

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		
Submission Date:	9/8/2025		
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Signature of the Chief Executive Officer or Designee

Date

Robert Chavez, Chief Executive Officer

Typed Name and Title

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 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/452051>.) 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 program provides GED/HSE preparation including pre-testing and assessment for youth and adults aged 16+ through robust instruction within a hybrid curriculum of in-person and digital instruction. Leveraging both avenues opens development in both social engagement and digital literacy, both of which are barriers for the community we serve. WIOA Sec 203 activities are accessed through our Career Navigation services. In addition to IET development, providing career development into emerging industries, YDI's Career Navigator provides workplace development workshops like email etiquette, signature development, resume building, and accepting and adjusting to coaching conversations. These workshops were developed based on rigorous research of the gaps in the workforce expressed by employer polls and feedback. The Career Navigator role assists in partnering with local employers to develop volunteer and internship opportunities. Case management is also provided to assist students with identifying barriers and needs and establishing education and employment goals. Our student population ranges from age 16 to 52 and consists of primarily of Hispanic/Latino demographic.

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.

YDI's enrollment ages range from 16 to 52, with an average age of 20 years old. The program has seen a significant change in educational functioning levels to be well below grade level. These students require more one on one support that was not an option for most of the fiscal year. During this fiscal year, YDI faced significant staffing challenges. After the resignation of our instructor in November of 2024, YDI was able to hire an instructor after a month of vacancy. Unfortunately, this instructor had to resign for personal reasons after just two short months. Interviews were held with a few potential candidates, unfortunately, offers were not accepted either due to the salary or acquiring employment elsewhere. After a few months of recruiting with no success, YDI made the decision to increase the instructor salary to attract qualified candidates, which would also assist with retention. Unfortunately, the program could not secure an Instructor for PY 24. While a selection was made towards the end of the PY, after all processing Mr. Rutilio Castor started with our program early in PY25. The data coordinator role was vacant from June 2024 until May 2025. Amy Folsom is now in this role and has made considerable improvement in how our data is tracked. She is leveraging bi-weekly to monthly meetings with Data Administrator Katya Backhaus to ensure LACES is being utilized as intended and a clear understanding of data integrity is established. The Career Navigator role was vacant from November 2024 until January 2025. While this role quickly filled after two months, the position was leveraged to assist with all aspects of the Adult Education Program to assist learners in their general program/testing needs. The program was able to utilize federal funding in the back end of the fiscal year to support the students with a part-time Tutor as they navigated Essential Education, however due to federal cuts, the Tutor position was not retained for PY 25. We are proud to report that the program now has a dedicated team in place, committed to creating opportunities for individuals who may not otherwise know how to navigate life after earning a GED/HSE credential. Our staff members are passionate about meeting each student where they are and providing guidance in areas such as resume development, interview preparation, digital literacy, and self-advocacy. As Program Manager, one of my primary goals was to staff the program with individuals whose values align with YDI's mission of supporting learners as they navigate life's obstacles. Our role as a community-based organization is to help students identify opportunities for advancement, even when they may

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lack the support or knowledge to overcome barriers on their own. It was important to ensure that every staff member understood that while the work can be challenging, it is also uniquely impactful, providing us with the opportunity to make a positive and immediate difference in the lives of our students and the community we serve. Once the right team was in place and a shared sense of purpose established, the next priority was cross-training. In a smaller program, the ability to understand and carry out the essential functions of multiple roles is critical to maintaining consistency and quality of service. Cross-training allows the program to run smoothly in the absence of management or when staff are out due to illness, time off, or travel. More importantly, it fosters a culture of shared responsibility, ensuring that students receive uninterrupted support and that the program remains stable and reliable regardless of staffing shifts.

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 2025-2026 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

Instruction is offered in a hybrid format to support accessibility and flexibility. Direct instruction is provided in Language Arts and Mathematics, while students engage in self-paced study of Science and Social Studies through Essential Education. Students are encouraged by this format and appreciate the flexibility to continue learning while also having the opportunity to address external responsibilities and needs. Digital literacy skills are increasing, and students are more communicative with the instructor when they have this flexibility.

To promote digital equity, YDI partners with Comcast to serve as a Lift Zone site, ensuring students have reliable access to internet connectivity. Lift Zones have become an essential extension of YDI's commitment to removing barriers and creating equitable access for our students. By providing free, reliable high-speed Wi-Fi in a safe and structured environment, Lift Zones ensure that students who may not have consistent internet at home can stay engaged in their academic journey. These spaces allow learners to complete homework, participate in distance learning, and access the digital tools necessary for GED preparation and career exploration. Beyond academics, Lift Zones also open doors for students and community members to apply for jobs, engage in workforce development opportunities, and build digital literacy skills. For many of our students, access to technology can be the deciding factor between falling behind or moving forward. Lift Zones help level the playing field, allowing YDI to offer not only classroom instruction but also a reliable environment for independent study, tutoring, and skill-building. This access reinforces our mission of supporting families and learners as they navigate challenges, while ensuring that students remain connected to opportunities that prepare them for success in their communities and futures. Through this partnership, YDI also leveraged Comcast funds to provide meals and snacks, directly addressing food insecurities that many of our students face. Students complete coursework on Chromebooks and receive hands-on support from staff to build digital literacy skills.

Looking ahead to 2025-2026 Program Year, YDI will build on the success of this hybrid format to continue offering in-person and distance learning classes that build digital literacy skills and offer the flexibility our adult learners need to thrive. The ABE Program will also continue the use of the online scheduling platform where students can book tutoring sessions and one-on-one meetings with the instructor through a simple process. They have the option to meet either in person or online via Google Meet, choosing a time that best fits their schedules by scanning a QR code or using a link.

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

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mutual support and regular communication, but the relationship isn't formally governed by a written agreement.

Youth Development Inc. (YDI)'s Adult Basic Education Program is committed to addressing both the academic and personal needs of our students. We recognize that barriers such as food insecurity, transportation, and childcare often impact student success. To help overcome these challenges, YDI has established informal partnerships with key community organizations including Road Runner Food Bank, Alta Monte Child Development Center, and Goodwill Industries. Referrals are made to these partners when needed to support our students. Additionally, a partnership with Central New Mexico Community College (CNM) has also evolved for students in need of additional tutoring services and a partnership with the Division of Vocational Rehabilitation (DVR) continues to support students with disabilities. These are all informal partnerships.

YDI also continues its partnership with the Workforce Connection of Central New Mexico (WCCNM), WIOA programs and all partners under the workforce system. As a Title I WIOA provider for the past 21 years, YDI has maintained this partnership and is an active partner. YDI's ABE Program Manager regularly participates in partner meetings at the American Jobs Center (AJC) providing the opportunity for marketing of our ABE program, connecting with other providers for wrap-around or leveraging of services, and coordinating for co-enrollments with the WIOA programs. In addition to the partner meetings, YDI's Career Navigator attended the events meetings at the AJC to remain abreast of job fairs and employer events to engage our students and provide information on employment opportunities. Referrals were made to the WIOA Adult and Youth programs to engage our students in paid work experiences, on-the-job training, and occupational training. This partnership is a formal partnership through an Infrastructure Funding Agreement that is driven by NMHED and all AE partners in the Region.

Our program also continues to largely utilize other internal YDI programs to support student needs including the YDI Prevention, Intervention and Behavioral Health Division through its transitional living, behavioral health, and crisis intervention programs, the YDI Early Childhood Education/Head start Division with its childcare and nurse family partnership program, and the YDI Education, Employment & Training division for paid work experiences, violence prevention and intervention services. These programs provide wrap-around support that enables our students to thrive in the classroom. These are also informal partnerships.

YDI continues to develop additional partnerships as needed to support student needs and enhance adult education and literacy services.

5. Your program was required to submit a Program Professional Learning Plan for the 2024-2025 program year. In that Plan, you described how your program intended to comply with NMHED-AE's Professional Learning Policy and identified your program's professional learning priorities. Please review your Professional Learning Plan for that program year and reflect here upon the outcomes of that Plan in 2024-2025:
 - a. What were your PL priorities in 2024-2025 and generally speaking, how did you address them?
 - b. What were the most impactful PL experiences in which you and your staff participated, and why? How did they change your program's practice or outcomes, if at all?
 - c. What were your main successes and challenges in implementing your PL Plan?
 - d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2024-2025, what assistance or support might you need to implement the policy and your plan in the future?
- a. Our 2024-2025 priorities continued to focus on implementation of the IET projects and integrating Career Navigation services into the ABE program, increase attendance and performance outcomes, timely data entry and utilizing LACES for more consistent data analysis. These were addressed through targeted staff training and consistent planning sessions, facilitating connections with post-secondary institutions and/or training providers and employers, and more consistent data analysis and generation of reports for review.

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The Career Navigator played a key role in the development of the IET projects and guiding students through career assessments, helping them understand career clusters, and providing warm hand-offs to educational institutions.

- b. The process of completing the Program Professional Learning Plan was again impactful to evaluate and plan. The plan positioned the staff to work as a team towards success and identify areas in need of growth or improvement. The concept of cross training was prevalent in this especially with a small staff and absence of key positions for a period of time. The learning plan enabled all staff to understand key tasks of each position and how they can contribute to the need. This resulted in strong performance across several state and federal accountability measures. The program exceeded negotiated targets in key areas, most notably in credential attainment, where every student who pursued a credential successfully achieved one. Employment outcomes also reflected strong performance, with gains in the fourth quarter after exit and continued success in the second quarter after exit, both remaining well above negotiated levels. This year, Trauma-Informed Care training was added to ensure our team is equipped to support learners who may be facing complex personal and academic challenges.
- c. Successes included the effective integration of career services, staff engagement in professional development, and measurable steps forward in establishing the IET projects. Although the IET projects did not officially start, the work involved in the establishment, i.e. partner discussions, MOUs, application, etc. were completed and the projects are on traction for implementation at the start of PY25. Challenges involved balancing the implementation of these initiatives with ongoing program responsibilities and waiting periods when coordinating with partners. The staffing challenge this PY required the Career Navigator to dedicate some time to classroom requirements and addressing student needs. While measurable skill gains and median earnings fell short of prior-year performance and state goals, YDI's results still exceeded minimum negotiated levels. One contributing factor to the decline in MSGs was missed opportunities for post-testing students, largely due to staffing shortages. The ability to track when students are eligible to post-test will be a high priority moving forward. With the addition of a new data coordinator, the program is now well-positioned to strengthen assessment practices, and the entire team has committed to a shared responsibility in ensuring accurate and timely post-testing to capture student progress. Overall, the program continues to show resilience, surpassing negotiated benchmarks in multiple measures and identifying areas for continuous improvement. Focused strategies are being implemented to address skill gain performance and workforce outcomes, ensuring that students are not only earning credentials but also gaining the skills and opportunities necessary for long-term success.
- d. Our program was able to implement the NMHED-AE Professional Learning Policy, with staff continually striving to enroll in professional development learning opportunities to address student barriers and improve outcomes through partner referrals and enhanced career services and support. Moving forward, additional resources for professional development and support to balance training with program delivery would further enhance our capacity to serve students effectively. Expanding partnerships with workforce agencies, higher education institutions, and local employers will remain a top priority to strengthen pathways into both postsecondary education and sustainable employment. Increasing student earnings outcomes will also be a focus, with intentional efforts to connect learners to career-aligned training opportunities that match regional labor market demands. YDI will continue to enhance digital literacy by providing students with greater access to technology and the skills necessary to navigate online learning and workplace systems with confidence. Instructional support is being refined with the new Instructor to ensure more consistent measurable skill gains across all subject areas, supported by improved post-testing procedures under the direction of the data coordinator role. Staff development will continue to emphasize trauma-informed practices that foster safe and supportive learning environments. No assistance is needed at this time.

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Section II. Core Indicators of Performance 2024-2025

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 2024-2025 (Table 4, last row of column B)	45
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	46
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE	12
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	0

Performance Measure	PY 2024-2025 Negotiated Level of Performance	PY 2024-2025 State Goals	Program Performance 2023-2024	Program Performance 2024-2025
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	40%	56%	63%	51%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	N/A	100%
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	72%	65%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	45%	62%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$5,132.41	\$2,844.24

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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 and its changes compared to PY 2023-2024 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

YDI experienced a notable decrease in student retention from 79% in 2023–2024 to 56% in 2024–2025. This decline underscores the need for stronger systems of instructional support and student engagement, particularly given the increased enrollment of learners testing below grade level. The absence of adequate staffing to meet these needs had a direct impact on our ability to sustain student participation.

Moving forward, retention is a priority focus area for the program. With a full instructional team now in place, YDI is implementing targeted strategies to provide consistent academic support, including differentiated instruction for students entering below grade level, expanded use of tutoring partnerships, and enhanced progress monitoring to identify and address barriers early. In addition, the team is aligned to strengthen tracking systems to ensure that staff can intervene quickly when students show signs of disengagement. YDI has started leveraging Planner within Microsoft 365 to keep real time notes about student progress through enrollment, current areas of focus, and any information relevant to student success. By aligning resources, expanding instructional capacity, and adopting a proactive, data-driven approach, YDI is committed to improving retention and ensuring that more students persist through completion of their educational goals and professional development.

2. Present an overview of your efforts to increase post-testing rates including strategies that you used. If your post-testing rate is below the 60% required by the NM Adult Education Assessment Policy, explain the reasons and plans for improvements.

YDI recognizes that staffing barriers during the program year directly impacted the ability to effectively monitor, track, and execute post-testing, resulting in a post-testing rate of 31%, well below the 60% policy requirement. To address this, the program has developed a comprehensive action plan that establishes accountability and ensures consistent follow-through.

Moving forward, the YDI team will implement a coordinated process built on shared responsibility. Each week, an internal communication will identify students eligible for post-testing, ensuring that eligibility is clearly tracked and visible across staff. The data coordinator will utilize LACES to generate notifications so that students receive advance notice of their post-test date, encouraging preparedness and attendance. Upon completion, results will be recorded in Planner to document the assessment, while the instructor will review outcomes directly with students. This will allow for immediate feedback, tailored advising, and targeted tutoring interventions to support continued progress, when necessary.

By formalizing this system, leveraging data tools, and aligning team-wide accountability, YDI is committed to significantly improving post-testing rates and ensuring that student progress is accurately measured and supported.

3. Analyze how your program performed relative to the negotiated levels of performance and state goals. For each performance indicator, discuss whether your program met, exceeded, or fell short of these negotiated target levels and state goals. Please reflect on the reasons and support your answers with data.

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YDI's performance against state and federal accountability measures is outlined below, with comparisons to negotiated levels, state goals, and prior year performance (2023–2024):

Measurable Skill Gain (MSG):

Negotiated Level: 40%

2024–2025 State Goal: 56%

2023–2024 Performance: 63%

2024–2025 Performance: 51%

YDI decreased from 2023-2024 performance and did not meet the state goal but are still performing above negotiated level. In a recent meeting with Data Administrator Katya Backhaus, training was identified with the testing process and data entry process was in high demand. MIS Coordinator, Amy Folsom will be meeting with Ms. Backhaus biweekly to monthly to address the learning opportunities that directly impact these numbers. Adjustments to come will impact these numbers and YDI will be able to meet these state goals. As previously indicated in Section I, YDI has committed to ensuring all possible MSG's are being captured through commitment to NM Adult Education Assessment Policy.

Credential Attainment Rate:

Negotiated Level: 31%

2024–2025 State Goal: 43%

2023–2024 Performance: N/A

2024–2025 Performance: 100%

Performance exceeded negotiated and state goal.

Employment Second Quarter After Exit:

Negotiated Level: 41%

2024–2025 State Goal: 44%

2023–2024 Performance: 72%

2024–2025 Performance: 65%

Performance exceeded negotiated and state goal.

Employment Fourth Quarter After Exit:

Negotiated Level: 41%

2024–2025 State Goal: 45%

2023–2024 Performance: 45%

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2024–2025 Performance: 62%

Performance exceeded negotiated and state goal.

Median Earnings Second Quarter After Exit:

Negotiated Level: \$4,600

2024–2025 State Goal: \$4,600

2023–2024 Performance: \$5,132.41

2024–2025 Performance: \$2,844.24

Median earnings declined compared to the prior year and fell below both negotiated and state goals. YDI is analyzing labor market trends and exploring partnerships to better align workforce outcomes with student career pathways. Moving forward, YDI is committed to addressing these challenges through intentional action. By expanding short-term credentialing opportunities, strengthening employer partnerships in sectors with higher starting wages, and ensuring the Career Navigator can provide targeted wage-focused advisement, we aim to equip students with the tools and connections needed to achieve greater financial stability. With these adjustments, YDI is confident in its ability to support stronger income outcomes in the upcoming year while remaining true to our mission of helping families overcome barriers and build brighter futures.

4. For all indicators for which your program failed to meet the negotiated targets and/or state goals, discuss your strategy to improve outcomes.

YDI will implement a structured, data-driven approach to support continuous performance improvement. The program plans to leverage Educational Functioning Level (EFL) reports to identify students who may be underperforming and require targeted instructional support. LACES data will be used to monitor attendance, engagement, progress, and assessment outcomes, allowing staff to quickly identify trends and potential barriers to success.

Based on these insights, the team will make timely adjustments to instructional strategies, provide tailored interventions, and allocate resources to address both individual and program-level needs. This approach will also inform leadership decisions regarding curriculum, staffing, and program development, ensuring that the program evolves to meet student needs effectively. By implementing these measures, YDI aims to enhance student outcomes, improve measurable skill gains, and strengthen overall program performance.

5. Consider your performance data from the last and previous program years. Discuss overall trends.

Following two successful years for YDI, significant staffing challenges over the last year directly influenced program performance outcomes, including retention, post-testing, and median earnings. High turnover and unfilled positions limited the program's capacity to provide consistent instruction, individualized support, and career navigation—all critical elements that drive student success. Without a fully staffed team, students faced delays in post-testing, reduced access to one-on-one guidance, and fewer opportunities to engage with workforce and career development resources. These staffing gaps contributed to declines in measurable skill gains and other key performance indicators.

Recognizing the critical role staff stability plays in program success, YDI has established a strategic plan to turn this trend around. First, hiring priorities focus on aligning new staff with the mission of supporting learners in

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overcoming life's barriers, ensuring that all team members understand the importance of both academic and holistic support. Once positions are filled, cross-training will ensure that every team member has a working knowledge of each role, creating continuity in the event of absences and fostering a shared responsibility for student outcomes.

In addition, the program is strengthening operational systems to support staff and maximize student impact. The new data coordinator will track post-testing eligibility and coordinate timely notifications, ensuring that no student is overlooked. Expanded use of LACES and other reporting tools will allow staff to make data-driven decisions to support individualized learning and career guidance. Career Navigation and Integrated Education and Training programs will continue to focus on high-demand, higher-wage fields, connecting students to meaningful employment opportunities immediately upon program exit.

Through these combined strategic hiring, cross-training, enhanced data use, and focused career pathways; YDI is confident in its ability to stabilize staffing, improve consistency in service delivery, and ultimately reverse the declines in performance. This approach ensures that students receive the guidance, resources, and opportunities they need to succeed academically, professionally, and personally, fully aligning with YDI's mission to partner with families to overcome barriers and build stronger futures.

6. Describe how your program currently uses data to improve the quality and efficacy of services provided. **Be specific.** Describe strategies you intend to use in the coming year to promote continuous improvement.

YDI will implement a structured, data-driven approach to support continuous performance improvement. The program plans to leverage Educational Functioning Level (EFL) reports to identify students who may be underperforming and require targeted instructional support. LACES data will be used to monitor attendance, engagement, progress, and assessment outcomes, allowing staff to quickly identify trends and potential barriers to success.

Based on these insights, the team will make timely adjustments to instructional strategies, provide tailored interventions, and allocate resources to address both individual and program-level needs. This approach will also inform leadership decisions regarding curriculum, staffing, and program development, ensuring that the program evolves to meet student needs effectively. By implementing these measures, YDI aims to enhance student outcomes, improve measurable skill gains, and strengthen overall program performance. To strengthen student outcomes in median income, YDI is prioritizing intentional connections between education, training, and the workforce. By deepening partnerships with employers who offer above-minimum wage opportunities and aligning IET programs with high-demand, higher-paying industries such as healthcare and transportation, we are positioning students for stronger financial stability immediately after program completion. Career Navigation will take on an even more focused role in helping students understand labor market trends, wage expectations, and pathways for advancement. Additionally, the program is exploring short-term certifications with quick returns, such as OSHA and ServSafe, which increase employability and earning potential. Finally, YDI will implement stronger post-exit follow-up practices to help students not only secure employment but also transition into higher-paying roles, ensuring our efforts translate directly into improved income outcomes for our community.

Continuous improvement will be monitored consistently through review of performance reports generated by the MIS Coordinator and reviewing these reports as a team to identify opportunities for growth. Strategic plans will be developed for each position to that all staff members are contributing to the overall goal of meeting performance.

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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, <i>Excluding</i> Administrative Costs, for Program Year 2023-2024	Average FEDERAL FUNDS <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	89	\$20,095.04	\$225.78
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	50	\$46,888.40	\$937.77
Referrals to and coordination of activities with other programs and services.	Career Service	7		
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	25		
Provision of information on availability of supportive services or assistance and appropriate referrals (including childcare; 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	9		
Total:		180	*\$66,983.44	\$372.13
Integrated Education and Training (IET) programs	Training Service	0		

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

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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.

YDI is uniquely positioned to create an integrated collaboration with the local workforce development board, staff and partners as it also serves as the WIOA Youth Provider for Central New Mexico. This has strengthened our ability to integrate staff of WIOA and Adult Education to establish a robust referral and co-enrollment process. This integration has been instrumental in supporting youth and adults in their pursuit of high school equivalency and employment opportunities.

Program Managers of both the YDI WIOA and ABE programs maintain regular communication throughout the year to staff co-enrollments and to identify and resolve any needs or inconsistencies on either side. This collaborative approach has allowed for better student engagement and program improvement. The ABE program director also participated in bi-monthly Partner meetings at the AJC, facilitating continuous communication and alignment on updates and best practices, which were critical to increasing enrollments.

YDI WIOA staff consistently visited ABE classrooms to speak with students, encouraging them to take advantage of workforce services while pursuing their high school equivalency. Also, recruitment for Adult Education services was conducted at workforce centers through attendance at events and partner meetings. This proactive approach ensured that potential students were aware of the educational opportunities available to them.

This year, to strengthen our IET efforts and get our programs going, our Career Navigator attended the bi-monthly events committee meetings at the AJC to work closely with the Business Team and stay informed about employment opportunities and training projects that can engage Adult Education students. The Career Navigator also collaborated with local colleges to strengthen education and training opportunities that align with the Region's priority industries and assisted students in navigating the necessary steps to start their education and training journey, including completing paperwork, applying for financial aid, and more.

Through these coordinated activities, strategic partnerships, and ongoing collaboration, YDI's ABE program has successfully continued to strengthen its relationship with the local Workforce Development Board and One Stop operators. This integration has enhanced the support network available to our students, contributing to their success in both educational and career pathways.

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 2024-2025 with your Local Area Plan? What's working well? What are your biggest challenges?

YDI has a robust partnership with the local Workforce Development Board, One Stop Operator and all partners serving as the WIOA Youth Provider for the past 21 years in addition to being a Title II provider for the last four years. This has strategically positioned YDI to align its adult education and literacy activities with the Central New Mexico Local Area Plan and create a coordinated delivery of services through partnerships and leveraging of resources and services.

YDI has **integrated** staff across WIOA Youth and ABE programs to establish a seamless referral and **co-enrollment** process. This includes both Program Managers and direct staff that collaborate on co-enrollments, best practices and increased communication that leads to increased student engagement, performance and **leverage of resources**.

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To increase workforce and employability skills and plan for career pathways, YDI requires all students to complete a Labor Market Information (LMI) packet during intake. This initiative enhances students' awareness of in-demand and emerging fields, particularly those aligned with the Local Plan's focus on **key industry sectors** such as Health Care and Social Assistance, Accommodations and Food Service including Retail Trade, Manufacturing. This foundational activity, combined with employability skills training, equips students to navigate the job market effectively and plan for training and careers with high growth. The YDI ABE program is emerging in the development of its IET projects establishing sector partnerships in the priority industries partnering with training providers for integrated instruction and certification, and with employers for on-the-job training or internship opportunities leading to employment upon completion of their high school equivalency and IET project.

Lastly, the program director's participation in biweekly meetings at the America Jobs center enhanced AE presence, and coordination, further solidifying our partnership with WIOA and its partners. Additionally, the Career Navigator's involvement with the Business Team and collaboration with local colleges and AJCs will continue to align our services with the regional goals, contributing to the development of a skilled workforce in Central New Mexico.

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 2024-2025 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? Please be specific.

Career planning and advising are systematically integrated into YDI’s Adult Education Program for students who express interest or need in this area. Every student meets with the Career Navigator following TABE and GED practice exams to discuss their career aspirations, immediate and long-term life goals, and any barriers that may not have been identified during intake. This initial meeting establishes rapport and helps identify individualized supports. For students requesting additional career guidance, structured follow-up meetings are scheduled on a bi-weekly to monthly basis. During these sessions, the Career Navigator tracks progress, facilitates connections to volunteer opportunities or internships, assists with resume building and interview preparation, and provides guidance on scholarship and educational pathways. YDI utilizes multiple tools to inform personalized career planning. The O*Net Interest Profiler and the NM Career Clusters Guide, provided by the New Mexico Public Education Department, are used alongside a structured evaluation of the student’s work values. This evaluation asks students to rank priorities such as work-life balance, earning potential, and passion for a chosen field. These rankings are then considered in the context of the student’s current life situation and potential barriers, allowing the Career Navigator to provide tailored recommendations for multiple career paths that align with both the student’s values and aptitudes for higher education or workforce entry. Through this structured, multi-step approach, career planning and advising are embedded as an intentional component of the program, ensuring that students who seek guidance receive consistent, individualized support to explore and achieve their career and life goals.

2. Did your program offer any Integrated Education and Training (IET) programs this year?
If yes, please provide the number of IET students that your program served in PY 2024-2025 (Table 11, first row of column B).

0
3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)?

0
4. Enter MSG rate of your IET participants.

0
5. Discuss successes, challenges, and lessons learned from IET programming this year.

YDI faced challenges in generating sufficient interest for the approved Dental Assistant IET and was unable to implement the program as planned. In response, the Career Navigator engaged students to assess their career goals and needs, while exploring strategies to increase community recruitment and align programs with high-demand occupations. Based on these insights, YDI transitioned to implementing a Medical Assistant IET in partnership with the Albuquerque Medical Assistant School. This proved to be challenging for our program with the Career Navigator position being leveraged to assist the enrollment population within the ABE program. After staffing issues were addressed and additional support was no longer needed, Dylan was able to partner with the school and WIOA Youth Program to start the program and a cohort is expected to start in early PY25.

Through this experience, YDI identified key factors critical to program success, including targeted outreach, clear communication of student expectations, and ongoing support from program staff. Lessons learned from this process have strengthened YDI’s program development and implementation strategies. Building on these successes, YDI plans to submit an application for a CDL IET in collaboration with Albuquerque Truck Driving School to further expand career development opportunities within the Adult Basic Education program.

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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.

Intake and Program Overview:

Intakes are scheduled with the Program Manager, during which students review and discuss agency policies and procedures, including dress codes, safety protocols, and class expectations. YDI has recently introduced a participation agreement that outlines attendance requirements, distance learning expectations, and communication protocols with staff. This agreement emphasizes student accountability and reinforces that learners are in control of their own educational progress. The intake process typically lasts approximately one hour, allowing ample time to review each document, answer questions, and confirm understanding. Students are provided with a handout to track their own progress through the onboarding process.

Assessment and Initial Academic Placement:

Upon completion of the intake, students begin the first step of the orientation process by completing the TABE (Test of Adult Basic Education) assessments. Students are informed about the Locator and Reading/Math TABE protocols, including the estimated time to complete each test. TABE assessments may be completed during the intake visit or at the student's next scheduled visit, allowing flexibility and preventing overwhelm.

GED Preparation:

The second step involves creating a GED account and partnering with staff to request GED practice exams for the subjects the student needs to complete. These practice exams are expected to be completed within two visits over the course of one week.

Career Planning and Individualized Learning:

Following assessment completion, students meet with the Career Navigator to discuss immediate and long-term career aspirations, as well as any additional barriers or support needs. The Career Navigator helps establish individualized strategies and resources to support each student's goals.

Finally, the student, along with TABE and GED practice results, is introduced to their instructor. Together, they develop an individualized learning plan and schedule that aligns with the student's academic strengths, goals, and career aspirations. This structured, multi-step orientation ensures that students receive clear guidance, targeted support, and a personalized plan for success from the beginning of their Adult Basic Education journey.

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

YDI's instructional schedule is designed to maximize flexibility and provide layered academic support. Core instruction in Language Arts and Math is offered both mornings and afternoons, with lessons repeated across days to ensure students have multiple opportunities to engage with the material regardless of scheduling barriers. Fridays are dedicated to review and personalized support; with morning sessions focused on reinforcing skills and afternoon one-on-one tutoring sessions available by appointment. Daily office hours, held before and after classes, ensure that students have consistent access to the instructor for clarification and individualized guidance. To complement direct instruction, Essential Education is utilized for Science and Social Studies. The instructor actively monitors progress, assign lessons to support mastery, and encourage students to use office hours for additional help, blending independent study with guided oversight. Recognizing the diverse needs of its learners, YDI has expanded operating hours to include an additional hour of operation Tuesday through Friday, as well as Saturday sessions from 9:00 a.m. to 1:00 p.m. These extended hours provide critical flexibility for students

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balancing work, childcare, or transportation challenges. Together, these strategies create a strong framework of accessibility, support, and accountability that directly contributes to substantial learning gains.

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.

At YDI, student success is supported through a blend of instructional strategies, personalized guidance, and wrap-around services that address barriers to participation. Beyond academics, students receive dedicated career navigation support designed to help them connect their education to long-term goals. For those who express interest, this includes regular advising sessions that focus on career exploration, résumé development, interview preparation, and identifying scholarship or training opportunities. These services help students see a clear connection between their studies and real-world outcomes, while also building confidence and motivation. Technology also plays an important role in supporting learning and ensuring equity. Essential Education is used to provide instruction in Science and Social Studies, allowing students to complete lessons at their own pace while still receiving oversight and feedback from instructors. This approach not only promotes mastery but also allows students who face scheduling or access challenges to stay engaged in their studies. Instructors encourage students to bring questions from their distance learning into office hours, where they can receive one-on-one support tailored to their needs.

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 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.

YDI's GED curriculum is fully aligned with the College and Career Readiness Standards (CCRS), with the goal of equipping students with the core skills they need to succeed academically and in the workplace. The learning process begins with assessment through the TABE 13/14 and online GED Practice Exams, which provide a clear picture of each student's strengths and areas for growth. From there, an individualized education plan is created, ensuring that instruction is tailored to meet each student where they are. Students benefit from a combination of classroom instruction, one-on-one tutoring, and guided practice, all designed to build not only academic knowledge but also the strategies needed to become independent learners capable of evaluating their own work and solving problems effectively. Instruction emphasizes both academic skill-building and self-awareness. Students strengthen their understanding of the conventions of standard English, sentence structure, and syntax, while also practicing how to identify and improve areas of weakness. This approach transforms challenges into opportunities for growth. In writing, students learn to craft coherent essays that meet Modern Language Association (MLA) standards, incorporating direct quotations, supporting evidence, and revision strategies that build confidence and fluency. By gradually building these skills, YDI prepares students to move beyond the GED exam and into the demands of college-level coursework, where critical thinking, clear communication, and academic rigor are essential.

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

One of the most consistent needs identified by employers is the ability to think critically; an essential skill that allows individuals to analyze information, evaluate options, and make informed decisions. Strong critical thinking supports better problem-solving, improved communication, and stronger interpersonal relationships, all of which

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are vital to student success both in and beyond the classroom. Recognizing this, YDI has prioritized weaving critical thinking skill development throughout its programming in both direct and indirect ways. Indirectly, students are encouraged to apply critical thinking when planning their career pathways. This includes considering the financial cost of training or higher education, researching job market trends, and navigating the application process for employment opportunities. These exercises not only move students closer to achieving their personal and professional goals but also build the habit of looking beyond surface-level answers and engaging in deeper analysis of the choices ahead of them. In addition, YDI is developing dedicated opportunities for students to practice critical thinking more intentionally. Planned workshops, led by the Career Navigator, will center on thought experiments and real-world scenarios designed to challenge traditional ways of thinking. Students will be asked to examine situations from multiple perspectives, articulate their reasoning, and engage in constructive dialogue with both peers and staff. These discussions encourage respectful exchange of ideas, helping students strengthen their analytical abilities while also broadening their perspectives on interpersonal relationships, current events, and the challenges they face in their daily lives. Ultimately, YDI views critical thinking as more than an academic skill—it is a foundation for preparing students to create their own opportunities and become active contributors to their communities. By empowering students to approach problems with confidence and creativity, YDI ensures that they are not only working toward individual success but also building the capacity to support those around them. This aligns directly with YDI's mission of partnering with families to overcome life's challenges, helping students turn education into a tool for resilience, opportunity, and long-term success.

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

For this section, if the program received IELCE funding for 2024-2025, 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).

- | | |
|--|------------|
| 1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B). | <u>N/A</u> |
| 2. Enter MSG rate of IELCE participants (Table 9, first row of column G). | |
| 3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1). | |
| • Achieved Citizenship Skills | <u>N/A</u> |
| • Voted or Registered to Vote | <u>N/A</u> |
| • Increased Involvement in Community Activity | <u>N/A</u> |
| 4. Input the number of IELCE students that participated in IET programs.
(Drill down to IELCE students from Table 9, first row of column B. Then add Table 11 and find number in first row of column B) | <u>N/A</u> |
| 5. Enter % of IELCE students that participate in IET programs using data from 1 and 4. | <u>N/A</u> |
| 6. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities using data. | |
| 7. 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. | |
| 8. 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. | |
| 9. 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. | |

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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 2024-2025, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B). N/A
2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G). ____N/A____
3. Describe your program goals and activities for serving this student population as well as any transition activities that allow students to continue receiving services upon release.
4. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional learning needs you and/or your staff have. Please be as specific as possible.

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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 2024-2025 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here. \$66,983.44

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. \$0

3. Please indicate FY 2024-2025 Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
0	0	0

4. Please indicate FY 2024-2025 hours contributed – Volunteer Admin. (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
0	0	0

5. Please indicate FY 2024-2025 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
36	\$50	\$1,800

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) 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	0

Alternate option:

Please indicate institution's building renewal and replacement allocation

0

Please cite the source document for the amount:

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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2024-2025.

Source	Amount
Comcast	\$2,500

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2024-2025 fiscal year.

0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount
N/A	