report template. Do not fill this out without reading the entire appendix carefully. Do not skip this section.*

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, Excluding Administrative Costs, for Program Year 2022-2023	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	87	\$34,160.16	\$392.64
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	76	\$93,638.61	\$1,232.08
Referrals to and coordination of activities with other programs and services.	Career Service	19		
Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.	Career Service	13		
Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF; and other supportive services and transportation)	Career Service	6		
Total:		201	\$127,798.77	\$1,624.72
Integrated Education and Training (IET) programs	Training Service	0		

***Enter this total in Question 1 in Section IX as well.**

New Mexico Adult Education Local Program Annual Report 2022-2023

2. Describe specific activities and strategies your organization has implemented to partner with the Local Workforce Development Board and your local One Stop staff/operators.

As a WIOA Youth Provider and Adult Education Provider, YDI is able to integrate staff of both programs to develop a solid referral and co-enrollment process for youth and adults in need of both their high school equivalency and employment. Managers of both programs remained in communication throughout the year to staff co-enrollments and the needs and/or inconsistencies on either side to develop a plan for engagement and improvement. WIOA Youth staff visited the ABE classroom consistently to talk with students and encourage workforce services while they are pursuing their high school equivalency. In addition, recruitment for Adult Education services is conducted at workforce centers by attending events or partner meetings. This program year, the YDI Adult Basic Education will have the opportunity to further collaborate on career pathways and integrated education and training projects. Our first Career Navigator will work collaboratively with the Business Team at the local workforce center to remain abreast of employment opportunities and training projects to engage AE students in. They will also work with colleges to strengthen education and training opportunities that are linked to the Governor's vision and economic development priorities. They will support by assisting students with where to start, i.e. necessary paperwork, financial aid, etc. Adding a Career Navigator to our program will build up the partnership with WIOA and its partners. Program Director will also start to attend biweekly meetings at local One Stop center.

3. Each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: <https://www.dws.state.nm.us/en-us/Workforce-Boards>. How did your program align adult education and literacy activities in 2022-2023 with your Local Area Plan? What's working well? What are your biggest challenges?

As a WIOA Youth Provider for Central New Mexico, YDI is familiar with the Local Plan and contributes to the plan as a provider for youth services. The YDI Adult Basic Education program integrates workforce development services that align with the goals of the Region to educate our youth and adults in the current trends and training needs of our labor market and increasing employability skills needed for successful employment attainment. All ABE students complete a Labor Market Information (LMI) packet during the intake to bring awareness to the in-demand and emerging fields with greater potential for employment. The packet contains an exercise for students to navigate the LMI on the Department of Workforce Solutions website and research training programs relevant to the career of interest. In addition, students are provided with employability skills training to increase skills and their ability to search and apply for available jobs. This year, YDI collaborated with the WIOA youth program and one of its approved training providers and employers to develop an Integrated Education Training project for a career pathway in the Pharmacy Technician field. Although the project was not implemented, it was a great starting point that the Career Navigator will use this year to get started.

In addition to improving employability skills and developing a plan for training and careers, YDI understands the need for the system to work collaboratively with our services as the Local Plan indicates and will develop more formal partnerships with other workforce partners.

New Mexico Adult Education Local Program Annual Report 2022-2023

Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2022-2023 program year.

1. To what degree is career planning and advising structurally built into your Adult Education program for the students who want and need it? Be specific.

During intake and orientation, the Program Director conducts a Labor Market Information (LMI) packet with each student to learn about emerging and demand occupations in the Region along with their skill and education requirements. This tool is helpful to guide students in the right field with more opportunities for employment. Our Career Navigator in the new program year will take on this task and work closely with students to utilize this tool. WIOA services are also introduced and a plan for co-enrollment is made. Once a student has agreed to register, I send contact information to our onsite WIOA program director, and she then disseminates information to the proper Youth Development Practitioners.

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information:
 - i. A full list of all IET programs offered in the reporting year period.
 - ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINC checklist:

https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

Although a plan was developed for IET, YDI ABE did not offer IET's this program year.

3. If your program does not currently offer any IET programs to AE students but has plans to develop new IET programming, or if it is working in partnership with another organization or entity to develop such programs, please describe the nature and status of the effort(s) here.

In January of this year, YDI ABE Program and WIOA partners created a Sector Partnership Agreement with Pima Medical Institute and Walgreens. Due to staff turnover with some partners and other high level business needs, the partnership was not implemented. The Sector agreement held the following provisions. This Sector Partnership Agreement sets forth the terms and understanding between Youth Development Inc., Pima Medical Institute, and Walgreens who will work together to provide referrals and services geared towards career pathways and employment while supporting the development of soft skills and professionalism. **Background** Partners continued collaboration will assist participants/students in acquiring occupational skills leading to certification, internship, and employment. **Purpose** This Sector Partnership Agreement will encourage participants/students to further their education pursuing advanced degrees @ UNM in pharmaceuticals and drug design. This Sector Partnership will assist in the acceptance of Youth Development Inc. Adult Basic Education program into Pima Medical Institute offering concurrent enrollment. The above goals will be accomplished by undertaking the following activities: Cross referrals shall be made between Pima Medical Institute, Walgreens, Youth Development Inc.'s Adult Basic Education and WIOA programs for those interested in pursuing a Pharmacy Technician certificate. Pima Medical Institute shall provide occupational skills training for those seeking a career as a Pharmacy Technician. Youth Development Inc.'s Adult Basic Education Program shall offer High School Equivalency

New Mexico Adult Education Local Program Annual Report 2022-2023

preparation and HiSET testing. The WIOA Youth program shall provide up to \$9,000.00 towards tuition and books, Labor Market Information, and supportive services to eligible students. Walgreens shall provide opportunities for internship and employment. **Funding** While this Sector Partnership is not a commitment of funding provisions for participants/students are outlined as: Pima Medical Institute will work with students to acquire FAFSA services including Pell Grants and Student Loans. Youth Development Inc.'s Adult Basic Education program can provide HiSET exams required for the obtainment of students' High School Equivalency at no cost to the student. Youth Development Inc.'s WIOA Youth program has the ability to provide up to \$9,000.00 towards participants' tuition, books, and paid internship opportunities with Walgreens. The WIOA Youth program will also provide participants/students with Supportive Services to assist in participant/student success. **Duration** This Sector Partnership Agreement is at-will and may be modified by mutual consent of authorized officials from Youth Development Inc., Pima Medical Institute and Walgreens. This Sector Partnership Agreement shall become effective upon agreement by the authorized officials from the stated partners and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Youth Development Inc., Pima Medical Institute, and Walgreens this Sector Partnership Agreement shall end on December 31, 2023.

As this new FY begins, this will be a top priority for YDI ABE to filter through the lost communication, re bond ties and relationships and refer students interested in the many career paths offered in this agreement. The new Career Navigator position will greatly assist with this, as well as, develop other IET projects in other career pathways.

New Mexico Adult Education Local Program Annual Report 2022-2023

Section VI. Curriculum and Instruction

1. Please describe your program's orientation and onboarding process. Make sure to include the timeline of when the initial assessments are administered.

Potential students meet with the program director for program orientation. They are presented with a visual flow chart/Pathway to HSE attainment that provides an overview of their time in the program, the testing and instruction requirements and timeframes to expect. This gives students a better understanding in a visual aspect and helps with determining if they are ready and willing. Not only is the intake/orientation designed to educate the student of opportunities, but setbacks that could occur during their time in the program, as well as any present barriers and challenges they are facing are discussed so that a plan can be developed that will aid in successful participation and completion. Once the intake and orientation have taken place, students immediately move to the TABE Locator and TABE assessment. The Instructor then gives assessments in the other HSE subjects to get a base line of academic needs and levels.

2. Describe how your program's schedule and components promote adequate intensity and frequency of instruction to support participants' achievement of substantial learning gains.

The Adult Basic Education (ABE) program at YDI has a Monday through Friday schedule that covers all five subject areas (Math, Science, Social Studies, Language Arts Reading, and Writing). Classes are offered two times per day (morning and afternoon) that are two hours in duration. Students are required to attend two times per week but are highly encouraged to attend three times per week depending on their schedule and their timeframe to get through the classes and on to testing. Although class times are set, students can attend any session. This flexibility works great for young adults who have other personal items to attend to and it has shown an increase in their attendance. To ensure that students have transparency when it comes to the ABE program, lesson plans are sent out a week prior to ensure that students have an idea of materials that will be covered. By having a transparent schedule this allows for communication between the student participants and instructor to meet individual needs and to offer materials when students are absent from class. For instance, students that are focusing on one subject can attend certain times during the day to boost their confidence in that subject. While students that are absent or intend on taking time off from class have the option to pick up materials to study while away.

3. What other programmatic elements and wrap-around services support student success and address barriers to learning (e.g., the use of technology, career navigation services, etc.)? You may have discussed your use of distance learning in Section I. Add any additional relevant information about how you provide distance learning and address digital literacy and equity in your programs and/or plan to do so.

As mentioned in Section I, the Adult Basic Education (ABE) program at YDI has transitioned into in-person learning only in the new program year due to low student attendance and participation in the online section. However, digital literacy is still a priority for the program. Open communication through Microsoft Teams is required of students that works as an online classroom portal for student to access material and content that will be taught in-person. By having the Microsoft Teams, we have been able to keep a digital copy of information regarding the five subject areas (Math, Science, Social Studies, Language Art Reading, and Writing) for studying. Some of those digital copies include PowerPoint lessons, Online Assessments, and Online resources. This keeps students accessing information and curriculum digitally to increase those skills. Also, YDI's classroom is adequately equipped with high-tech equipment for several digital literacy opportunities.

4. Describe precisely how your program aligns instruction to the College and Career Readiness Standards (CCRS) and/or the English Language Proficiency Standards (ELPS). Please include information on required curriculum and resources available to support instruction and the

New Mexico Adult Education Local Program Annual Report 2022-2023

implementation of CCRS/ELPS. If you do not align your curriculum and instruction to these standards, please let us know, as it will help us plan professional learning opportunities and technical assistance for the state.

Upon investigation our program uses Standard packaging curriculum from New Readers Press, Kaplan and Boardworks. Our materials do not align with CCRS currently. We will make the necessary adjustments this FY to be in compliance.

5. Discuss any theoretical frameworks or research that you, as an AE program director, find compelling and which you use to inform your program design, your curriculum development, your leadership/management practices, or your staff training.

I find that Literacy is a huge factor when it comes to ABE. Knowing that Literacy and numeracy can greatly improve many factors in a person's life. Obtaining an acceptable level of literacy and numeracy will put them in a position to succeed, including improvements to social life, education, and career prospects. The ability to read, write, and understand information is the driving force behind Adult Basic Education. In the New Mexico Adult Education New Hire Handbook Title II suggest that Adult Education and Literacy Act (AEFLA) is a key component of the workforce development system in local communities and improving alignment among adult education programs, postsecondary education providers and employers. Here at YDI we encourage our students to come to class, but study and read at home or away from the program. We provide resources that the student can access on their own. Upon intake we inform the students that this will be a steppingstone towards HSE attainment. It is important for us to make them aware of the need for education and the improvement of Literacy. Improving Literacy can be overwhelming at times, that's why it important to help students overcome challenges, provide motivation and confidence so that one day they may reach their full potential.

New Mexico Adult Education Local Program Annual Report 2022-2023

VII. Integrated English Language and Civics Education (IELCE) Activities

For this section, if the program received IELCE funding for 2022-2023, please describe IELCE activities and services provided by the program this fiscal year.

(If your program does not receive IELCE funding, just indicate N/A).

Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B):

n/a

1. Please indicate the percent of participants achieving IELCE outcomes (Table 9, last column of outcome measures)
 - Achieved Citizenship Skills _____
 - Voted or Registered to Vote _____
 - Increased Involvement in Community Activity _____
2. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.
3. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
4. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
5. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

New Mexico Adult Education Local Program Annual Report 2022-2023

VIII. Programs for Corrections Education and the Education of Other Institutionalized Individuals

For this section, if your program served incarcerated or other institutionalized individuals as defined in WIOA Sec. 225, please describe the activities and services provided by this fiscal year.

(If your program did not provide these types of services in 2022-2023, just indicate N/A).

Please indicate the number of Corrections Education and the Education of Other Institutionalized

Individuals students (12+ hours) served: N/A

1. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
2. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

IX. Fiscal Survey

PLEASE REVIEW AND FILL OUT THIS SECTION IN ITS ENTIRETY, ALL DONATED COSTS MUST BE TAKEN INTO CONSIDERATION

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2022-2023 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here.

\$127,798.77

2. Please indicate the amount your program contributes to the Local One-Stop through the IFA. If the amount is \$0, please indicate that as well.

\$1,046.86

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
10	\$45.00	\$450.00

4. Please indicate FY 2022-2023 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
0	--	\$0

5. Please indicate FY 2022-2023 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
0	--	\$0

6. Please indicate total fair market value of donated supplies and materials. (e.g., books)

\$0

7. Please indicate total fair market value of donated equipment.

\$0

8. Please indicate total fair market value of donated IT infrastructure and support.

\$0

Please estimate the Total indirect, in-kind expenses donated by your institution. This refers to all types of space, infrastructure, and instructional support. For space cost calculations, you can 1) estimate your institution's fair market rental value per square foot per month, or 2) you can provide the institution's building renewal and replacement allocation (and cite the source document). At a minimum, please indicate the approximate square footage of donated space (for NMHED to calculate at an average rate).

1. Please indicate square footage of donated space (all space your program uses that you do not have to pay fees for use)

Square footage of donated space	Fair Market Value per Square foot	Total
0	--	\$0

Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

New Mexico Adult Education Local Program Annual Report 2022-2023

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2022-2023.

Source	Amount
N/A	

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2022-2023 fiscal year.

\$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

X. Staff Information

Please fill out the chart below providing information about your program's staff in 2022-2023. Please fill out *all* of the information requested. **We will redact** salary and demographic information prior to publicly posting these reports online.

*= No longer with program

Position	Hourly Salary	Full or Part Time	Highest level of Educational Attainment	Years of Experience in Adult Education	Gender (as identified by the staff member in the position)	Ethnicity (as identified by the staff member in the position)	Age
Program Director	\$21.29	Full	Some college	16 months	Male	African American	53
MIS Data	20.61	Full	HS Diploma	2 years	Female	Hispanic	52
Instructor	26.75	Full	Masters of Art Elementary K-3	4 Months	Female	Native American	29
Instructor*	Lorraine Cohn	Full	BA+	19 years	Female	Hispanic	N/A
Instructor*	Robert Austin Jr.	Part	BA- MA	42	Male	Caucasian	N/A
MIS Data*	Deborah Thomas	Full	Some college	1	Female	Hispanic	53