

New Mexico Adult Education Local Program Annual Report 2023-2024

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:	9/3/2024	
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9/3/2024

Signature of the Chief Executive Officer or Designee

DATE

Robert Chavez, Chief Executive Officer

Typed Name and Title:

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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 individualized and classroom instruction for youth and adults aged 16+ to prepare for and achieve their High School Equivalency. The program also incorporates workforce development services to prepare for and transition into employment opportunities and career pathways. Services include:

- Pre-testing and assessment through the Test of Adult Basic Education (TABE)
- Case management and development of an Individualized Service Strategy to identify barriers and needs and establish education and employment goals.
- Individualized and group instruction to prepare for the HiSET exam.
- Work readiness training to include labor market research, and career exploration and planning.
- Post-secondary planning and transition assistance.

YDI's student population continues to change each year. While YDI has historically served the younger youth population, our population is increasing in age. Program year 22-23 demonstrated an average age of 22 with our youngest student age 16 and our oldest student age 59. This is an exciting change for YDI as the agency also expands in age with other services and programs that can support this age population.

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 experienced good staff retention this year with minimal staffing challenges or staff turnover. Mr. Cory Hall remained Program Manager for the year focusing on program improvement strategies and compliance. Ms. Hallie Vigil was our HSE Instructor all year. Ms. Vigil has been a great addition to our ABE team bringing a wealth of passion and new ideas and strategies to enhance our program, increase performance and make learning fun. We attribute our agency's ability to retain our management and Instructor staff to the additional TANF funding that supported increased wages for these positions. Our MIS Data Coordinator transitioned to another division/program in the 2nd quarter of the program year and the position was quickly posted for recruitment. In January 2024, Ms. Jessica Rios joined our team as the MIS Data Coordinator. Ms. Rios has been a valuable addition to our team with her past data management skills and management experience in the retail field. She quickly learned LACES and implemented effective data management processes. The recruitment and hiring for the Career Navigator position was our greatest challenge. This was a new position to the program. Towards the end of 2023, a Career Navigator was hired that was only with our team for a short while due to personal circumstances. Recruitment and hiring continued and in February 2024, our program hired Ms. Christina Flores as the Career Navigator. Ms. Flores brought several years of career planning and exploration experience to the program along with a passion for assisting youth with educational goals. Even though Ms. Flores was hired late in the program year to get the IET project implemented, she was excited about learning and planning the project for implementation in the next year. With additional funds, an HSE Tutor was hired late in the program year to assist with tutoring who required the one-on-one assistance. Mr. Greg Cimino was our part-time HSE Tutor and joined our program in mid-April.

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While Mr. Cory Hall completed the 23-24 program year, he resigned from YDI at the end of July 2024. YDI posted the position and is currently in process of hiring for the 24-25 program year. YDI Vice-President, Concha Cordova, is fulfilling program manager duties until the position is filled.

As mentioned above, this was YDI's first year enrolling and working with an older student population. Due to agency background and other services provided, YDI has historically served more of the younger population in our classes. This year, ages ranged from 16 to 59 with an average age of 22. While we noticed a difference in our student age, our younger population still continued to exhibit a high need for case management services to tend to needs such as behavioral health, housing, and transportation.

YDI set our goals higher this year to double our graduates and increase performance measure outcomes. Our program increased our graduates from 17 in 2023 to 35 in 2024. Our performance measure outcomes are increasing 3 of the 6 surpassing our negotiated level. YDI is confident that our program will continue to strive with more time and is grateful to be under the umbrella of the New Mexico Higher Education Department that has provided exceptional guidance and technical support.

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 2024-2025 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

In the 2023-2024 Program Year, the YDI Adult Basic Education (ABE) Program embarked on an innovative journey, blending in-person learning with a robust digital component to enhance educational opportunities for its students. The program embraced a blended learning model that combined face-to-face instruction with online resources, all facilitated through the versatile Google Suite platform.

Students enjoyed access to a rich array of digital tools and materials. Khan Academy, Microsoft Solver, and HiSET Test Prep became integral parts of their study routines, along with digital copies of essential study materials. This integration of technology significantly boosted digital literacy and provided crucial support for students who faced difficulties attending in-person sessions.

The program's efforts continued to thrive through the generous support from Comcast through its "Lift Zone" initiative. This partnership provided students with vital resources, including free internet access, computer desktops, laptops, and Bluetooth headphones. These technological enhancements were paired with the use of a SmartScreen Board during lessons, making the learning experience more interactive and engaging.

As a result of these efforts, the ABE Program saw notable improvements. Communication between students and instructor became more effective, collaboration among peers flourished, and students developed stronger functional skills and a deeper understanding of cultural and social contexts. This digital approach allowed the program to better support students who struggled with regular attendance, bridging gaps and creating more flexible learning opportunities.

Looking ahead to the 2024-2025 Program Year and building on the successes of the previous year, the YDI ABE Program plans to continue and expand its blended learning model. The program will maintain its successful partnership with Google Suite and introduce a new collaboration with NMDelt. This exciting new partnership will bring additional resources into the fold, including Nearpod and EdReady.

With Nearpod, students will have access to interactive presentations that they can engage in both in the classroom and from home. EdReady will provide a valuable platform for assessing and preparing for HiSET and GED tests, giving students more tailored support in their studies.

To further streamline support and communication, the ABE Program has introduced an online scheduling platform. Students can now book tutoring sessions and one-on-one meetings with 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.

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Additionally, the ABE Program has revamped its online presence with a dedicated website. This site features direct links to key resources like Google Classrooms, HiSET.org, Khan Academy, the Albuquerque Public Library, Diploma Sender, and the YDI Webpage. It also includes practical information such as the daily schedule, classroom announcements, and contact details for ABE staff. This new website has become a central hub for students, fostering improved communication, collaboration, and access to essential resources.

With these enhancements, the ABE Program is poised to provide even greater support for its students, helping them overcome challenges and achieve their educational goals in a more connected and effective manner. Lastly, to further enhance support for adult learners, the ABE Program plans to test pilot a new virtual lesson format. This initiative aims to explore whether virtual lessons can offer additional flexibility and accessibility, potentially providing a valuable alternative for students who face challenges with traditional in-person attendance. By evaluating this new approach, the program hopes to uncover further opportunities to support and engage learners in a way that best meets their individual needs.

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.

YDI 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 20 years, YDI has maintained this partnership and is an active partner. In addition to entering into an Infrastructure Agreement with WCCNM, YDI's ABE Program Manager has regularly participated in partner meetings at the workforce center 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 workforce center 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.

Our program largely utilized other internal YDI program 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 violence prevention and intervention services. These programs provide wrap-around support that enables our students to thrive in the classroom. No formal MOUs have been developed with these programs.

In the 23-24 program year, YDI started planning another IET project with new partners and a different career in the healthcare industry. YDI's Career Navigator begin discussions and planning meetings with training providers and employers. Once these partnerships are solidified, formal MOUs will be developed.

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

5. For the first time, your program was required to submit a Program Professional Learning Plan for the 2023-2024 program year (due by September 8, 2023). 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

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review your Professional Learning Plan for that program year and reflect here upon the outcomes of that Plan in 2023-2024:

- a. What were your PL priorities in 2023-2024 and generally speaking, how did you address them?

Our 2023-2024 priorities focused on integrating Career Navigation services into the ABE program including the implementation of an IET project, enhancing culturally responsive practices, developing a comprehensive policy and procedure manual, increase attendance and performance outcomes, timely data entry and utilizing LACES for more consistent data analysis, aligning more College and Career Readiness Standards into the curriculum, developing stronger partnerships and improving student support. These were addressed through targeted staff training and consistent planning sessions, the implementation of career assessments, facilitating connections with post-secondary institutions, more consistent data analysis, and reviewing curriculum for enhancements. The Career Navigator played a key role in guiding students through career assessments, helping them understand career clusters, and providing warm hand-offs to educational institutions.

- 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?

The process of completing the Program Professional Learning Plan was extremely impactful in gathering as a team to evaluate and plan. This self-assessment allowed and enforced planning especially in areas that are not always at the forefront. The plan was utilized to formulate a program plan involving all team members and allowed the opportunity for staff to create their own personal professional development goals that would contribute to the plan. One-on-one training sessions with the Career Navigator were particularly impactful, helping students interpret their career assessments and explore potential career paths. The staff also exceeded required hours of specialized continuing education, focusing on better serving vulnerable populations. The instructor's completion of an ESL teaching endorsement significantly enhanced support for English learners, and the temporary employment of a Tutor provided additional academic support.

- c. What were your main successes and challenges in implementing your PL Plan?

Successes included the effective integration of career services, high staff engagement in professional development, and strengthened student support through warm hand-offs to post-secondary institutions and other support services. YDI accomplished our top priority areas with the exception of the implementation of the IET project. Challenges involved balancing the implementation of these initiatives with ongoing program responsibilities and waiting periods when coordinating with partners.

- d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2023-2024, what assistance or support might you need to implement the policy and your plan in the future?

We successfully implemented the NMHED-AE Professional Learning Policy, with staff exceeding continuing education requirements and improving student outcomes through 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.

Section II. Core Indicators of Performance 2023-2024

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 2023-2024 (Table 4, last row of column B) 91

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) 24

Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE Level 6 students from Table 4, column B) 49

Performance Measure	PY 2023-2024 Negotiated Level of Performance	PY 2023-2024 State Goals	Program Performance 2022-2023	Program Performance 2023-2024
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	33.5%	42%	20%	63%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	n/a	n/a

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Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	29%	88%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	0	100%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,750	\$4,500	n/a	\$3,535.02

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 2022-2023 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

YDI maintains an 86% retention rate for NRS participants and continues to drive this metric by assessing barriers to education. YDI's Adult Basic Education program refers students in need of childcare to community partnerships and internal agency resources to address this barrier that is common amongst adult students. Transportation is one barrier the TANF funding greatly impacted this fiscal year. 31% of ABE students were able to receive reimbursement for rideshare or gas cards to assist in the transportation to the classroom. Snacks provided by donations have helped students stay focused in the classroom and not distracted by hunger set in by missed meals.

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 is just one percentage point shy of the required 50% at 49%. YDI dedicated the MIS Data Coordinator to checking the status of student alerts on a daily basis to prepare for students eligible to post-test. The coordinator then prepares the TABE testing slip for each student and has it ready for student arrival. This allowed YDI to capture post-tests for levels 4 and 5 that did not get captured in the previous fiscal year. Staff also coordinated with other programs the student was enrolled in to assist in scheduling the testing or encouraging the student to complete it.

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.
- Measurable Skill Gains: YDI's MSG rate of 63% *exceeded* the negotiated level of performance by 29% and state goal by 21%. YDI adjusted alert settings and monitored student alert tables daily to capture post-tests immediately after the appropriate instruction hour attainment. YDI also had a higher number of graduates this year doubling last years numbers.
 - Credential Attainment: YDI does not have values in this field for the 2023-2024 fiscal year reporting. YDI will be introducing labor market information and a more comprehensive plan for employment and/or post-secondary education earlier in the participants time with YDI. This plan will focus on assisting the participants in striving for sustainable employment, encouraging growth opportunity, and uncovering barriers to sustaining employment.
 - Employment Second Quarter after exit: YDI has *exceeded* the negotiated level of performance by 64% and the state goal by 46% at 88%. YDI has continued to co-enroll with the WIOA programs and acquired a Career Navigator in the third quarter of the fiscal year that has assisted with transition to employment upon completing their high school equivalency.
 - Employment Fourth Quarter after exit: YDI *exceeded* the negotiated level of performance by 75% and the state goal by 58% at 100%.
 - Median Earnings Second Quarter after exit: *Did not meet*. YDI was just shy of the negotiated level of performance of \$3750 at \$3,535. YDI will continue to leverage referral partnerships to continue to assist with job attainment but will introduce labor market information earlier in the process to encourage growth opportunities, sustainable positions, and median benchmark earnings.

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4. For all indicators for which your program failed to meet the negotiated targets and/or state goals, discuss your strategy to improve outcomes,
 - Credential Attainment: While YDI continues to increase its graduate number each year, this still remains a goal to meeting credential attainment. YDI's Instructor has implemented a growth mindset and problem-based approach to learning and achieving success. With the addition of goal setting, interactive lessons and scaffolding learning experiences, assessment, feedback and reflection, YDI is confident our students will continue to thrive in the classroom and complete all tests successfully. In addition to completing the high school equivalency, a more comprehensive transitional plan for post-graduation into employment or post-secondary education is being developed to capture those higher paying jobs for students completing the program.
 - Median Earnings Second Quarter after exit: YDI will continue referring to Adult and Youth WIOA and other employment opportunities. The program will be leveraging labor market information earlier in the student's educational journey to help develop an individualized plan for each student to obtain a sustainable wage position. This will have a considerable impact on the credential attainment metric and its performance progression.
5. Consider your performance data from the last and previous program years. Discuss overall trends.

This was YDI's 3rd year of our first contract with NMHED. We are confident that our performance will continue to improve and demonstrate our work as time passes. In comparison to last year, YDI has made considerable strides. We are now exceeding 3 of the 6 performance measures, our retention and post-testing rates continue to increase, as well as our NRS enrollments. YDI remains close to trends throughout the fiscal year to adjust in the moment and makes notable adjustments for the upcoming year. Continuous adaptation to address barriers for YDI participants was essential to the increased completion rate from last year at a rate of +200%.

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 continues to leverage LACES to make data-driven decisions throughout the fiscal year. Partnering with the Data Institute and monthly Data Corner workshops, EFL gains are being identified and analyzed to see at what levels content is being retained and how to alter the approach when gains are not being recorded. Demonstrating the strategy is successful, YDI had 68% of level 3 students achieve an EFL gain. These students accounted for 56% of the total attendance hours, supporting the methodology of consistent progression and active attendance encourages a learning environment that inspires results. Data reports are consistently generated for review by the Program Manager and ABE team and adjustments are made as needed. YDI is excited to attend the CPI Institute training with NMAEA to continue to develop these best practices.

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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, Excluding Administrative Costs, for Program Year 2023-2024	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	115	\$31,337.42	\$272.50
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	91	\$84,727.11	\$931.07
Referrals to and coordination of activities with other programs and services.	Career Service	65		
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	19		
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	5		
Total:		295	*\$116,064.53	\$395.27
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 serving as both a WIOA Youth Provider and an Adult Education Provider, has effectively integrated staff across both programs 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, and it has reinforced our partnerships with the local Workforce Development Board and One Stop operators.

Throughout the year, the managers of both the WIOA and ABE programs maintained regular communication to address co-enrollments and to identify and resolve any needs or inconsistencies on either side. This collaborative approach allowed for a targeted plan for student engagement and program improvement. The program director also participated in weekly WIOA meetings, facilitating continuous communication and alignment on updates and best practices, which were critical to refining our service delivery.

To further support this partnership, 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, YDI's Adult Basic Education program will deepen its collaboration on career pathways and integrated education and training projects. Our Career Navigator will work closely with the Business Team at the local workforce center to stay informed about employment opportunities and training projects that can engage Adult Education students. Furthermore, the Career Navigator will collaborate with local colleges to strengthen education and training opportunities that align with the Governor's vision and economic development priorities. They will assist students in navigating the necessary steps to start their education and training journey, including completing paperwork, applying for financial aid, and more.

The addition of a Career Navigator to our program has significantly bolstered our partnership with WIOA and its partners, ensuring that students receive comprehensive support as they pursue their educational and career goals. Additionally, the Program Director will begin attending biweekly meetings at the local One Stop center to further enhance coordination and communication.

Through these coordinated activities, strategic partnerships, and ongoing collaboration, YDI's ABE program has successfully strengthened 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 2023-2024 with your Local Area Plan? What's working well? What are your biggest challenges?

YDI serving as both a WIOA Youth Provider and an Adult Education Provider, has strategically aligned its adult education and literacy activities with the Central New Mexico Local Area Plan. This alignment has been achieved through robust partnerships with the local Workforce Development Board and One Stop operators, ensuring that our programs contribute to the economic development priorities outlined in the Local Plan.

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YDI has integrated staff across WIOA Youth and ABE programs to establish a seamless referral and co-enrollment process. A comprehensive and electronic schedule must be submitted weekly for any ground services performed under this contract. The program director's active participation in weekly WIOA meetings has facilitated continuous communication, alignment on best practices, and the development of targeted plans for student engagement.

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 sectors such as Health Care, Early Childhood Education, and Advanced Manufacturing. This foundational activity, combined with employability skills training, equips students to navigate the job market effectively.

One of the key successes has been the consistent engagement of WIOA staff with ABE students, encouraging them to take advantage of workforce services. However, challenges remain in maintaining student engagement, particularly in balancing academic commitments with employment. Additionally, while YDI has made strides in deepening collaboration on career pathways and integrated education and training projects, there is a continuous need for improvement in coordination and communication with external partners to fully realize these opportunities.

The program director's upcoming participation in biweekly meetings at the local One Stop center is expected to enhance coordination, further solidifying our partnership with WIOA and its partners. Additionally, the Career Navigator's collaboration with local colleges and workforce centers 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 2023-2024 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.

YDI has significantly expanded its Career Pathways service delivery model during the 2023-2024 program year. A key development has been the addition of a dedicated Career Navigator, who plays a central role in guiding students through their educational and career journeys. This role encompasses a wide range of activities, from one-on-one guidance to group events, all designed to empower students to achieve their goals. Career planning and advising are structurally integrated into YDI's ABE program. During the intake and orientation process, the Program Director conducts a Labor Market Information (LMI) packet with each student. This packet helps students understand emerging and in-demand occupations in the region, along with their associated skill and education requirements. This tool is instrumental in guiding students toward fields with more significant employment opportunities.

Once the LMI packet is completed, the Career Navigator works closely with students to utilize this information in developing personalized 1–5-year career plans. These plans are tailored to the student's chosen occupation and outline the necessary steps for reaching long-term goals, including further education, training, and professional milestones. Additionally, the Career Navigator implements assessments, such as the Career Cluster Interest Survey and Goal Setting tools, to help students clarify their career interests and align them with available opportunities.

The Career Navigator provides a menu of services, allowing students to choose areas of focus based on their individual needs. These services include time management planning, interview preparation, resume writing,

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financial literacy, and more. This model's flexibility ensures that students receive the support they need to succeed in their academic and career pursuits.

YDI has strengthened its partnerships with local colleges, workforce centers, and community organizations, enhancing the delivery of career pathways services. During the intake process, WIOA services are introduced, and a plan for co-enrollment is made. Once a student agrees to register, the Career Navigator sends their contact information to our on-site WIOA Program Director, who then disseminates the information to the appropriate Youth Development Practitioners. This collaboration ensures that students are well-supported across various services and that their career pathways align with regional workforce needs.

The collaboration has also led to the development of custom training programs that equip students with the skills necessary for emerging industries. Additionally, group events and tours of local educational institutions and workforce centers are regularly organized, giving students firsthand exposure to educational and career opportunities.

Understanding the importance of a strong support network, YDI places a significant emphasis on family engagement. Families are actively involved in events and activities, creating a supportive environment that extends beyond the classroom. This holistic approach not only strengthens the student's support system but also fosters a sense of community and shared achievement.

Through these expanded services and structural integration, YDI's Career Pathways model has significantly enhanced the support available to students. By addressing the full spectrum of educational and employment needs, the program ensures that students are well-equipped to succeed in both their academic and professional journeys, ultimately contributing to a stronger, more resilient workforce in Central New Mexico.

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide a number of IET students that your program served in PY 2023-2024 (Table 11, first row of column B)

0

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

3. What percentage of your NRS students participated in IET programs

0

(use 2 and number of NRS participants from Section II)

4. Enter MSG rate of your IET participants

0

(Table 11, sum of first 5 rows of column G)

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

In January 2023, the YDI ABE program, in collaboration with WIOA partners, established a Sector Partnership Agreement with Pima Medical Institute and Walgreens. Despite these efforts, the initiative faced challenges as there was insufficient interest and participation from students, resulting in no utilization of the Sector Partnership Agreement. Multiple attempts were made to reengage with Pima Medical Institute and Walgreens through emails, phone messages, and follow-ups, but these efforts did not yield a response.

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During the 2023-2024 reporting year, the Career Navigator and the Director of ABE took proactive steps to advance the development of an Integrated Education and Training (IET) program. They attended a seminar focused on designing and implementing IET programs to enhance their knowledge and capabilities. The Career Navigator conducted comprehensive labor market research and reviewed the Local Workforce Development Board Plan for the Central region to ensure alignment with current industry needs. Additionally, a student survey was conducted to assess interest levels in various career clusters, helping to identify areas of high demand and potential program focus. Based on this research, an IET program was developed, targeting the health sector with promising career opportunities.

The development of the IET program has progressed to the stage where it requires the involvement of a Dental Assistant Educator. An educator was selected for this role; however, their approval was not granted by WIOA and the New Mexico Department of Higher Education. The program has since submitted an analysis and recommendations for alternative educational partners and is currently awaiting a final decision.

The goal is to secure a qualified educator and launch the IET program in the 2024-2025 reporting year. This program will provide students with integrated education and training in high demand fields, equipping them with the skills needed for successful employment.

While initial efforts to establish an IET program faced challenges, YDI has demonstrated commitment to advancing this initiative through research, collaboration, and strategic planning. The program is poised to move forward with the necessary adjustments and approvals, aiming to offer valuable career training and education opportunities to students in the upcoming year.

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.

Once a student participant joins the ABE program, they begin their educational journey with a mandatory orientation lasting one hour. This orientation is designed to bring all new students together to review the program's overview, framework, requirements, graduation criteria, services, and available support. The program has found that this orientation creates a supportive environment for effective communication and discussion.

Following the orientation, students complete the necessary intake paperwork, which includes formal documents required by NMHED and YDI.

Next, students undergo entrance assessments, a process that takes one to two weeks. These assessments include:

- DRC Locator: Evaluates Mathematics and Language Arts Reading skills.
- DRC TABE 11: Assesses Mathematics and Language Arts Reading.

After the initial assessments, students take the HiSET Practice Exams, referred to as the "Entrance Exams." These exams consist of multiple-choice questions that help instructor gauge the student's mastery of specific content areas, which include Language Arts: Reading, Language Arts: Writing, Mathematics, Science, and Social Studies. Upon completing the DRC Locator, DRC TABE 11, and the Entrance Exams, students receive a progress report from the High School Equivalency (HSE) Instructor, outlining test results and the next steps in the program's Progressive Framework.

In the Progressive Framework, students start preparing for the HiSET or GED exams by focusing on Mathematics and Language Arts: Reading and Writing. Once they demonstrate mastery in these areas, they

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are encouraged to study Social Studies and Science. This approach ensures that students develop the foundational skills needed to tackle more advanced content areas.

During their studies, students' contact hours are tracked to document 40 hours of instruction, which helps the program measure their educational functioning levels (EFLs). Following this, students are eligible to take the TABE 12 assessment, which re-evaluates their skills at the levels assessed by the TABE 11. Students also complete the "Exit Exams," which reassess their preparation in the HiSET Practice Exams. Based on these results, students are categorized as not yet prepared, somewhat prepared, prepared, or well-prepared. If a student demonstrates sufficient mastery, they are issued vouchers and become eligible to take the "Final Exams," which are the official HiSET or GED exams.

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.

Program Overview and Schedule

The program schedule is built around the Progressive Framework, which emphasizes mastery in three main content areas: Mathematics, and Language Arts (Reading and Writing). Based on observations from the 2023-2024 program year, many students struggled with these subjects and found end-of-program exams challenging. To address this, the current schedule prioritizes mastery in these core areas before introducing additional subjects.

Mastery and Progression

Assessment and Mastery:

- Instructor conducts assessments at the beginning, middle, and end of each lesson to gauge students' progress.
- Students must achieve educational functioning levels (EFLs) in Language Arts (Reading and Writing) before progressing to Social Studies and Science.

Content Scheduling:

- **Mathematics:** Taught on Mondays and Wednesdays.
- **Language Arts (Reading and Writing):** Covered on Tuesdays and Thursdays.
- Lessons last 2 to 3 hours, with breaks included.

Lesson Repetition:

- Each lesson is repeated in the afternoon if initially taught in the morning, accommodating students who may miss the morning session.

Office Hours:

- Spread throughout the week for one-on-one support, progress reports, and student check-ins.
- Fridays are dedicated to Office Hours, allowing students to schedule meetings with the instructor allows for one-on-one support and individual study.

Implementation and Outcomes

- The Progressive Framework was implemented in July 2024 for the 2024-2025 program year.

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- Initial feedback indicates that students find the skills more manageable and have demonstrated greater ownership of their education. This includes scheduling meetings with the instructor, attending classes, and utilizing available resources effectively.

Key Takeaways

- The new schedule and framework focus on mastery in Mathematics and Language Arts before introducing additional subjects.
 - The approach includes repeated lessons and flexible office hours to support diverse student needs.
 - Early results show improved student engagement and self-directed learning.
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.

The YDI ABE program effectively addresses barriers to learning through a blended model of in-person and digital instruction. By incorporating digital platforms such as Google Suite and Google Classroom, the program helps overcome transportation challenges, allowing students to access educational materials and resources online. This flexibility is crucial for students who face difficulties with commuting or physical attendance.

In addition to the digital learning options, the ABE program benefits from the support of an in-house Career Navigator. This role is instrumental in removing various barriers related to education and employment. The Career Navigator connects students with community resources available through YDI, assists with career exploration and planning, and provides job search training and assistance. They also offer workforce preparation skills, facilitate access to integrated education and training programs when available, and help identify apprenticeship and paid training opportunities. Further support includes work experience opportunities, financial literacy and planning, and preparation for college or vocational training. The Career Navigator organizes additional workshops and information sessions to meet students' needs and continues to offer support for up to one year after students complete their HiSET.

Overall, the combination of blended learning and comprehensive career support ensures that students can navigate and overcome barriers, ultimately enhancing their educational and career success.

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.

The ABE program ensures that students meet the College and Career Readiness Standards (CCRS) by aligning these standards with the requirements for mastery on the HiSET Exams. This alignment process involves identifying the CCRS that correspond to the content tested on the HiSET Exams and integrating them into the program's curriculum.

In practice, the instructor analyzes the standards required for success on the HiSET Exams, which cover Language Arts: Reading and Writing, Mathematics, Social Studies, and Science. They then map these requirements to the CCRS to ensure that the educational content and resources address the necessary skills and knowledge.

The result is a carefully developed course of study that focuses on the main content areas tested by the HiSET Exams. This alignment helps students build the skills needed for the exams while meeting the

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educational standards set forth by the CCRS. By following this structured approach, the ABE program supports students in achieving educational success and preparing effectively for the HiSET Exams.

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.

The ABE program addresses adult learners by adopting a paradigm shift from a traditional, one-size-fits-all approach to a more individualized and supportive model, closely aligned with Maslow's Hierarchy of Needs. Recognizing that adult learners need their basic needs—such as safety, stability, and belonging—addressed before they can fully engage in learning, the program provides flexible scheduling, digital access to resources, and personalized career navigation support. This shift not only enhances students' educational experiences but also empowers them to achieve their goals by addressing their holistic needs.

The integration of this approach significantly influences leadership, management, and curriculum development. Leaders champion student-centered strategies that promote a culture of empathy and responsiveness, encouraging staff to engage more deeply with students and understand their unique challenges. Management implements systems reflecting these principles, ensuring that students' foundational needs are met while supporting their educational progress.

In curriculum development and career navigation, the program aligns with College and Career Readiness Standards (CCRS) and incorporates strategies to address students' emotional and psychological needs, creating a supportive learning environment that is continually adjusted based on feedback. Together, these elements ensure a holistic and effective educational experience that fosters both academic achievement and personal growth.

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

For this section, if the program received IELCE funding for 2023-2024, 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):

N/A

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
- Voted or Registered to Vote
- Increased Involvement in Community Activity

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)

5. Enter % of IELCE students that participate in IET programs using data

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from 1 and 4.

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.

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 2023-2024, 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) _____
3. 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.
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.

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 2023-2024 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here. \$116,064.53

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 2023-2024 Total hours contributed – Volunteer Tutors

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

4. Please indicate FY 2023-2024 hours contributed – Volunteer Admin (Receptionist/Front Desk)

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

5. Please indicate FY 2023-2024 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) 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:

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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 2023-2024.

Source	Amount
N/A	

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2023-2024 fiscal year.

\$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	