Program Administrative Handbook for Local Directors
Adult Education
Wyoming
Chapter 15: Forms & Processes for AE Programs in Wyoming

I.   Processes Used in Wyoming's AE Programs

A) *The State Intake Process*

There are two parts to an intake. The first part consists of the State intake form, the State Educational Goal Plan, the initial placement test, and the Pathways form along with several other documents . Part II of the Intake process consists of all other forms required for Adult Education and are to be completed at various intervals throughout the Career Services course.

At present all AE centers in Wyoming use a paper-based form of the intake form. However, this will change in July 2021 when the State changes to an electronic intake. This form aligns to the ever changing federal regulations which require that we have to collect certain types of data.

B) *The State Educational Goal Plan*

This form is a required State form and must be completed in its entirety. Instructors are expected to identify the reason(s) for enrollment on this form.

C) *Career Assessments*

Each AE program in Wyoming utilizes a career assessment to help students identify a career track. Once a career assessment is completed, a copy must be maintained in the student's local file. Instructors are to utilize identified career tracks to help contextualize instruction around the student's identified career whenever possible.

D) *Pre/Post Testing*
Overview of Assessments

To successfully start a new student, it is imperative to begin with an accurate assessment within the first 12 hours of enrollment. A comprehensive assessment program supports the educational process by providing information that educators can use to guide students and promote achievement. In addition, test scores are required by state and federal agencies to demonstrate student progress and program effectiveness.

Adult education programs provide a variety of learning opportunities including basic literacy skills, career services, workforce literacy, workforce preparation, Integrated Education and Training (IET), Integrated English Literacy & Civics Education (IELCE), preparation for postsecondary education and skills training, concurrent enrollments with CTE/postsecondary, work experience, HSE preparation, and English as a Second Language. Assessments determine the proper placement of the adult learner into the appropriate level of instruction. Additionally, assessments used by instructors are easily relatable to instructional materials commonly used in adult education programs.

Purpose of Assessment

- To receive funding, programs are required to show educational gains
- To place student at appropriate instructional level
- To diagnose student needs and set goals
- To develop lessons and effective programs
- To measure student progress
- To measure program effectiveness and plan program improvements

Wyoming Approved Assessments for Adult Education

The norm referenced assessments approved for Wyoming AE programs to use as standardized assessment instruments (were identified in the Federal Register /Vol. 85, No. 153 on Friday August 7, 2020) allowable for NRS reporting are as follows for Wyoming:

ABE/ASE tests: TABE® 11& 12 (reading, mathematics, and language)

TABE 11/12 is designed to measure progress throughout the continuum of Adult Education, from pre-literacy and basic mathematical concepts, through high school. TABE also offers objective level mastery information to help instructors better target instruction.

ESL tests: TABE CLAS-E® (listening, speaking, reading, and writing)

The TABE CLAS-E is a coordinated system of assessments for non-native speakers of English that are aligned to the NRS levels necessary for reporting purpose. This series of assessments provides instructors with the tools they need to easily pinpoint student strengths and areas of opportunity and to demonstrate student gains for reporting purposes.

Data Validation of Assessments

The National Reporting System (NRS) provides the guidelines to the state for reporting. It requires the state to have a data management system. Wyoming uses the LACES system. The system is set up to reflect the student demographics, educational gain, attainment of goals, and attendance. Each state must aggregate the data from their local providers, and submit it to the Office of Career, Technical and Adult Education (OCTAE), who in turn compiles a national report that is submitted to Congress.

All test scores must be entered into LiteracyPro (LACES) Data Collection Program promptly by the end of the month the assessment is given.

Assessments should be done in the classroom/learning center or virtually, under the supervision of qualified personnel. Students cannot take the test home. Other than explaining the directions for taking the assessment and giving out scratch paper, no other assistance can be provided. TABE scores should be considered confidential. Test results may be transferred between adult education centers but must be less than one year old. Test results must be mailed in a sealed envelope, hand delivered by the student emailed with security or faxed under privacy cover to be acceptable. Students who refuse to complete a test cannot be served by an Adult Education center as all NRS assessments are the basis upon which Adult Education centers report measurable skill gains on,

which is a federal requirement for AEFLA funded grants.

Students who have 'stopped out' by not attending for 90 days or more must be administered a new pretest if the last test on record is 180 days or more older. The data system recognizes 90 days with no attendance as 'left' and the student is automatically exited from the system.

The TABE is not to be used as study tool. This invalidates the test for further use with that student. Students should not be left on their own taking the test in the center, open lab, etc. No other assessment is valid for EFL placement.

All students remain in the program area and level they initially entered for an entire period of participation. This means all synchronous and asynchronous hours are recorded in that period of participation.

General Requirements
Who Should Be Assessed?

All qualified participants who are 16 years of age or older and are supported by federal/state Adult Education grant funds are required to be pre- and post-tested. All pre-tests must be completed within the first 12 hours of instruction.

TABE Guidelines

Data Recognition Corporation (DRC) manufactures the Tests of Adult Basic Education (TABE) 11/12 to assess basic reading, math, and language for skills usually learned in Grades 1-12. Adults eligible to be tested are 16 years of age and older and cannot be enrolled in school. The TABE tests are norm-referenced tests designed to measure achievement of basic skills commonly found in adult education curricula and taught in instructional programs. The tests provide percentile and scale scores for placement into EFL's. Five levels of TABE 11/12 assessments are available: L (literacy), E (easy), M (medium), D (difficult), and A (advanced). Testing always begins with the use of a short locator test to correctly place students into an appropriate level.

The same manufacturer produces the TABE CLAS-E assessment for non-native speakers of English. Test items for the TABE CLAS-E are aligned with the NRS English as a Second Language educational functioning level descriptors. As with TABE 11/12, these tests provide percentile and scale scores for easy placement into EFL's. There are four levels available in the content areas of reading, writing, listening, and speaking and assessment always begins with the use of a locator test.

Instructors should refer to the manufacturer's guidelines for TABE 11/12 Test or TABE CLAS-E for complete instructions. Using a comprehensive TABE as a pre-test is useful for educational planning and diagnosing strengths and weaknesses. It is mandatory that instructors use the same type of assessment for both pre- and post-testing. The Wyoming ABE State Assessment policy can be found at: https://communitycolleges.wy.edu/adult-education/directors/. Please read it and become acquainted with the rules you are to follow.

The TABE must be timed according to the directions found in the Examiner's Manual. Each subject area test should be completed in one sitting. A program may administer all three tests and the Locator in one block of time or spread the tests over sessions, but program personnel should not begin testing if the student cannot be present for the length of at least one full subject area test. All teachers are to be trained to administer the TABE tests using the TABE training videos and/or attend New Teacher Training where the complete training is provided. All staff who administer the TABE 11/12 are required to complete the online certification process from DRC. Yearly re-training/certification are conducted by the local program director.

The Math TABE assessment is divided in two sections: Applied Mathematics and Math Computation. The calculator is an optional choice for Applied Math ONLY. The calculator is not allowed for Math Computation. The calculators should not be available while students are taking the Computation section.

TABE Locator

Wyoming uses the TABE locator to determine which diagnostic level of standardized assessment is appropriate for the student. Subtests are used for initial placement in the appropriate educational functioning level (EFL). The lowest pre-test score determines the EFL. The exception is if the student would be studying in only one

area, such as language or math. The student would only be assessed in that particular area, and the EFL would be determined by the particular test given.

Balancing good assessment practices and expediency in programs with constant movement of students is an ongoing challenge. Since our target population attends voluntarily with little external pressures to do so, we need to be able to capture their educational progress in as an effective and efficient manner as possible to meet our accountability requirements, to give students feedback on their progress, and to help teachers and programs adjust practices and evaluate their effectiveness.

To successfully start a new student, it is important to determine with which assessment level of TABE is appropriate to begin. The Locator is to be used during the intake process to determine the appropriate pre-test level. The Locator test allows the instructor to quickly and easily determine the proper Level of the TABE test to administer for prescriptive and diagnostic purposes. Regardless of the assessment given, a TABE test provides comprehensive scale scores in each content area tested. Some examinees may have scores that vary significantly in these content areas so may need to be assigned to different TABE levels.

1) **_TABE 11/12_** has several levels available with differing scale score ranges:

EFL Level		Reading	Applied Math	Language
ABE Beginning Literacy	L-1	300-441	300-448	300-457
ABE Beginning Basic Ed.	L-2	442-500	449-495	458-510
ABE Low Intermediate Ed.	L-3	501-535	496-536	511-546
ABE High Intermediate Ed.	L-4	536-575	537-595	547-583
ASE Low Education	L-5	576-616	596-656	584-630
ASE High Education	L-6	617-800	657-800	631-800

2) **_TABE CLAS-E_** levels

EFL Level	Reading	Writing	Total Reading and Writing
ESL Beginning Literacy	250-392	200-396	225-394
ESL Low Beginning	393-436	397-445	395-441
ESL High Beginning	437-476	446-488	442-482
ESL Low Intermediate	477-508	489-520	483-514
ESL High Intermediate	509-557	521-555	515-556
ESL Advanced	558-588	556-612	557-600

EFL Level	Listening	Speaking	Total Listening and Speaking
ESL Beginning Literacy	230-389	231-425	230-407
ESL Low Beginning	390-437	426-460	408-449
ESL High Beginning	438-468	461-501	450-485
ESL Low Intermediate	469-514	502-536	486-525
ESL High Intermediate	515-549	537-567	526-558
ESL Advanced	550-607	568-594	559-600

Establishing the NRS Initial Educational Functioning Level Based on Assessment Scores

The Office of Career, Technical & Adult Education (OCTAE) and the State require that for each program year, local Adult Education providers establish an initial Educational Functioning Level (EFL) for determining placement in NRS accountability. If program instruction is in more than one skill area, students must test in the skill area(s) most relevant to the students' needs and the program's curriculum. Typically, all students should be given a full TABE test battery. Therefore, some students may have more than one initial EFL.

➢ Students enrolled in ABE (Levels 1-4) must test with a test designed for ABE and in one or more of the skill areas relevant to ABE students, such as mathematics, reading and language.

➢ For ABE students, if multiple skill areas are assessed and the student has different EFLs in different skill areas, for NRS reporting, the student would be tracked using the NRS level of the skill area with the lowest functional level. For example, if a student scores at ABE level 1 in reading and ABE Level 3 in mathematics, the student would be learning reading skills at level 1 and learning math skills at level 3. However, for NRS reporting, the student is in the ABE Level 1 cohort for NRS.

Educational Functioning Level (EFL) descriptors for ABE are defined by the National Reporting System (NRS) for Adult Education programs across the United States. There are three descriptors: Basic Reading, Writing and Numeracy Skills. These three areas are defined under each literacy level and are the basis upon which the College and Career Readiness Standards and the English as a Second Language Standards for Adult Education were created. Learning activities reflecting each of these skill levels should be incorporated into the curriculum. The ability to meet the skills described in all EFL's should be taken into account when determining if students are meeting their individual goals.

Initial TABE assessment needs to take place before finalizing initial student goals and determining initial EFL placement. The student profile should be shared with the student. All teachers working with the student should have the profile or ready access to the profile.

Showing Progress/ Frequency of Assessments/Posttest Guidelines

To show progress on the NRS in a level or movement to higher educational functioning levels, the post-assessment must show progress in the area of the lowest pre-test score and/or the subject area in which the student received instruction. This differs from the assessment done for instructional purposes where aspects of the subject area may need greater analysis. An example would be Reading and its component areas needing instructional-based assessments in alphabetic fluency, vocabulary and phonics.

Following the initial assessment (pre-test), the recommended instructional time prior to post-testing is 50-60 hours, with a minimum of at least 40 hours, using an alternate form for participants that test into NRS ABE Levels 1-4 and all ESL levels. If the same form is used, 60-80 hours of instruction is required.

Students who are placed, through pretesting, at NRS ABE levels 5 or 6 need only complete a minimum of 30 hours of instruction before a posttest, using an alternative form, can be administered. If same test forms are used, 60-80 hours of instruction are required.

Posttest scores are used to measure the student's progress from one level to another and to report learning gains by students. Under certain conditions, the posttest may be used as the new pretest for the next phase of instruction and should be completed at least **one** time each fiscal year.

Exceptions to Test Publisher-Recommended Posttest Guidelines

There are circumstances when it is permissible to posttest a student before the recommended hours of instruction. The length of time between the pre-and post-tests has been established by test publishers in order to allow the test to validly and reliably measure educational gains. When these procedures are not followed correctly or consistently, the determination of educational functioning level is invalid and not comparable across programs or possibly even within programs, making the data validity questionable. Exceptions to the required minimum number of post-testing hours for TABE are permitted, as long as they <u>are limited, rare, and documented</u>. Examples may include:

- The participant is permanently moving out of the area.
- The participant is permanently leaving the program AND the instructor has determined that the participant has made sufficient progress to warrant post-testing.
- Early post-testing is conducted due to COVID-19 restrictions.
- Students who pre-test at High Adult Secondary level and have a goal to earn an HSEC. In these instances, it is not necessary to post-test as successful completion of the EFL will be the completion of the HSEC.

Instructors who want to give a posttest before the publisher's recommended time suggestions, must obtain permission from the local program director by submitting the 'Posttest Exception' form before post testing commences. The State allows no more than 3% of NRS level 3 students to be post tested before 40 hours of instruction however participants must have logged at least 30 hours of instruction before an exception can be granted.

Testing Limits

The length of time between pre and post-tests must be long enough to allow the test to adequately measure EFL gains according to the test manufacturer guidelines.

<u>Out of Range Scores</u>
Note that each TABE level test has content aligned specifically to a range of NRS levels and thus a student can only be classified into those NRS levels. Due to the content alignment, as well as measurement properties of each TABE level test, if a student tests "out of range" (O/R; more than one NRS level below the targeted level), then they will not receive a scale score or NRS level and they will need to take a lower TABE level test. If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score, which is one above the targeted level. In this case, students may want to test with a higher TABE test in order to better assess their ability level.

<u>Adjusting a TABE level</u>:
If a pretest scale score was followed by "+", the post test level must be at the next higher level. For instance if the pretest scale score on a level D test was followed by the plus sign, the post test should be a level A.

It is not uncommon for students to test on different levels for different subjects. (Reading at the D Level and Math at the M Level). When using the computerized versions the computer will time the Locator and place the student at the level indicated by their score. Encouraging students to guess on the Locator can throw off the placement of a student.

Test Administration Best Practices

The following are best practices when administering any TABE test:
- ➢ Pre-testing must occur within the first 12 hours of attendance as part of the local program's Career Services course.
- ➢ Use one form (ie. TABE 11) for pretesting and another (i.e. TABE 12 for post testing)
- ➢ Tell students that it is not a pass/fail test
- ➢ Tell students that results are used to place them in the correct level so as not to waste their time on materials they already know
- ➢ Inform students that they will not be able to bring cell phones or electronic devices to the test
- ➢ Proctors should explain instructions, when necessary and establish time limits for each section of the test
- ➢ Proctors should not grade papers, read the newspaper, talk on the phone, etc. when proctoring an exam
- ➢ Proctors should circulate the room and watch for irregularities
- ➢ Proctors should hand out scratch paper
- ➢ Create and maintain appropriate testing environment by using trained test administrators/proctors
- ➢ Consider variables that can affect the test results.
- ➢ Maintain the integrity of the exam by storing test booklets (when applicable) in a secured place.
- ➢ Never debrief the test.
- ➢ TABE re-assessment (post-testing) should be completed at least one time each fiscal year. The policy is to post-test students after they have met the minimum hour requirement, at the end of a managed enrolled class of 6 weeks or greater, or at the beginning of a fiscal year IF the last post test on record is more than a year (for continuing students).
- ➢ If the TABE pre-test or post-test is administered in March through June, and the student continues class in the new fiscal year, the last recorded score is used as the pre-test for the next year. In most other cases, the student needs to be retested.

Testing Accommodations for Students with Disabilities or Other Special Needs

Accommodations refer to adjustments made in either instruction or assessment and enable adults with disabilities to participate fully in an academic setting. Accommodations are made to allow the student with a disability (or disabilities) to demonstrate his or her skills and abilities more accurately than if no accommodations were made. Accommodations must meet the needs of the examinee without changing what the test is intended to measure.

Procedures to Identify Learners with Disabilities

Adult Education students with disabilities are responsible for self-identification and for requesting any accommodation they may need. Adult education students are also responsible for submitting documentation of their disability

Adult education programs should provide ongoing counseling to all adult general education students with disabilities, as part of a system that promotes open communication of available services, including contacts to service agencies. It is also important to encourage students who may require accommodations to obtain the type of assistance that will assist them to achieve academic success. Once students self-identify their disability, documentation of the disability is essential to obtain in order for the staff to provide optimal advising. Documentation may include a variety of records, including a diagnostic assessment by a licensed medical professional (e.g., psychologist, psychiatrist, neurologist), other relevant records that confirm the diagnosis (i.e., an Individual Education Plan [IEP]), a diagnostic evaluation by the Division of Vocational Rehabilitation or records from the Division of Blind Services. It is recommended that staff work closely with students with

disabilities to develop the Adult Education 504 Plan and the Adult Education Matrix. See the Rehabilitation Act of 1973, Section 504, Part 104.

Procedures to Administer Assessments to Learners with Disabilities

Accommodations during the assessment process must provide a framework that allows the learner with a disability to demonstrate the skills and knowledge that the test is designed to measure. Upon receiving a request for specific types of accommodations from a learner with a documented disability, the program should give due consideration to the accommodations requested by the learner. Many test accommodations are based on those used by the learner during instruction. All accommodations should be documented in the learner's local file folder.

Testing Accommodations may include, but are not limited to, the following:
➢ Flexible scheduling: breaking the test into sections so the student has less time at each testing session. Does not require documentation and does not affect the norming of the test.
➢ Flexible timing: extra time for the student to test. Usually ½ or double time. There is no such thing as unlimited time. Requires documentation.
➢ Flexible setting: allowing the student to test alone – Does not require documentation and does not affect the norming of the test.
➢ Flexible responding: having someone record the answers for the student. This would require documentation and would probably affect the norming process since extra time is usually required for this type of accommodation.
➢ Flexible presentation: large print, Braille and audio. If you use the audio for reading, it becomes listening comprehension and not reading comprehension. Requires documentation and affects the norming.
➢ Assistive device – Assistive devises typically used in classroom instruction such as visual magnification or auditory amplification devices, calculators (if authorized in test administration manual)

Making Accommodations

Students must ask to use an accommodation prior to the commencement of a testing session. Permissible types of accommodations are shown in the chart below.

Test Type	Accommodations Available (with documentation)	Other Accommodations Available (does not require documentation)
Paper Based Tests For TABE 11/12 & TABE CLAS-E	Braille (automatic extra time); audio, sign language, text-to-talk; extra time, have directions read/paraphrased; use of a dictionary when language conventions are assessed; use of calculator or arithmetic tables (for mathematics computation test only) that change the construct being measured Braille is not available for the TABE CLAS-E.	Straight edge for reading, sticky notes, color overlay, magnifiers, large print (request from publisher),
Computer Based Testing (CBT) for TABE 11/12 & TABE CLAS-E	Text to speech functionality (untimed); additional time; have directions read/paraphrased; use of a dictionary when language conventions are assessed, use of calculator or arithmetic tables (for mathematics computation test only) that change the construct being measured.	Line guide, highlighter, cross off, magnifier/zoom, sticky notes, calculators, color choices, contrasting colors, reverse contrast, masking, online large print, mark for review, pause test, mathematics formula sheet, ruler, protractor

Students who have been given an accommodation for a pretest, must have the same type of accommodation applied to the post test.

Accommodations for Non-Native Speakers of English

The TABE CLAS-E assessment is designed to evaluate a learner's proficiency in English. Consequently, no accommodation is needed for that purpose. Students who score so low as to not be able to continue on an assessment, that is sufficient information to indicate that the student needs much more extensive exposure to English, American culture(s), and familiarity with American testing protocols to get a more robust score.

Types of Testing

There are two types of testing used in the adult education classroom. We start with formal testing that is standardized, has validity and reliability, and is approved for NRS reporting. Each state must approve the test to be used for this purpose. Wyoming uses TABE tests.

Formal testing uses accepted testing standards. Timing, lighting, space and distractions must be considered so the student has the best opportunity to demonstrate what the knowledge and gaps he brings to class. Without accurate testing the instructor cannot plan nor will the student feel his needs are being met.

The second type of testing is informal testing. This takes place when the teacher prepares or uses quizzes, chapter tests, or assessments built into software programs. During class presentations or discussions the teacher may informally assess the knowledge gained or skills demonstrated by the students. Adjustments are made to the lessons accordingly. Cooperative learning groups may be a way for teachers to listen and assess progress as well.

Communicating Test Results

The results of all testing must be communicated to the student. Written results should be given to the student of all formal testing. But is does not stop there. The instructor must discuss the results, plan the next steps in the education plan with the student, and continue the rapport and support the student needs. Some instructors have tracking sheets for students, while others allow the student to design their own success tracking sheet. Seeing the results in a visual way helps the student know he is making progress. The student's EFL often will suggest the type of communication that is needed. There are certificates of completion, level gain charts, and other symbolic ways to encourage student.

As stated earlier, students are motivated by an internal sense of success. When you know what the student's goals are for learning and how they apply to their stated goals for attending the program, you can tie academic success to these goals. Ultimately, we are here to help the students reach their goals be it work or further education.

Below are two examples of NRS approved test results.

Sample TABE Score Reports

TABE 11/12

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	01/28/2020	M	47	30	39	519	15	3	N
Mathematics	01/29/2020	M	39	16	35	481	14	2	N
Language	01/29/2020	M	39	18	35	480	14	2	N

If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score, which is one above the targeted level. In this case, students may want to test with a higher TABE test in order to better assess their ability.

Scale scores with a minus (-) sign next to them are indicators that the student performed at the lower end of the performance range of that level of TABE and the student will likely need to have extended instruction to be ready to demonstrate an NRS Gain on a post test.

The Measurable Skills Gain (MSG) is designed to measure interim progress made by students during an academic year. N denotes the student either did not have enough data to measure a gain or did not receive a gain; and Y denotes the student received an MSG in the academic year.

TABE CLAS-E

TEST RESULTS

Skill Area	Test Date	Level/Form	Points Possible	Number Correct	Scale Score	NRS Level
Reading	10/29/2020	2/B	25	20	497	4
Listening	10/29/2020	2/B	25	23	567	4+
Writing	10/29/2020	2/B	36	28	500	4
Speaking	10/29/2020	2/B	108	106	631	4+
Grammar			39	39	245	
Meaning			45	45	269	
Appropriateness			24	22	117	
Total Reading/Writing			61	48	499	4
Total Listening/Speaking			133	129	599	4+

* For composite scores to be computed for Total Reading/Writing or Total Listening/Speaking both skill areas for the composite need to be the same level.

NRS LEVEL DESCRIPTION

Level	Description		Level	Description
1	Beginning ESL Literacy		4	Low Intermediate ESL
2	Low Beginning ESL		5	High Intermediate ESL
3	High Beginning ESL		6	Advanced ESL

Applying Test Results

Formalized testing produces a diagnostic or test report that describes the subjects and objectives being tested and the mastery levels. Many providers use computer testing, paper and pencil tests with either score cards or sheets that are scanned, or they hand score the tests. Each method can produce a test report that diagnoses the skill levels and informs the teacher of what areas must be studied for that student.

E) *The Age Waiver Application*

It is a federal mandate that all HSE students must be 18 years or older to take their HSE. However, the State of Wyoming allows 16 and 17 year old students to take this exam if (and only if) they satisfactorily complete a program of study and the age waiver process.

The age waiver forms consist of three parts:
1) A demographics form   3) Pre-test Verification
2) School District Withdrawal Form

All 16 & 17 year old students MUST be withdrawn from school before enrolling in an AE program. As such, the local program is required to have a completed '**School District Withdrawal Form' uploaded into a student's LACES account before a program of study commences.**

The **_Demographics_** form must be completed by the student and the guardian. All sections of this page must be completed as directed. The only sections on this page that the student does NOT complete are:
  ➢ Type of test
  ✓ CBT=Computer Based Test
  ✓ PBT=Paper Based Test
  ✓ Virtual-A virtual test proctored by the test manufacturer or a hired proctoring service
  ➢ Test Vendor
  ✓ ETS ID: This number must be written in for all students. It can only be obtained once a student has created an account on the HiSET website. Without this number, age waiver applications cannot be approved.

Both the student and the legal guardian must sign this form.

Note: If the student has not provided a SSN through the intake process, the Age Waiver application process is a good place to capture this missing information.

16 and 17-Year-Old Waiver Application
Demographics

PLEASE TYPE OR PRINT IN INK (Candidate Information)

Name: ☐ Mr. ☐ Ms._____ Date: _____

Mailing Address: _____ Date of Birth: _____

_____ Social Security #: _____

City, State Zip:_____ Phone Number: _____

Type of Test: CBT ☐   PBT ☐   Virtual Testing ☐

Test Vendor: GED® ☐ HiSET ☐ ETS ID:
(Must mark all applicable boxes above: eg: PBT and HiSET or GED® and CBT)

Mark the reason for the waiver request.

____ Home Schooled ____ Online Academy OR ____ School withdrawal: Required documentation: Completed school district withdrawal verification	____ Court Ordered: Required documentation: Copy of court order	____ Wyoming Cowboy Challenge Academy: Required documentation: WYCA Letter	____ Armed Forces: Required documentation: Letter from Branch of Service 17 Years Old ONLY

Briefly explain the circumstance checked. (Use back of this sheet or additional pages if needed.) _____

_____

_____

X_____   X_____

Applicant's Printed Name   *Parent's or Legal Guardian's Printed Name*

X_____   X_____

Applicant's Signature   *Parent's or Legal Guardian's Signature*

Your Adult Education Center will be notified by e-mail of approval or denial. If you have questions about the approval process, please call (307) 777-7775.

FOR WYOMING COMMUNITY COLLEGE COMMISSION ADMINISTRATIVE USE ONLY:

Approved ☐   Partially Approved ☐   Denied ☐   Additional Information Required ☐

Reviewed by: _____ Date: _____

Comments:

Page Two of an Age Waiver Application is the '*School District Withdrawal Form'*. This must be taken to the local school district and school officials are asked to verify that the student is not currently enrolled in said school district. All sections of this form must be completed by the local high school. Incomplete forms will not be processed by the Wyoming Community College Commission and the age waiver will not be approved.

16 and 17 Year Old Age Waiver Application
School District Withdrawal Verification

Submit this form to the local school district office.

Wyoming High School Equivalency Certificate policy states that unless court ordered a HSEC candidate must not be currently enrolled in an accredited school or have received a high school diploma. In order to verify that the candidate is eligible to participate in the HSEC program the following information is needed.

According to policy, the local school district must provide a certification the HSEC candidate has withdrawn from school OR was never enrolled. This must be signed by the school district representative.

Candidate's name: _____

This student is currently enrolled in this school district: ☐ Yes ☐ No If no, date withdrawn: _____

Last Grade Completed: _____ Total high school credits to date:_____ Total required for graduation:_____

Was this student home schooled: ☐ Yes   ☐ No ☐ Unknown

Is the candidate incarcerated?: ☐ Yes   ☐ No   Where? _____

School name, address and phone:_____
_____
_____

Statement regarding High School Equivalency as the best option for candidate:

_____
_____
_____
_____

Verified by: _____
Title: _____
Date: _____
Email: _____

Please return completed form to the local Adult Basic Education Office at:

_____
_____
_____

The final page of the Age Waiver application is called the ***Pretest Verification*** which must be completed by the ABE instructor. All 16 & 17 year old students must satisfactorily meet the OPT requirements before permission to test can be given.

As new tests become available, this page is periodically updated.

This form may be completed in different ways.

➢ For one subject at a time: the form will have to be submitted multiple times to the Wyoming Community College Commission.
➢ All subjects at once: the form will only need to be submitted one time.

When a student passes (at well prepared levels), all three pages of the Age Waiver application must be FAXED or emailed as directed on the Instruction page.

16 and 17 Year Old
Age Waiver Application
Pretest Verification

To be completed by the Adult Basic Education Instructor.

Wyoming HSEC policy states that an age waiver applicant must demonstrate the ability to obtain passing scores prior to applying for the waiver. In order to verify that the candidate is eligible to participate in the HSEC program, the following information must be provided.

Candidate's name: _____ Verified Date_____

Subject		GED	PPT6A	PPT-7	
Math	Score				
	Date				
Writing	Score				
(or RLA)	Date				
Reading	Score				
	Date				
Science	Score				
	Date				
Social	Score				
Studies	Date				

Subject		OPT6a	OPT7	OPT8	OPT9	OPT 10
Math	Score					
	Date					
Writing	Score					
(or RLA)	Date					
Reading	Score					
	Date					
Science	Score					
	Date					
Social	Score					
Studies	Date					

(If using HiSET: Scores must be 'Well Prepared" (WP) at a minimum. If using GED Ready, a "Likely to Pass" (LTP) is required in all subjects.)

All tests MUST be proctored at a WY Adult Education Center. Free Practice Tests (FPT)'s many NOT be used as part of the Age Waiver Application.

Facility name, address and phone number: _____

_____

Comments: _____

AE Instructor(s) [Name & Email]: _____

Chief Examiner Name, e-mail: _____

Other contact, Name, e-mail: _____

Only AE/Testing staff on this form will be notified of waiver decisions. State Staff will not decide who to include.

Updated September 2020

F) Wyoming at Work Registration

All students with social security numbers are required to register at wyomingatwork.com. This requirement is clearly identified on the intake form. Step by step instructions, provided by the Wyoming Department of Workforce Services, are available in Chapter 8.

G) Leave of Absence Form

A leave of absence form is to be completed when an instructor knows that a student will be gone for an extended period of time consisting of 90 days or longer. Completing this form allows the local program to track the student in a single Period of Participation for reporting purposes. Each local program in Wyoming will have its own version of this form. Instructors are encouraged to contact the local director when there is a need to utilize this form.

H) Reporting Student Hours

Because Adult Education is a grant program programs are held highly accountable for everything they do. This includes recording the number of hours students participate in our program. As such, programs are mandated to record student hours on a weekly basis. Your local program director will provide you with instructions on how student hours are to be reported and to whom.

OCTAE has approved two types of hours for all AE programs in the U.S.A.: Contact hours and proxy hours.

Contact hours are defined as *synchronous* time spent instructing the learner. Contact hours include two-way interaction between instructor and learner by face-to-face interaction, telephone, video, teleconference, virtual classrooms, or other online communication where learner and program staff are able to interact and through which learner identity is verifiable.

Proxy hours are *asynchronous* time a learner spends independently engaged with state approved distance learning activities outlined in the State Distance Learning Policy. There are three ways in which proxy hours can be measured:

➢ *Clock time* hours are measured by a software program that tracks active learning time.
➢ The *teacher verification* model assigns a fixed number of hours based upon the instructors' determination of the extent to which a learner engaged in, or completed an assignment.
➢ *Learner mastery* assigns a fixed # of hours based upon the learning passing a test at 70% or higher mastery level.

Note: OCTAE guidance for AE programs clearly indicates that students are NOT to be enrolled in a distance learning program of study until after they have completed an initial 12 contact hours with a program. This means that students must complete the Wyoming Career Services course and have a valid assessment on record before they can be given access to any distance learning program where they accrue proxy hours.
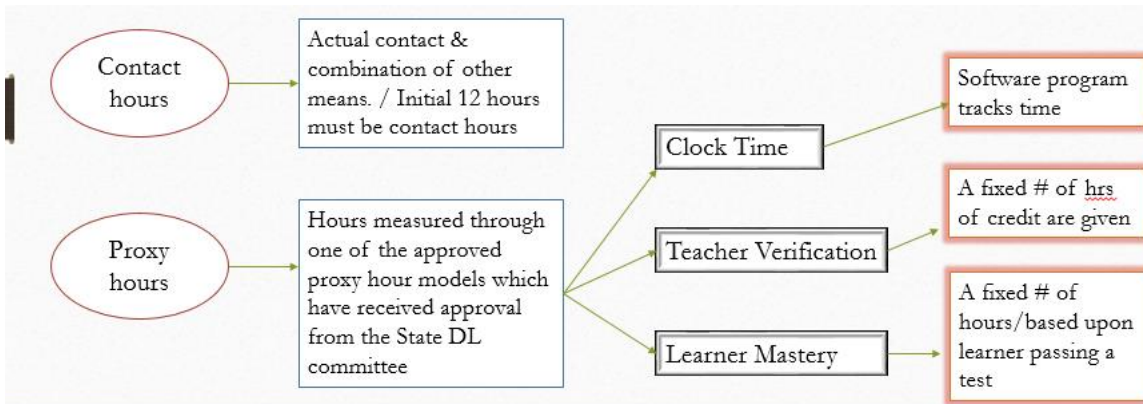
Measuring hours in a virtual classroom

The hours measured for a virtual classroom can only be of two types: Contact hours or proxy hours and they MUST be delineated so that both tables 4C and 5A populate correctly. When instructors submit hours for a virtual classroom, they must clearly indicate whether the hours are 'contact hours' or 'proxy hours'.

I) Instructor Time & Task Log

It is a federal requirement that all grant funded AE staff who are paid through more than one source maintain a 'Time & Task' log. A time and task log must show what AE approved activities were done for each hour of pay where AE grant funds were used. The 'time and task log' must clearly delineate how many total hours were paid for off an AE grant. Local programs will have their own form for this, so new instructors are encouraged to obtain this form for the local director if needed.

J) Pathways Form (For HSEC students only)

The pathways form is a State mandated form that programs must have on file for every student who enrolls in our program with a goal to complete a high school equivalency. The form is NOT valid unless it has both student's signature and the instructor's signature on the form.

K) Release of Information

On occasion programs enroll students who have begun a program of study at another Adult Education center. When this occurs, programs can request that student records (particularly TABE, and OPT's scores) be sent to them. Without these test scores, students will have to start the entire process all over again. The hours that a student logs at another AE center cannot be transferred, but any other records can. To request this information, a Release of Information form must be completed and sent to the AE center where the student had previously been studying. This will be a locally developed form, so new instructors should speak to their program director about this form.

L) Referral Form

Tracking referrals is crucial as it plays a very important part of the MOU the State has for the WIOA Infrastructure Agreement. Section 13 of Attachment A to this Infrastructure Agreement outlines 7 requirements for all core partners, inclusive of Wyoming's AE programs.

1. Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partner Agencies' and Partners' programs represented in the Wyoming One-Stop Center network;
2. Develop materials summarizing their program requirements and make them available for Partner Agencies, Partners and customers;
3. Develop and utilize common intake, eligibility determination, assessment, and registration forms;
4. Provide substantive referrals – in accordance with appropriate referral policies – to customers who are eligible for supplemental and complementary services and benefits under Partner Agencies and Partners programs;
5. Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys;
6. Commit to robust and ongoing communication required for an effective referral process; and
7. Commit to actively follow-up on the results of referrals and assure that Partner Agencies and Partners resources are being leveraged at an optimal level.

These are federal requirements that all WIOA core partners must report on, both at the federal level as well as at the State level to the Wyoming Workforce Development Council who is the State Workforce Investment Board.

Referrals are initially made during the intake process, but can also occur through a student's program of study. Instructors should use this form whenever necessary so that student barriers can be more easily eliminated. Copies of the referral form must be maintained in the local student file and the information contained on the referrals must also be entered into the LACES database, so instructors must submit a copy of completed referrals to the local programs' data entry personnel.

M) Student Surveys

As part of an internal evaluation process, all AE centers are required to conduct student surveys on exiting students. Survey results are often used by the local director to analyze program performance. Each local program has created their own survey instrument, either electronic or paper-based. Instructors should obtain copies of these surveys from their local director.

N) *Exiting a Student*

With the passage of WIOA legislation, how programs exit a student on LACES (our database) changed. Students cannot be officially exited from the database until 90 days after the last day of attendance. However, instructors should exit students:

1) After 90 days without any attendance
2) On the date that they complete their HSEC
3) On the date that they leave our program (ie. move away, job conflicts death, etc),

Each program in Wyoming may utilize a different type of 'Exit Checklist', but an example is shown to the right.

The data collected from an 'Exit Checklist' will help the local program 'close out' the student and exit the student from the LACES database.

Therefore, it is critical that instructors complete the local exit form whenever a student has left the program and/or has not attended in 90 days or more.

EXIT CHECKLIST

STUDENT'S NAME:	SITE:

To be filled out when the student exits the program.

Is the student done this year?   YES   NO   Does the student carry over to the next year?   YES   NO

Student's Main Goal was (please list) _____   Met goal?   YES   NO   Date Met _____

Student's Secondary Goal was (please list) _____   Met goal?   YES   NO   Date Met ____

If gain employment was a goal met, where is he/she employed? _____

If get a better job was a goal, where is he/she now employed? _____

Family income at intake _____   Family income now _____

If receiving public assistance at intake, are they still receiving public assistance?   YES   NO

Check all that apply.

___ Entered employment. Date _____   ___ Retained employment. Date _____

___ Advanced in his/her job. Date _____   ___ Obtained HSEC. Date _____

___ Placed in postsecondary. Date _____   ___ Removed from public assistance. Date _____

___ Achieved citizenship skills. Date _____

___ Increased involvement in children's education. Date & How was involvement increased? _____

Main reason student exited the program (please choose one from the list below):

Other exit reasons:

- ☐ Achieved reason for enrollment
- ☐ Completed class
- ☐ Hasn't attended for 90+ days
- ☐ Illness/Incapacity
- ☐ Lack of child care
- ☐ Lack of transportation
- ☐ Family problems
- ☐ Time or location of services not feasible
- ☐ Lack of interest
- ☐ Instruction not helpful
- ☐ Instructor was not good
- ☐ Program didn't satisfy personal goals
- ☐ Not satisfied with program
- ☐ Moved
- ☐ Entered employment
- ☐ Entered other education or training program
- ☐ Don't Know/Refused
- ☐ Other

DATE OF LAST ATTENDANCE:	DATE OF LAST HOURS: (to be completed by main office)

Exit forms must be submitted within 2 weeks of a student exiting a program.

O) *Surveying Students After Exit for Post-exit Outcomes*

State Data Match

In order to obtain appropriate data for the WIOA indicators of employment and postsecondary, the State conducts multiple data matches, using participant social security numbers, at different times throughout a year.

➢ **Employment Indicators:** The State data matches employment records for students who have exited Adult Education programs in Wyoming for the second and fourth quarter after exit.

Eligible student records are submitted to Wyoming's UI division and to the national SWIS registry. Median earnings are also data matched through social security numbers. Employment data matches are typically conducted quarterly.

➢ **Post-secondary Indicators (Credential Attainment):** In accordance with NRS guidelines, the State allows two methods for completion of this indicator.
  - o Attainment of secondary school diploma or its recognized equivalent: Student must have completed a high school equivalency certificate or earned a high school diploma AND
    - ▪ Became employed within one year of exit OR
    - ▪ Entered into postsecondary education within one year of exit

Eligible student records are submitted to the National Student Clearinghouse and to the Wyoming State database for the Community College system to determine if students have entered an accredited program of study. State data matches for postsecondary are conducted twice a year:

- o *December:* to capture summer & fall enrollments
- o *June:* to capture spring & some summer enrollments

Data obtained through state data matches are automatically uploaded into the LACES system once it is received and local providers are notified once this has been completed.

Local Program Responsibilities

Surveying Participants with No Social Security Number

Although the State conducts data matches for employment and for postsecondary, local providers are also expected to collect data on students who have exited the program and have not provided a social security number. Local programs must utilize the state approved survey and contact log, found in the Appendix of Policy #08112020R at: https://communitycolleges.wy.edu/adult-education/directors/#forms to gather WIOA core indicator data.

Surveys must be conducted with the appropriate data entered into the LACES database. Local programs must maintain a *Survey Notebook (Contact Log)* which includes all data collected through a surveying instrument.

Surveying Special Populations

In Wyoming, there are several industries which are not required to report payroll earnings to the State's UI system or to SWIS; consequently, it is not possible to data match individuals employed by these special populations. The State requires that surveys be conducted for all individuals that indicate, upon entry into the program, they are employed in the following industries:

1) Self-employed
2) Farmers/ranchers
3) Railroad
4) Federal and military employees
5) Any occupation where a student may be paid in cash

The Survey Instrument

A copy of the survey instrument that is to be used can be found in the appendix to the aforementioned policy.

Information Collected for Postsecondary
   A. *Data Matching*
Local providers are only required to conduct data matches for postsecondary credentials as follows:
   ➢ **National Student Clearinghouse:** local programs are required to data match eligible student records through the National Student Clearinghouse at least three times per year:
      - o *October:* to capture fall enrollments
      - o *February:* to capture spring enrollments
      - o *June:* to capture summer and/or any late student registrations which have not been picked up by previous data matches
   ➢ Because non-credit training / workforce courses are not tracked through the National Student Clearinghouse or through the State's database system, local programs are required to data match eligible student records at the **local community college** at least three times per year following the timeline outlined above.

Local programs must maintain a copy of produced results through data matching for audit/monitoring purposes.

   B. *Credential Attainment: Postsecondary and/or Training*

Students who have completed a program of study and have earned a credential should have copies of their transcripts and/or credentials earned uploaded into their student file (with a hard copy placed in the student's local file) on the LACES database. Once an instructor knows that a student, whether currently enrolled or a former student, has earned a credential of any type, the local director should be notified so that appropriate documentation can be obtained and tracked in the student's LACES account.

P) Instructor Evaluations

All instructors will have a yearly evaluation process. How this is completed will depend upon local protocols and policies for the institution. Part of an AE instructor's evaluation process will also utilize a state required 'Standards in Action Checklist'. Each year your program director is required to utilize the SIA checklist while observing a lesson. The purpose of this form is to ensure that CCRS and/or ELP standards are being utilized in the classroom and/or to ensure that AE practices are implemented and being used throughout the service area in a standardized fashion.

Once the lesson observation is completed, the program director comments on the observation and sends a copy of the SIA checklist as well as formal written comments to the instructor. Upon receipt, the instructor signs the form and sends it back to the director.

Q) PowerPath

PowerPath is a relatively new screening tool for all Adult Education programs in Wyoming. Instructors have to be trained by certified teachers to conduct these screenings.

PowerPath is a screening system that helps to identify and address specific learning challenges for Visual Stress Syndrome (VSS), Attention Challenges (AC), Vision and Hearing. There are also two optional components that instructors have available to them: A culturally & linguistic different profile and the assessment of phonological skills (both of which are discussed below).

PowerPath screenings should be made available to all students and instructors are to encourage students to complete them. However, if a student does not want to complete the screening, they need only complete the page on the response booklet to decline the screening. Students who decline the screening MUST have this signed document on file AND the instructor must indicate in writing (either through email or by some other means) that the student has declined the screening.

Non-native speakers of English should NOT be given this screening until they have begun to transition out of ESL.

All documents for PowerPath screenings can be obtained in your local program. Instructors should read the User's Guide before giving any screenings.

Personal Profile-page one

The process to begin these screenings starts by having the student (or instructor) complete a two page Personal Profile. Most of the information found on the first page of this profile can be transferred from the intake form.

However, there are some sections that cannot. These are discussed below.

Section 1: Intake Information

Service Location: Select the appropriate answer.

Program Enrollment Type: Select the most appropriate response.

Educational Functioning Level: This will be determined by the TABE scores and will always be their lowest level. Please use the information in the chart to help you identify which box to check.

	NRS Level
Beginning Literacy	1
Beginning Basic Education	2
Low Intermediate	3
High Intermediate	4
Low Adult Secondary Ed.	5
High Adult Secondary Ed.	6

Section 2:

All of the information in this part can be transferred from the intake form except:

> Glasses or Contact
> Right or left handed
> Whether or not they are a veteran
> And information regarding Citizenship

Instructors should carefully review these sections to be sure they are completed. Without this information, the student's PowerPath results cannot be entered into the PowerPath database.

Section 3:

Primary reason for screening: In most cases, this should be 'Intake into basic skills or literacy program.'

Goals: Check all that apply.

Personal Profile-page two

Educational History: Please complete all sections as directed.

Employment History: This is fairly self-explanatory and should be completed as directed.

Health History: Complete as directed.

Living Arrangements: This section can be confusing, so explanations can be found below.

Including yourself, how many people are currently in your home?
This means the total number of people living in the home on a full time basis.

How many children are currently living with you?
This means, how many people between 0-20 are living in the home.

How old are they?
In the box provided before each age category, a NUMBER must appear. So what this question is asking is how many people between 'Infant & five years' are living in the home; how many people between 6-10 years old are living in the home, etc.

One of the problems with this question is that students who are 16-20 years of age do not 'count' themselves.

How long have you lived in your current home?
This should be self-explanatory.

Social Support: Answer as directed.

Community Involvement: The yes/no questions are self-explanatory. However, the last question which asks what they like to do BEST in their free time, is proving to be problematic. The database will only allow ONE response for this item, so please be sure that students select only ONE answer.

Service Supports: This should be the days/times in which they are free to come to class. Do not simply mark a Yes or No and leave the Morning/afternoon/evening blank. What this question is asking is:
-Are you free on Mondays? Answer: Yes, but only in the afternoons (for example)
-Are you free on Mondays? Answer: No. Then none of the boxes for morning/afternoon/evening should be checked. Etc.

Transportation & Childcare: These should be self-explanatory.

Response Booklet

AGREEMENT TO PARTICIPATE IN SCREENING

Your education / employment program is offering you the opportunity to participate in PowerPath to Education and Employment. PowerPath is a learning system that will help you better understand yourself and how you learn. It will offer you strategies to improve yourself as a learner and worker.

When you are finished with the screenings, your responses will be entered into a computer software program. We'll print out a report that explains your strengths and challenges. The report will have many ideas to help you build on your strengths and overcome your challenges. You will get your own copy of your report. We'll discuss the report and you'll be able to select strategies you'd like to try. We'll train you to build SMARTER Plans to practice your new strategies and work toward your goal.

You'll be screened in four areas. The screenings will take about 20 to 30 minutes. The four screenings are:

1.	Attention Challenges	How you pay attention; how you complete work and projects
2.	Visual Stress Syndrome	How light affects what you are seeing and reading
		Selection of colored filters, if needed
3.	Reading of Single Words	How you read words
4.	Visual Functions and Auditory Functions	How you see and hear

Do you have any questions?

Screener Signature _____ Date _____
The screener's signature indicates that the PowerPath screening process has been carefully explained to the participant.

Please check the box that shows your decision to do the screening or not to do the screening. When you sign your name, you are telling us that you understand the form and what the PowerPath screenings are about. You are also telling us that your questions have been answered, and that you have decided whether or not you want to be screened.

☐ The PowerPath screenings have been explained to me and I understand the need for the screenings.
I give my permission to be screened.

☐ The PowerPath screenings have been explained to me and I understand the need for the screenings.
I DO NOT give my permission to be screened.

Participant Signature _____ Date _____

This is the page where PowerPath is initially explained to students.

It must be signed & dated by the screener.

Student's must either consent or decline the screening.

Student must sign and date this form.

PowerPoints for Administering Basic PowerPath

Before beginning the screenings...

- Find a quiet space that is free of distractions to administer PowerPath's Engagement Interview and Basic Screenings. If possible, DO select a location that has bright overhead lighting for administering the Basic Screenings.
- For the Visual Function Screening - Distance Acuity, a 20-foot-long space will be required.
- Use alcohol wipes or a spray disinfectant to clean visual and auditory screening equipment between each use.
- Have several manipulatives (foam or Koosh ball, twisties, etc.) on the work space for participants who will need manipulatives to stay focused.
- If administering the screenings to an individual (as opposed to group screenings) sit at a corner adjacent to the participant.
- Before beginning the interview and screenings, show the participant all of the materials -- Personal Profile Folder, Screening Plates, Vision Screening Kit, audiometer and headphones, and the contents of this Response Booklet.
- Be sure to have two complete sets of full - or half-page - colored filters at the screening site to proceed with the protocols for selecting a filter. You will need to have several sample reading materials at the participant's reading level available for completing the filter selection. In addition, have a variety of colored papers with text to select a preferred color of paper.

Steps for Administering PowerPath's Basic Screenings

1. Begin the engagement using the interview questions on the Personal Profile Folder.

   NOTE: If the participant responds "Yes" to Immigrant or Limited English Proficiency or "No" to English as Home Language, please complete the Culturally and Linguistically Different Interview (CLD).

   For individual administration of the Screenings, administer the Basic Screenings in the order presented in this Response Booklet and the Basic Screening Plates.

2. Response forms for all Basic Screenings are included in this Response Booklet. Instructions for determining strengths and challenges are noted on each of the screening pages in this booklet. Using these criteria will yield the information needed to provide personal feedback at the conclusion of the Basic Screenings.

3. Review the Information Release Form (on page 9) with the participant. Note if there are specific situations in which the participant does not want PowerPath information shared.

4. Follow the PowerPoints for Using the Personal Feedback Form, then complete the form making sure the participant can read and understand what was written. Schedule the date and time of your next meeting to review the Individual Report.

Page One:

This page consists of some basic instructions for conducting the screenings.

Summary of Basic Screening Results -- Strengths, Challenges and Levels

Complete this table when you finish each or all of the screenings. Use this table as part of providing Personal Feedback to the participant.

AC Level	VSS Level	Filter Color(s)	Visual Function (challenges / strengths)	Total Correct	Circle C or S	Auditory Function (Challenges / Strengths)	Total Correct	Circle C or S
None	None		Distance Acuity - right eye		C S	Right Ear		C S
Mild	Mild		Distance Acuity - left eye		C S	Left Ear		C S
Moderate	Moderate		Plus Lens - right eye		C S			
Severe	Severe		Plus Lens - left eye		C S	Comments		
			Near Acuity - right eye		C S			
Reading of Single Words Total Correct		Paper Color	Near Acuity - left eye		C S			
			Binocularity - both eyes		C S			

This is a summary of screenings and should be completed after all sections are completed

Instructions for completing this page are found on the PowerPath screening plates.

Attention Challenges Screening (AC)

	Thinking over the past few weeks. . .	Never	Once a week	Twice a week	Almost daily
1.	Did parts of your body need to be in motion all the time (fingers, legs, feet, mouth, tongue, arms, hands, shoulders)?				
2.	Did your mind drift or dart away to think about something else?				
3.	Did you lose your concentration after a short time (60 to 90 seconds)?				
4.	Was it hard for you to become organized and stay organized?				
5.	Did you need to be reminded to stay on track and finish what you had started?				
6.	When you were working on something, did you start off well but then begin to make a lot of mistakes?				
7.	Did you ask others to repeat what they had said?				
8.	Did you find yourself saying "What?" or "Huh?" or "What do you mean?"				
9.	Did your impressions of things often change, as if someone had changed the channel to a different idea?				
10.	When someone was talking to you, did you stop listening and start thinking about something else?				
11.	When listening to instructions, did you need to think about them for a long time before you were ready to follow the instructions?				
12.	Was it hard for you to accept criticism without wanting to defend yourself or blame someone else?				
13.	Did people say you left a lot of projects lying around unfinished?				
14.	Did people say you start ahead of others or before you have heard all of the instructions?				
15.	Did you get bored quickly and want to move on to something else before others have finished?				
16.	Was it hard for you to ignore what was going on around you (coughing, movement, odor)?				
17.	Did others say that you did things without thinking them through?				
18.	Have people said that you don't act as grown up as other people your age?				
19.	Did you spend a lot of time imagining things or wondering how it would be if things were different?				
20.	When you had some spare time, did you choose action activities like going to the mall, participating in a sport, or playing video games instead of quiet activities like watching TV?				
	Add column responses to get a subtotal for each column. *Multiply column subtotal by column weight (x0, x1, x2, x3) to get the weighted score.* **Subtotal / Weighted Subtotal Score**	= /x0 0	= /x1	= /x2	= /x3

Total each column and add across to obtain the total score.

Circle Degree of Attention Challenges
Total = Degree: 0 - 14 = None   15 - 35 = Mild   36 - 55 = Moderate   >55 = Severe

Add together all 3 weighted subtotal scores to obtain the TOTAL score.
TOTAL Score [   ]

Then circle the degree of challenge noted.

Page Three: VSS

Visual Stress Syndrome Screening (VSS)

		Never	Sometimes	Usually	Always
1.	Do your eyes sting and burn under bright lights?				
2.	Do your eyes water under bright lights?				
3.	Do your eyes become sleepy and want to close when you read?				
4.	Do you start to yawn after reading a while?				
5.	Do you start losing your place on the page?				
6.	Do you skip words without intending to?				
7.	Do you skip lines without intending to?				
8.	Do your eyes want to quit looking at the page after a few minutes?				
9.	Does your mind start to wander as you read?				
10.	Do you want to turn off bright lights?				
11.	Do you prefer to read in low or indirect light?				
12.	Do you shade your eyes under bright lights or wear a cap?				
13.	Do you have to run your finger or hold a marker under each line when you read?				
14.	Do you have to touch the page to guide your eyes?				
15.	Is there too much glare from white pages?				

Add column responses to get a subtotal for each column. Multiply column subtotal by column weight (x1, x2, x3) to get the weighted score
Subtotal / Weighted Subtotal Score: /x0   /x1   /x2   /x3

		Never	Sometimes	Usually	Always
16.	Do things move around on the page?				
17.	Do things smudge together and then move apart?**				
18.	Do things swirl on the edges of the page?**				
19.	Do words separate so that rivers run down through the page?**				
20.	Do things on paper ever blink or flash off and on?				
21.	Do things on paper ever pulse in and out of focus?				
22.	Do things fall off the edge of the page?				
23.	Do you feel dizzy or sick if you read in a moving car?				
24.	Do things rise up toward your face off the page, then go back into the distance?				
25.	Do things startle you at the edge of your vision?				
26.	Do you feel dizzy when you look down from high places?				
27.	Do you get dizzy when you step on or off an escalator?				
28.	Do you flinch or jerk back when you try to catch a ball?				
29.	Do you accidentally hit things when you reach at the table or at your workplace?				
30.	Do you bump into doorways or furniture?				

Add column responses to get a subtotal for each column. Multiply column subtotal by column weight (x1, x2, x3) to get the weighted score
Subtotal / Weighted Subtotal Score: /x0   /x1   /x2   /x3

Circle Degree of Visual Stress Syndrome
Total = Degree: 0 - 5 = None   6 - 15 = Mild   16 - 35 = Moderate   >36 = Severe

** Point to corresponding figure on the Screening Plate.
Add together all 6 weighted subtotal scores to obtain the TOTAL score.
TOTAL [ ]

Instructions are found on the screening plates.

Totals should be calculated as above and the appropriate information completed.

Page Four: Reading of Single Words

Reading of Single Words

- Make sure to read aloud the part that says SAY: on your Screening Plates.
- As the participant reads the words on the Screening Plate, place a 'Y' in the box if the word is read correctly.
- If the participant chooses to skip a word, place a dash (—) through the box next to the word.
- If the participant reads the word incorrectly, use a consistent notation system or write down the word as read by the participant to indicate exactly how the word was read.
- After completing each level, mark the subtotal of words that were correctly read.
- Stop the screening when the participant demonstrates **five (5) consecutive errors in one level.** Allow the participant to finish that level and include as correct any additional words that were read correctly after the five consecutive errors. This is a power test. We are looking for the participant's best reading score.
- Total all subtotal scores and place the total number of correctly read words in the TOTAL CORRECT box.
- Subtract 20 points from the TOTAL CORRECT and place a decimal in front of the last digit (For example TOTAL CORRECT is 98 -20 = 78; add decimal = 7.8 Independent Level.)
- Enter the TOTAL CORRECT (not the Independent Level) number into the PowerPath software.

> Read these instructions before giving each screening.

	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6
1.	□ and	1.	□ we	1.	□ same	1.	□ can't	1.	□ answers	1.	□ examples
2.	□ up	2.	□ can	2.	□ gave	2.	□ circus	2.	□ silver	2.	□ criticize
3.	□ but	3.	□ jump	3.	□ suddenly	3.	□ herself	3.	□ grave	3.	□ graciously
4.	□ so	4.	□ foot	4.	□ rope	4.	□ smart	4.	□ speaking	4.	□ snuggle
5.	□ it	5.	□ help	5.	□ heaven	5.	□ platform	5.	□ careless	5.	□ natural
6.	□ he	6.	□ baby	6.	□ happened	6.	□ exclaim	6.	□ already	6.	□ punishment
7.	□ something	7.	□ mother	7.	□ start	7.	□ understand	7.	□ delicious	7.	□ exercise
8.	□ run	8.	□ play	8.	□ farmer	8.	□ wouldn't	8.	□ dumpling	8.	□ obey
9.	□ me	9.	□ come	9.	□ along	9.	□ street	9.	□ nation	9.	□ musical
10.	□ see	10.	□ bark	10.	□ around	10.	□ learn	10.	□ legion	10.	□ religion
	Subtotal		Subtotal		Subtotal		Subtotal		Subtotal		Subtotal

	Level 7		Level 8		Level 9		Level 10		Level 11		Level 12
1.	□ radiation	1.	□ redundancy	1.	□ destitution	1.	□ felonious	1.	□ reprehensibly	1.	□ vermifuge
2.	□ medicine	2.	□ forfeit	2.	□ burlesque	2.	□ disproportionate	2.	□ excruciating	2.	□ avuncular
3.	□ customarily	3.	□ commercially	3.	□ projectile	3.	□ antigravity	3.	□ xerography	3.	□ suspiciously
4.	□ yearling	4.	□ standardized	4.	□ brogue	4.	□ impressible	4.	□ ionospheric	4.	□ antisecessionism
5.	□ future	5.	□ impressionable	5.	□ humiliation	5.	□ instantaneously	5.	□ coalition	5.	□ verisimilitude
6.	□ knowledge	6.	□ extraordinary	6.	□ supplemental	6.	□ fiancé	6.	□ idiosyncrasy	6.	□ disassociation
7.	□ stallion	7.	□ physiology	7.	□ irrelevance	7.	□ naïve	7.	□ eccentricity	7.	□ extracurricular
8.	□ abundance	8.	□ zephyr	8.	□ ingeniously	8.	□ requisition	8.	□ envisage	8.	□ iconoclasticism
9.	□ accidental	9.	□ environmental	9.	□ depreciation	9.	□ noninflammable	9.	□ affability	9.	□ prestidigitation
10.	□ preoccupy	10.	□ intoxicating	10.	□ intangibly	10.	□ countermanded	10.	□ irrationality	10.	□ psychosomatic
	Subtotal		Subtotal		Subtotal		Subtotal		Subtotal		Subtotal

TOTAL CORRECT - 20 points, + Decimal Point = **Independent Reading Level**
The independent reading level should be used to select reading materials for the participant to read in the selection of colored filters.

Add together all Subtotal scores. **TOTAL CORRECT**

Page Five: Selecting Colored Filters

> The selection of a colored filter and colored paper is important. Please read these instructions each time you give a screening (until you know and understand what you are supposed to do and how the screening is to be conducted).
>
> A filter selection form and the Spache Reading Selections that go along with this portion of the screening can be found in a sub-folder for this electronic book.

Steps to Selecting Colored Filters

Before beginning the process of selecting a colored filter
- Cut filters in half, making two complete sets of the filters, approximately 8.5" x 5.5".
- Have a selection of reading materials at the participant's independent reading level.
- Make sure all reading materials are black print on white paper.
- Locate a quiet space with bright overhead lighting.
- Use the matte side of each filter, putting the glossy side down.
- Have a wide selection of color paper with text printed on the paper in 12 pt. font. Include colors that include pastel and deep shades in the selection.

Follow these steps to accurately select colored filters
1. Starting at the top of the page, have the participant begin reading out loud from the selected reading materials for 1 minute. Consider this reading the baseline.
2. Rule out which colored filters don't help and identify filters that do help by using the following process:
   - After the initial baseline reading, place the half-sheet YELLOW filter over the next reading section beyond the baseline section. Ask the participant to read the next section (or set of paragraphs) out loud with the yellow filter. Have the participant continue reading out loud with the filter for 1 minute.
   - Ask the participant, "Which is most comfortable, reading with no filter or reading with the yellow filter?"
   If the participant responds, "Reading with the yellow filter," Keep the yellow filter over the reading passages that the participant just read.
   - Next, place the BLUE-GRAY filter over the next reading section. Again, have the participant read for 1 minute with the blue-gray filter.
   - Ask the participant, "Which filter is most comfortable?"
   Remove the filter that is least comfortable. Keep the 'most comfortable' over the previously read selection.
   - Then, place any of the remaining filters over the next reading section. Ask the participant to read aloud with the new filter for another 1 minute.
   Ask the participant again, "Which filter is most comfortable?"

- Place the 'most comfortable' filter over the previously read portion of the reading selection and continue with the next color filter.
As the participant reads, listen for which filter seems to:
   ✓ Increase rate of reading
   ✓ Increase fluency
   ✓ Increase the ability to decode (including self-corrections)
   ✓ Increase in overall confidence as a reader
Look for physical indications that the reading is more comfortable.
Offer feedback to the participant such as, "That sounded as though it was less difficult for you to read. Is that true?" or "Your reading speed seemed to increase. Why was that?"
3. Continue this process of elimination, moving the colored filter that is most comfortable over the previously read passages and placing a new colored filter over the next section of reading.
Find the most comfortable filter and continue with Step 4 to determine if more than one filter will make it even more comfortable for the participant to read.
4. Place the 'most comfortable' filter color over the next reading passage. Add each of the second set of filters on top of the selected 'most comfortable' color filter. Have the participant continue to read additional passages out loud with different combinations of filters - always using the first preferred color as the base. If a combination of two filters is selected as most comfortable, continue the process again to determine if three filters would be an improvement.
5. When all of the filters have been tried (Steps 1 - 4) and the participant has selected the most comfortable filter or filters, ask him/her to read the next set of paragraphs out loud with the selected filter(s).
Then, have the participant read without any filter (baseline) and ask the participant to compare the readings. Make notes, using the participant's own words, on participant's original Visual Stress Screening Form about the differences between reading with and without filters.
6. Give the participant the filter(s) he or she has selected as most comfortable. Make sure that the participant has two sets of his/her preferred filters - one set to keep at school/work and one set to use at home.
7. Have the participant review the reading selections printed on the colored paper options. Assist, as needed, with helping the participant choose the color paper that is most comfortable for reading black text.

Color of paper selected: _____

Color of Selected Filter(s)   top _____   middle _____   bottom _____

VISUAL FUNCTIONS SCREENING (VF)

Name _____ Date _____
Address _____
Phone _____ E-Mail _____

How is your vision?

Screening									# Correct	Challenge		Strength	
Distance Acuity Right Eye	ɯ ○	m ○	ɯ ○	E ○	m ○	Ǝ ○	ɯ ○	E ○	☐	0 – 6 ☐		7 – 8 ☐	
Left Eye	ɯ ○	m ○	ɯ ○	E ○	m ○	Ǝ ○	ɯ ○	E ○	☐	0 – 6 ☐		7 – 8 ☐	
Plus Lens Right Eye	ɯ ○	m ○	ɯ ○	E ○	m ○	Ǝ ○	ɯ ○	E ○	☐	0 – 6 ☐		7 – 8 ☐	
Left Eye	ɯ ○	m ○	ɯ ○	E ○	m ○	Ǝ ○	ɯ ○	E ○	☐	0 – 6 ☐		7 – 8 ☐	

Check if stereoscope screenings are being administered with colored filter ☐

Near Acuity											# Correct	Challenge	Strength
Right Eye	8 ○	3 ○	7 ○	2 ○	1 ○		6 ○	4 ○	3 ○	1 ○	5 ○	☐	0 – 8 ☐	9 – 10 ☐
Left Eye	7 ○	9 ○	8 ○	4 ○	1 ○		6 ○	3 ○	2 ○	5 ○	4 ○	☐	0 – 8 ☐	9 – 10 ☐

Binocularity												# Correct	Challenge	Strength
Both Eyes	6	9	7 ○	3	2 ○		4	8 ○	5	2 ○	6	☐		
Score only responses with circles	1	3 ○	7	4 ○	9		5	6 ○	2	8 ○	3	☐	0 – 6 ☐	7 – 8 ☐

Fold and tear along dotted line.

PowerPath Visual Functions Referral Form   Date ___/___/___

(Print name) _____ participated in a visual screening.
Challenges were noted in the following areas:

NOTE TO VISION SPECIALIST:
If Binocularity has been noted as a challenge, please test for:
• Alignment
• Near point convergence
• Suppression
• Saccadic eye movements

Distance Acuity	Right Eye ☐	Left Eye ☐		Near Acuity	Right Eye ☐	Left Eye ☐
Plus Lens	Right Eye ☐	Left Eye ☐		Binocularity	Both Eyes ☐	

If you have any questions about this screening, please contact:

Not all outreach sites will have the vision and hearing screening capabilities. If your site has been given an audiometer you will also have been given the screening tools you need to complete the vision screening.

AUDITORY FUNCTIONS SCREENING (AF)

Name _____ Date _____
Address _____
Phone _____ E-Mail _____

How is your hearing?

Subtest	Total Correct	Challenge	Profile	Strength
Pure Tone Sweep Frequency				
Right Ear				
Decibel = 20 1000 2000 4000 8000	☐	0 – 5 ☐		6 ☐
○ ○ ○ ○				
Decibel = 25 1000 500 250				
○ ○ ○				
Left Ear				
Decibel = 20 1000 2000 4000 8000	☐	0 – 5 ☐		6 ☐
○ ○ ○ ○				
Decibel = 25 1000 500 250				
○ ○ ○				

NOTES REGARDING REFERRALS
• If either total score falls into the challenge range, the participant should be retested in two weeks. Mark second screening responses with a ✓.
• If the second screening also shows a challenge in either the right ear or left ear, complete the Auditory Referral Form below.
• **Remember:** The 10 Decibel Rule
• **Remember:** Do not make a referral without rescreening first.

Remember the 10 Decibel Rule!

Fold and tear along dotted line.

PowerPath Auditory Functions Referral Form   Date ___/___/___

(Print name) _____ participated in an auditory screening.
Challenges were noted in the following areas:

Right Ear	☐1000 Hz	☐2000 Hz	☐4000 Hz	☐8000 Hz	☐500 Hz	☐250 Hz
Left Ear	☐1000 Hz	☐2000 Hz	☐4000 Hz	☐8000 Hz	☐500 Hz	☐250 Hz

If you have any questions about this screening, please contact: _____

Please refer to the **User's Guide** for step by step instructions on how to administer the vision and hearing components of the PowerPath screenings.

Page Eight:

This page is VERY important and should not be forgotten.

Release of Information

I have been given the results from my PowerPath screenings. These results have been explained to me. The results of these screenings may be shared with the following individuals, agencies, and/or organizations:

1. _____   5. _____
2. _____   6. _____
3. _____   7. _____
4. _____   8. _____

I do not wish to have the screening results released to the following individuals, agencies, and/or organizations:

1. _____   5. _____
2. _____   6. _____
3. _____   7. _____
4. _____   8. _____

This release is valid for 90 days from the date signed below.

Participant _____   Date _____

Screener _____   Date _____

All students who complete this screening should be asked if they care if the information is released to the creator of PowerPath, Dr. Laura Weisel. If they give their consent, her name should be written in line 1.

If the student is to be co-enrolled with DVR or DWS, the name of the contact person with that agency should be listed on lines 2 and/or 3.

If the student would like the information released to anyone else, their names should be listed here as well.

The form must be signed and dated by both the student as well as the screener.

a) <u>Smarter Strategies</u>

Once a student has completed all of their screenings AND their report has been printed , they must complete this form.

In order to complete the form, the instructor and the student review the suggested strategies found in the students' individualized report. Strategies that the student indicates a willingness to try should be written on this sheet. The purpose of this form is to provide the student with an easy reference of selected strategies. We all know that students will in all likelihood not read or reread their reports once it is given to them; therefore, by identifying new strategies on this sheet the idea is that they may be more inclined to use new strategies if they see them written on a separate sheet.

Once completed, a copy is to be given to the student and a copy maintained locally in a student file.

b) <u>Culturally & Linguistically Different Profile</u>

This is an optional screening tool that can be used with non-native speaking students, particularly those who are transitioning into regular Adult Education classes. However, before using the form, instructors must read the CLD User's Guide.

c) Assessment of Phonological Skills

This is a nice screening tool available to instructors who may be tasked with teaching ELA or true basic literacy students who cannot read in English. The screening is optional. There are very detailed instructions and explanations on how and when to use this screening. These can be found in the APS User's Guide.

d) PowerPath Reports

The individualized PowerPath reports are run after all screenings are completed and the personal profile pages and screening results are submitted to Torrington. Once this information is received by the main office, the data is entered into the PowerPath database and the personalized reports are completed and emailed back to the instructor.

Instructors review the results with students and help the student select strategies that they may wish to use either on the job or for education.

Students with vision and/or hearing challenges will also see a Referral Form printed with the individualized PowerPath reports. When this is included, instructors must complete the form to make a local referral to the appropriate medical professional.

R) Bi-annual Site Visit & Compliance Review & Checklist

Every other year, AE programs in Wyoming must undergo a site review and audit by the State agency responsible for administering the Adult Education grants. This is a comprehensive review of an entire program to ensure that the program is in compliance with all grant requirements..

S) *HSE Testing Protocols*

All students need to be told early in the process that they will be required to have a valid, government issued photo ID to take their HiSET tests. Students who do not have a photo ID will NOT be allowed to take the test. This ID must be brought with them for every test session.

Students will also need a credit card, a paypal account, or a debit card to register for the HiSET test. Students without any of these payment forms, may contact the local test center and ask if they can pay in cash. Typically, the center will allow this and will purchase a voucher which can be used to register for the test.

The High School Equivalency Credential

The High School Equivalency Certificate (HSEC) program academically prepares students to take a high school equivalency examination in reading, writing, mathematics, science, and social studies. In Wyoming, there are two ways that the student can earn their certificate: they can take either the G.E.D. test or the HiSET test.

The purpose of the ETS High School Equivalency Test (HiSET) is to certify a candidate's attainment of academic knowledge and skills equivalent to those of a high school graduate. HiSET scores will identify those candidates who have performed at a level consistent with high school equivalency. Information from the HiSET program will also help identify areas in which candidates are career- and college-ready, as well as areas in which additional preparation may be needed. Candidates are tested in five core areas: Language Arts – Reading, Language Arts – Writing, Mathematics, Science, and Social Studies.
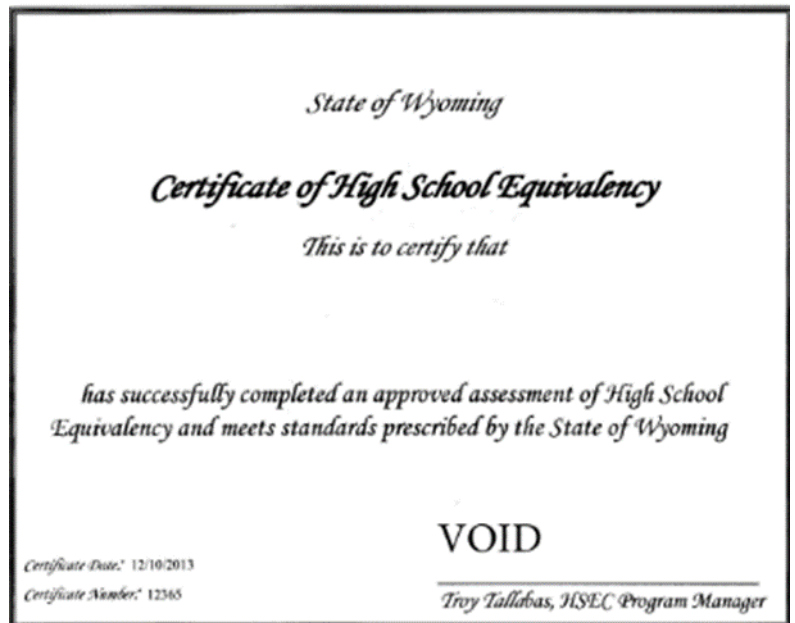
DiplomaSender

After earning a credential, students will be sent one complimentary copy of earned transcripts and of their certificate. All additional copies can be obtained by creating an account on diplomasender.com. Creating an account on DiplomaSender is very easy and requires only a social security number (ID number). Archive requests for transcripts/credentials will cost $15.00. Phone orders may also be done at 1-855-876-3774; however, there is an additional fee of $6.00 for phone orders.

The State and local programs do not maintain copies of high school equivalency credentials; consequently, all requests of this nature must be through this vendor.

II.   Forms

All forms, both optional and required, for Adult Education programs in Wyoming are available on the Commission's website at: https://communitycolleges.wy.edu/adult-education/directors/ However, copies of the forms used as of the time of this writing are presented in this chapter. Local directors are encouraged to update this chapter as forms are revised and/or new forms are added.

Forms included are:

Student Related Forms
1. Age waiver application
2. AE Referral
3. HSEC Pathways Choice
4. Student Intake
5. Educational Goal Plan
6. Adult Education Post-Testing Exception
7. Exit Checklist

Staff Related Forms
8. Confidentiality Agreement
9. New Teacher Information
10. SIA Checklist
11. Instructor Self-Assessment Levels 1-2
12. Instructor Self-Assessment Levels 3-4
13. Program Manager Assessment
14. New Instructor Checklist

Program Monitoring & Compliance Forms
15. AE Site Visit and Compliance Tool
16. Student File Checklist
17. Follow up Survey
18. Follow up Contact Log for Interviewers
19. Monthly Desk Monitoring Tool
20. Quarterly Reports

21. Mid Years Goals Report
22. Data Quality Checklist for 20/21

Budgetary Forms
23. Full Cost Budgets
24. Initial Budget
25. Benefits Detail Worksheet
26. Projected Match Funding
27. AE Budget change
28. FSR-Federal 2020
29. FSR-State 2020
30. Local Cash Match Funds Expended

Other Forms
31. Application to Use Distance Learning
32. Wyoming Distance Ed Application for New Platforms
33. IET Planning Tool
34. WIOA Career Pathways Planning Document

Student Forms

WYOMING COMMUNITY COLLEGE COMMISSION

2300 Capitol Ave. 5th Floor, Suite B | Cheyenne, WY 82002 | (307) 777-7763

www.communitycolleges.wy.edu

WYOMING
COMMUNITY COLLEGE COMMISSION

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Phone: (307) 777-7763
www.communitycolleges.wy.edu

16 and 17 Year Old: Age Waiver Application for High School Equivalency (HSEC) Testing

Instructions:

Requirements for Credential Testing:

The minimum HSEC testing age in Wyoming is 18 years old. You may not test if you are currently enrolled in school or have received an accredited high school diploma. If you are 16 or 17 you may request an age waiver for testing. To be considered, you will spend a minimum of 12 hours working with an approved Adult Basic Education (ABE) center preparing to submit your Age Waiver Application including verification that you are ready to test. During the 12 hours, you will be required to take at least one TABE test, complete required paperwork, and take an official practice test for each section of the High School Equivalency Examination. All applications must be approved by the state office **prior** to testing. Applicants for virtual testing must earn a passing score on all official practice tests in order to receive approval on the age waiver application.

Age Requirement: You are requesting special permission to participate in HSEC testing. Your application will only be considered if you meet at least one of the following criteria:

1. The school district withdrawal verification is signed by the high school principal and/or designated high school counselor stating they are in agreement that the HSEC program is your best option and they describe all other options attempted to keep you enrolled in public education explored with you and your parent or legal guardian,
2. If you are home schooled,
3. If you are court ordered,
4. Enrolled in the Wyoming Cowboy Challenge Program, or
5. If you are entering the United States armed forces. (17 years old only)

The following must be included (if required) for your Age Waiver Application to be complete:

1. If court ordered, a copy of the docket clearly showing the HSEC order and a required date of completion (if so ordered),
2. If you are enrolled in the Wyoming Youth Challenge Program, the program will submit a letter requesting an age waiver, or
3. For 17-year-old candidates entering the United States armed forces, a letter on the service branch letterhead stating when you are entering the military.

Programs submitting the application must verify that the applicant:

1. has at least one valid TABE score indicating readiness to test   3. is registered on the LACES database as an AE student
2. has at a minimum, 12 hours of instruction   4. has a 'Well Prepared" OPT score entered in LACES

The following **must be submitted as a packet** for the Age Waiver Application to be considered.

• **_Demographics_**. Must include you and your parent or legal guardian's signature. The application will not be considered and will be returned for failure to provide all required signatures.
• **_Pretest Verification_**. Submit this form to the local Adult Education center for completion.
• **_School District Withdrawal Verification_**. Submit this form to the local high school where you live. If home schooled, submit the form to your local school district office or the high school you would attend if enrolled in public school.

No student will be granted an exception from completing an age waiver. If you do not have the required documentation for the Age Waiver Application, you will not be granted an age waiver and will not be allowed to test.

Once a complete Age Waiver Application has been submitted it will be processed by the HSEC program in 2 business days.

Submit Age Waiver Applications to: Wyoming Community College Commission, HSEC Program
                                          2300 Capitol Avenue, 5th Floor, Suite B, Cheyenne, WY 82002

If you have questions about this application, contact the Wyoming Community College Commission at diane.mcqueen@wyo.gov or miranda.russell1@wyo.gov.

16 and 17-Year-Old Waiver Application
Demographics

PLEASE TYPE OR PRINT IN INK (Candidate Information)

Name: ☐ Mr. ☐ Ms._____   Date: _____

Mailing Address: _____   Date of Birth: _____

_____   Social Security #: _____

City, State Zip:_____   Phone Number: _____

Type of Test: CBT ☐   **PBT** ☐   **Virtual Testing** ☐

Test Vendor: GED® ☐ **HiSET** ☐ **ETS ID:** _____

(Must mark all applicable boxes above: eg: PBT and HiSET or GED® and CBT)

Mark the reason for the waiver request.

____ Home Schooled ____Online Academy OR _____School withdrawal:	_____Court Ordered: Required documentation:	_____Wyoming Cowboy Challenge Academy: Required	_____Armed Forces: Required documentation:

Briefly explain the circumstance checked. (Use back of this sheet or additional pages if needed.) _____

_____

_____

X_____   X_____

Applicant's Printed Name   *Parent's or Legal Guardian's Printed Name*

X_____   X_____

Applicant's Signature   *Parent's or Legal Guardian's Signature*

Your Adult Education Center will be notified by e-mail of approval or denial. If you have questions about the approval process, please call (307) 777-7775.

FOR WYOMING COMMUNITY COLLEGE COMMISSION ADMINISTRATIVE USE ONLY:

Approved ☐   Partially Approved ☐   Denied ☐   Additional Information Required ☐

Reviewed by: _____Date: _____

Comments:

Authority: The Privacy Act of 1974, 5 USC 552a, authorizes the collection of this data. **Purpose**: The Wyoming High School Equivalency Certificate (HSEC) Program will use this data to process and track an Age Waiver Application for approving an exception to underage testing. **Routine Uses**: The information will be used by and disclosed to Adult Education and HSEC staff that needs the information for activities related to your education. HSEC staff may share the data with other agencies as necessary for federally reportable education requirements. **Disclosure**: Furnishing this information (including your SSN) is voluntary; however, failure to furnish the data may delay or prevent the approval of your Age Waiver Application or any other lawful education related activity for which it has been requested.

16 and 17 Year Old Age Waiver Application
School District Withdrawal Verification

Submit this form to the local school district office.

Wyoming High School Equivalency Certificate policy states that unless court ordered a HSEC candidate must not be currently enrolled in an accredited school or have received a high school diploma. In order to verify that the candidate is eligible to participate in the HSEC program the following information is needed.

According to policy, the local school district must provide a certification the HSEC candidate has withdrawn from school **OR** was never enrolled. This must be signed by the school district representative.

Candidate's name: _____

This student is currently enrolled in this school district: ☐ Yes ☐ No If no, date withdrawn: _____

Last Grade Completed: _____ Total high school credits to date:_____ Total required for graduation;_____

Was this student home schooled: ☐ Yes ☐ No ☐ Unknown

Is the candidate incarcerated?: ☐ Yes ☐ No Where? _____

School name, address and phone:_____

_____

_____

Statement regarding High School Equivalency as the best option for candidate:

_____

_____

_____

_____

Verified by: _____

Title: _____

Date: _____

Email: _____

Please return completed form to the local Adult Basic Education Office at:

_____

_____

_____

16 and 17 Year Old
Age Waiver Application
Pretest Verification

To be completed by the Adult Basic Education Instructor.

Wyoming HSEC policy states that an age waiver applicant must demonstrate the ability to obtain passing scores prior to applying for the waiver. In order to verify that the candidate is eligible to participate in the HSEC program, the following information must be provided.

Candidate's name: _____ Verified Date_____

Subject		GED	PPT6A	PPT-7	
Math	Score				
	Date				
Writing (or RLA)	Score				
	Date				
Reading	Score				
	Date				
Science	Score				
	Date				
Social Studies	Score				
	Date				

Subject		OPT6a	OPT7	OPT8	OPT9	OPT 10
Math	Score					
	Date					
Writing (or RLA)	Score					
	Date					
Reading	Score					
	Date					
Science	Score					
	Date					
Social Studies	Score					
	Date					

(If using HiSET: Scores must be 'Well Prepared" (WP) at a minimum. If using GED Ready, a "Likely to Pass" (LTP) is required in all subjects.)

All tests MUST be proctored at a WY Adult Education Center. Free Practice Tests (FPT)'s many NOT be used as part of the Age Waiver Application.

Facility name, address and phone number: _____

_____

Comments: _____

AE Instructor(s) [Name & Email]: _____

Chief Examiner Name, e-mail:_____

Other contact, Name, e-mail: _____

Only AE/Testing staff on this form will be notified of waiver decisions. State Staff will not decide who to include.

There are multiple pathways to your Wyoming

High School Equivalency Certificate

The 2014 GED® Test

- **Computer Based**
- **Virtual Testing**
- **Subject areas**: Reasoning Through Language Arts, Science, Social Studies, Mathematical Reasoning
- **Up to 2 free retakes**
- **GED Ready** (official practice tests) $6 per subject
- **Exam**: $80 for the Full Test Battery

High School Equivalency Test HiSET®

- **Computer or Paper-based**
- **Virtual Testing**
- **Subject areas:** Langauge Arts: Reading, Writing, Science, Social Studies, Mathematics
- **Up to 2 free retakes, per individual**
- **Official Practices Tests:** Free for Enrolled Students
- **Non-refundable**: $53.75 for Computer-Based, $75 for Paper-Based, $143.75 for Virtual Test

Wyoming High School Equivalency Certificate Program
2300 Capitol Avenue, 5th Floor, Suite B
Cheyenne, Wyoming 82002
307.777.7885

Wyoming High School Equivalency Certificate
WYOMING COMMUNITY COLLEGES

For a List of High School Equivalency testing locations in your area:
https://communitycolleges.wy.edu/high-school-equivalency/

All tests are considered equal by JobCorps, College Financial Aid, the U.S. Military & Employers!

I choose the GED ☐ or the HiSET ☐ for my High School Equivalency test.

Student Signature: _____

Instructor/Director Signature;_____

Test Center Signature (where applicable):_____

Both options are not available at all test centers. Some restrictions apply. Examinees must beet certain eligibility requirements. Additional services and local Administrative fees are not included in the prices shown. Inquire at local testing center for complete details.

(ETS) HiSET

Are You Ready to Take the *HiSET*® Exam?

Preparation is the key to doing your best on the *HiSET*® exam. You can estimate how well prepared you are for the actual test using the chart below.

1. First, count how many questions you answered correctly on each practice test. Do not include any questions that you did not answer or that you answered incorrectly.

2. Then find the number of questions you answered correctly in the table below to see an estimate of how ready you are to take the HiSET exam.

	Not yet prepared	Somewhat prepared	Prepared	Well prepared
Math				
Released 2020				
Official Practice Test OPT10	0–7	8–9	10–12	13+
Reading				
Released 2020				
Official Practice Test OPT10	0–14	15–17	18–21	22+
Writing				
Released 2020				
Official Practice Test OPT10	0–11	12–14	15–20	21+
Science				
Released 2020				
Official Practice Test OPT10	0–11	12–14	15–17	18+
Social Studies				
Released 2020				
Official Practice Test OPT10	0–12	13–15	16–18	19+
Math				
Released 2019				
Official Practice Test OPT9	0–6	7	8–9	10+
Reading				
Released 2019				
Official Practice Test OPT9	0–13	14–15	16–17	18+

	Not yet prepared	Somewhat prepared	Prepared	Well prepared
Writing				
Released 2019				
Official Practice Test OPT9	0–12	13–15	16–21	22+
Science				
Released 2019				
Official Practice Test OPT9	0–12	13–15	16–19	20+
Social Studies				
Released 2019				
Official Practice Test OPT9	0–12	13–15	16–17	18+
Math				
Released 2018				
Official Practice Test OPT8	0–5	6	7	8+
Reading				
Released 2018				
Official Practice Test OPT8	0–13	14–16	17–20	21+
Writing				
Released 2018				
Official Practice Test OPT8	0–9	10	11–14	15+
Science				
Released 2018				
Official Practice Test OPT8	0–9	10–12	13–14	15+
Social Studies				
Released 2018				
Official Practice Test OPT8	0–9	10–11	12–13	14+
Math				
Released 2017				
Free Practice Test FPT7	0–6	7–8	9–10	11+
Paid Practice Test PPT7	0–5	6–8	9–10	11+
Official Practice Test OPT7	0–7	8–9	10–11	12+

	Not yet prepared	Somewhat prepared	Prepared	Well prepared
Reading				
Released 2017				
Free Practice Test FPT7	0–10	11–12	13–15	16+
Paid Practice Test PPT7	0–9	10–12	13–16	17+
Official Practice Test OPT7	0–12	13–14	15–16	17+
Writing				
Released 2017				
Free Practice Test FPT7	0–10	11–12	13–17	18+
Paid Practice Test PPT7	0–11	12–14	15–20	21+
Official Practice Test OPT7	0–11	12–14	15–19	20+
Science				
Released 2017				
Free Practice Test FPT7	0–10	11–13	14–16	17+
Paid Practice Test PPT7	0–10	11–13	14–16	17+
Official Practice Test OPT7	0–11	12–14	15–16	17+
Social Studies				
Released 2017				
Free Practice Test FPT7	0–10	11–13	14–16	17+
Paid Practice Test PPT7	0–11	12–14	15–16	17+
Official Practice Test OPT7	0–12	13–15	16–17	18+
Math				
Released 2016				
Free Practice Test FPT-6A	0–7	8–9	10–11	12+
Paid Practice Test PPT-6A	0–7	8–9	10–11	12+
Official Practice Test OPT-6A	0–7	8–9	10–11	12+
Reading				
Released 2016				
Free Practice Test FPT-6A	0–8	9–11	12–14	15+
Paid Practice Test PPT-6A	0–12	13–14	15–16	17+
Official Practice Test OPT-6A	0–11	12–13	14–15	16+

	Not yet prepared	Somewhat prepared	Prepared	Well prepared
Writing				
Released 2016				
Free Practice Test FPT-6A	0–10	11–13	14–18	19+
Paid Practice Test PPT-6A	0–9	10–12	13–17	18+
Official Practice Test OPT-6A	0–13	14–16	17–20	21+
Science				
Released 2016				
Free Practice Test FPT-6A	0–8	9–10	11–13	14+
Paid Practice Test PPT-6A	0–9	10–12	13–15	16+
Official Practice Test OPT-6A	0–8	9–10	11–13	14+
Social Studies				
Released 2016				
Free Practice Test FPT-6A	0–9	10–12	13–16	17+
Paid Practice Test PPT-6A	0–10	11–12	13–15	16+
Official Practice Test OPT-6A	0–10	11–12	13–15	16+

If you fall in the "Not yet prepared" or "Somewhat prepared" categories, you may want to do additional preparation before you take the exam. Visit **hiset.ets.org/prepare/overview** to find useful tips, strategies and free preparation materials, including the downloadable Study Companion.

- Practice tests are intended to complement your preparation and classroom instruction. They will not fully prepare students for the actual HiSET exams.

- Each practice test is approximately half the length of the HiSET exam and may not represent every type of item on the exam.

- The "Well prepared" category scores are not indicators of college and career readiness. They are meant to help provide guidance on the likelihood of a student passing the HiSET exam. Visit **https://hiset.ets.org/after/scores-for-college/** to learn how the HiSET exam reflects college and career readiness.

ETS HiSET

HiSET® Program Language Arts — Writing Test

Writing Response Scoring Guide

Score	Explanation
1	**INADEQUATE COMPETENCE** *Essays at this score point demonstrate inadequate competence in writing an argument on a given topic.* A typical response in this category exhibits ONE OR MORE of the following characteristics: • provides little or no evidence of understanding the topic • may present a position on the topic but provides little evidence of the ability to develop or organize a response • copies and/or paraphrases all ideas from the provided texts • has severe problems in language and sentence structure that persistently interfere with meaning • contains pervasive errors in grammar, usage or mechanics that result in incoherence
2	**LIMITED COMPETENCE** *Essays at this score point demonstrate limited competence in writing an argument on a given topic. Their positions may be unclear, and they may develop their positions with little relevant reasoning or support.* A typical response in this category exhibits ONE OR MORE of the following characteristics: • is unclear or seriously limited in presenting or developing a position on the topic • provides few relevant reasons or examples in support of its claims and/or may rely too heavily on the texts without integrating or interpreting the text information • is poorly focused and/or poorly organized • has serious problems in language and sentence structure that can interfere with meaning • contains serious errors in grammar, usage or mechanics that may obscure meaning

Score	Explanation
3	**SOME COMPETENCE** *Essays at this score point demonstrate some competence in writing an argument on a given topic and develop their positions with reasoning that may lack clarity and with support that may lack development or that is vague.* A typical response in this category exhibits ONE OR MORE of the following characteristics: • has an evident position on the topic, but it may be vague • presents generalizations without specific support or reasons simplistically when developing a position; may use examples from the provided texts, but fails to integrate or misconstrues the meaning of some of them • may lack focus and/or clear organization in places or may lack connections or transitions between ideas • has problems in language and sentence structure that result in a lack of clarity • contains occasional major errors or frequent minor errors in grammar, usage or mechanics that can interfere with meaning
4	**COMPETENT** *Essays at this score point demonstrate competence in writing an argument on a given topic and develop their positions with generally clear reasoning and relevant support.* A typical response in this category largely accomplishes all of the following: • presents a generally clear position on the topic • develops a position using some relevant reasons or examples from the provided texts and/or personal experience, although some support may be uneven • maintains adequate focus and organization, although transitions may be simple • demonstrates satisfactory control of language, conveying ideas with acceptable clarity • generally demonstrates competent control of the conventions of standard written English but may have some errors

Score	Explanation
5	**CLEARLY COMPETENT** *Essays at this score point demonstrate clear competence in writing an argument on a given topic and develop their positions with valid and reasoned support.* A typical response in this category largely accomplishes all of the following: • articulates a generally clear and considered position on the topic • develops a position well, using generally sound reasoning or examples integrated from the provided texts and/or personal experience • presents a focused and generally well-organized position, connecting ideas appropriately • conveys ideas clearly, using appropriate vocabulary and sentence variety • demonstrates clear competency with the conventions of standard written English but may have minor errors
6	**HIGHLY COMPETENT** *Essays at this score point demonstrate a high degree of competence in writing an argument on a given topic and develop their positions with effective and well-reasoned support.* A typical response in this category largely accomplishes all of the following: • articulates a clear and well-considered position on the topic • develops a position effectively and sufficiently, using generally persuasive reasoning or examples integrated from the provided texts and/or personal experience • presents a coherently organized position, connecting ideas effectively • conveys ideas precisely, using effective vocabulary and sentence variety • demonstrates a high degree of competence with the conventions of standard written English (i.e., grammar, usage and mechanics) but may have minor errors

Adult Education
Request for Referral

Local Provider:
☐ Casper College   ☐ Central Wyoming College   ☐ Eastern Wyoming College
☐ LCCC: Cheyenne   ☐ Northwest College   ☐ NWCCD
☐ LCCC: Laramie   ☐ Uinta: BOCES #1   ☐ Western Wyoming College
☐ WY Department of Corrections

Name of Student:_____   Date of Birth:_____

Contact Number:_____   Email:_____

I hereby request information for referrals to the following service provider(s):

☐ **Wyoming Department of Workforce Services for: (please check all that apply)**
    ☐ Job Referrals   ☐ Career Explorations   ☐ Veterans' Services
    ☐ WY at Work Registration/Orientation ☐ Mock Interviews ☐ Work Experience
    ☐ Preparing for an Interview ☐ Resume/Cover Letter Writing ☐ Financial Literacy
    ☐ Other: _____
        (please specify)

☐ **Wyoming Department of Vocational Rehabilitation: (please check all that apply)**
    ☐ Orientation   ☐ Accommodations Testing

☐ **Wyoming Department of Family Services for: (please check all that apply)**
    ☐ Supplemental Nutrition Assistance Program ☐ Cent$ible Nutrition Program ☐ Juvenile Services
    ☐ Weatherization Assistance Program ☐ Child Care Assistance ☐ Telephone Assistance
    ☐ Low Income Energy Assistance ☐ Homeless Service ☐ Other: _____
                                          (please specify)

☐ **Medical/Dental**
    ☐ Medical Care   ☐ Dental Care   ☐ Mental Health
    ☐ Optometry (Vision)   ☐ Audiology (Hearing)   ☐ Treatment Facility
    ☐ Public Health   ☐ Other:_____
                         (please specify)

☐ **Educational Facility**
    Postsecondary   ☐ Training Provider   ☐ Career & Technical Education

☐ **Sexual Assault & Family Violence Services**
☐ **Social Services**
☐ **(Pre) Apprenticeship Program**
☐ **Transportation**
☐ **Wraparound Services**
☐ **Other:_____**
    (please specify)

☐ **By Checking This Box, I am choosing NOT to be referred.**

I give permission for the Adult Education Center at _____ to contact me about these referrals & assist in notifying the agencies I requested by passing my name and contact information to the proper resources.

Signature:_____   **Date:_____**

For Office Use Only:

Referral(s) Made to:_____   **Date:_____**

1) Wyoming Department of Workforce Services

Session Name	Description
Job Referrals	Workforce Specialist reviews skills and employment opportunities available.
Career Explorations	One-on-One using assessments to help narrow down career interests
Wyoming at Work Registration/Orientation	Employment specialists provide training on how to use the Wyoming at Work system for your benefit as a job seeker.
Mock Interviews	One-on-one practice interview with at least two Workforce Specialists.
Preparing for an Interview	Workshops specializing in how to properly prepare for a job interview.
Resume & Cover Letter Workshop	Workshop specializing in writing cover letters & different types of resumes.
Veterans' Services	Services provided to qualified Veterans' seeking employment.
Work Experience	Learn about the possibility to develop work readiness, career exploration in a work place for out of school youth and young adults (16-24)
Financial Literacy	Workshop discussing how to control & budget your money.

2) Wyoming Department of Vocational Rehabilitation

Session Name	Description
Orientation	Possible assistance for individuals with disabilities
Accommodations	Testing for accommodations.

3) Wyoming Department of Family Services

Session Name	Description
Supplemental Nutrition Assistance Program	SNAP provides monthly benefits that help low-income households buy the food they need for good health.
Cent$ible Nutrition Program	CNP offers free cooking & nutrition education classes for both children & adults.
Child Care Assistance	The Child Care Subsidy Program helps low-income families pay for the cost of care when the parent(s) are working or in school or training
Juvenile Services	Independent Living Program focuses on helping qualified youth become self sufficient./ Youth may be eligible for education & training vouchers.
Low Income Energy Assistance	LIEAP pays part of winter home heating bills for eligible people.
Weatherization Assistance Program	The WAP helps households save money on home heating costs by improving their energy efficiency.
Homeless Service	The Wyoming Homeless Services Program partners with the Wyoming Homeless Collaborative to assist individuals (including unaccompanied youth) and families experiencing homelessness
Telephone Assistance	Lifeline is a federal discount program that lowers the monthly cost of phone or internet service.

4) General Definitions

	Description
Wraparound Services	Wraparound is designed for high-risk children and adolescents with the most complex needs. A treatment team develops a plan that is designed to meet the needs of the child and family in all aspects of their life, including: personal and community safety; family life; education; employment; recreation; emotional and physical health; spiritual and cultural needs; housing and issues related to the legal system and restorative justice.

WY Student Intake Form

Survey: ☐ Yes ☐ No

Revised: October

Intake Date: Month / Day / Year	New Student: ☐Yes ☐No **PoP:** ☐1 ☐2 ☐3 Former Program:	
Intake Person:	Current Primary Program:	College ID#:
Lead Instructor:	☐ Adult Education ☐ ELA	LACES ID#:
Site:	☐ IET ☐ Corrections Facility	NRS Pro Access Code#:
Residence Area: ☐ Rural ☐ Urban	☐ Transitions: ☐ Other:	Other ID#:

Student Information

Social Security #: — —	Birth Date: Month / Day / Year	Age at Enrollment:
Last Name:		Full Legal First Name:
Middle Initial:	Other Names:	
Mailing Address:		
City:	State:	Zip: County:
Home Phone:		Work Phone:
Cell/Mobile Phone:		E-Mail Address:
Emergency Contact Person:		Phone # and Relationship:

GENDER	BARRIERS	WORK STATUS	PUBLIC ASSISTANCE	FAMILY INFO	DISABILITY
☐ Female ☐ Male	☐ Cultural Barriers	**Employed**:	(Student currently receives financial assistance from federal, state or local government agency)	Student's Marital Status:	☐ None
ETHNICITY	☐ Disabled (All ages)	☐ Full-Time		☐ Single	☐ Learning Disability
1) Choose only one (1):	☐ Displaced Homemaker	☐ Part-Time		☐ Married	☐ Physical Disability
☐ Hispanic/Latino	☐ Economic Disadvantage	Company: _____ Occupation:_____	☐ Total Disability or Aid to the Blind	☐ Separated	Is your disability documented?
☐ Not Hispanic/Latino AND	☐ English Language Learners	**Employed but:**	☐ SNAP (Food Stamps)	☐ Divorced	☐ Yes ☐ No
2) Check all that apply:	☐ Ex Offender	☐ Received notice	☐ Refugee Cash Assistance	☐ Widowed	After reading the ***Disability Statement** below, please answer the following question:
☐ American Indian or Alaskan Native	☐ Exiting TANF Within Two Years	☐ Military Separation	☐ TANF/Cash Assistance	**IMMIGRATION INFO**	
☐ Asian	☐ Foster Care Youth (Inc. Aged out)	☐ **Unemployed and Actively Seeking Job**	☐ Old Age Assistance (Special Program)	☐ Immigrant or Refugee	Would you like additional information about accommodations?
☐ Black or African American	☐ Long Term Unemployed	☐ Dislocated Worker	☐ Local (Housing, WIC, etc.)	Country of Origin: _____	☐ Yes
☐ Native Hawaiian or other Pacific Islander	☐ Low Literacy Levels	**Not in the Labor Force**: ☐ Stay-at-Home Parent	☐ None of the Above	**FAMILY INCOME**	☐ No
☐ White	☐ Migrant Farmworker ☐ Seasonal Farmworker	☐ Retired ☐ Institutionalized		Family Income: _____ per month _____ per year	
	☐ Single Parent or Guardian				
	☐ Homeless, (Inc. Runaway youth) Homeless Site: _____	**Registered on Wyoming at Work?** ☐ Yes ☐ No Date of Registration: _____		Number of Dependents _____	

REFERRAL SOURCE

Referred to program by:

☐ Advertisement (please specify): _____ ☐Workforce Center/Employment Service

☐ Family Member ☐   Vocational Rehabilitation ☐   Friend ☐ Family Services ☐   Court/Probation & Parole ☐   Other: _____

If referred by an agency, please list contact person's name and phone number:

Referred by (Name):   Phone:

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*Disability Statement: Accommodations can be provided to students with documented disabilities. Disclosure of a disability is voluntary and no negative treatment will result if a disability is not disclosed. All information is confidential, and accommodations are provided only to students who request them.

EDUCATION

***Enter the highest level of schooling or degree attained for each student in US or non-us-based schooling. Use the last year of schooling that was completed to identify if it is to be recorded as US Based or Non-US Based Schooling.

Highest Degree or Level of School Completed ***	US Based Schooling	Non-US Based Schooling
No schooling		
Grades 1-5		
Grades 6-8		
Grades 9-12 (no diploma)		
Secondary School Diploma or alternate credential		
Secondary School Equivalent		
Some Postsecondary education, no degree		
Postsecondary or professional degree		
Unknown		

Last school attended:	In what city, state or country:

Reason for leaving:

REASON(S) FOR ATTENDING THIS PROGRAM

☐ Court Ordered   ☐ Obtain Citizenship Skills   ☐ Improve Employment Skills   ☐ Improve Math Skills

☐ Obtain a Job   ☐ Improve English Skills   ☐ Obtain Career Readiness Certificate ☐ Improve Basic Literacy Skills

☐ Enter College   ☐ Get a Better Job   ☐ Enter Career or Technical Education ☐ Improve Basic Computer Literacy Skills

☐ Retain Current Job   ☐ Improve Current Job   ☐ Increase Inv. in Child(ren)'s Educ.   ☐ Other: _____

☐ Obtain HSEC (High School Equivalency Certificate)

SURVEY FOLLOW-UP INFORMATION

Please check your preferred method of contact: ☐Phone   ☐Mail   ☐E-Mail   ☐Personal Contact

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NOTICE OF STATUS: ☐J-1 Au Pair   ☐F-1 Student Visa   ☐My status is not one of these / Other: _____

RELEASE OF INFORMATION

I authorize the Wyoming Community College Commission (WCCC) and my local Adult Education (AE) program to use, report and release the Personally Identifiable Information (PII) contained in my AE program records, instructional plan, assessment outcomes, credential progress and attainment, and accommodation documentation (if any was provided) and to access, use, and report my Employment Data (unemployment and wage records) from the Department of Workforce Services and my local One-Stop service center, for purposes of education and/or employment research, planning, and reporting as required by state policy and federal regulations. This will include follow-up employment data and other educational records and information that will only be reported in aggregated form. I understand that state government files will be accessed to obtain this information and will only be used for the purposes mentioned herein without specific authorization for any other use. I acknowledge WCCC fully supports the mandates of the federal Family Educational Rights and Privacy Act and 20 CFR, Chapter V, 603.5(d)(2)(i). I understand these statements fully and authorize the use of my "program", PII and employment data for official purposes only, as approved by my signature below.

Student Signature: (Blue or Black Ink Only)	Date:
Parent/Guardian Signature: (Blue or Black Ink Only)	Date:

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Definitions Page for Wyoming Student Data:

ETHNICITY:

Hispanic / Latino: a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.

American Indian or Alaskan Native: a member of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation, which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

Asian: a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black / African American: a person having origins in any of the black racial groups of Africa.

Native Hawaiian / Other Pacific Islander: a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

More Than One Race: a person having origins in more than one racial category.

BARRIERS:

Cultural Barriers: an individual who perceives him or herself as possessing attitudes, beliefs, customs or practices that influence a way of thinking, acting or working that may serve as a hindrance to employment.

Disabled: a person who has any "disability" as defined in the Americans with Disabilities Act. A "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities.

Displaced Homemaker: a person who has been providing unpaid services to family members in the home and who: has been dependent on the income of another family member but is no longer supported by that income;
or is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment, or a call or order to active duty, a permanent change of station, or the service-connected death or disability of the member;
and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Economic Disadvantage: (Low income status): an individual who:
(a) In the 6 months prior to application to the program has received: (i) Assistance through the supplemental nutrition assistance program (SNAP); (ii) Assistance through the temporary assistance for needy families (TANF) program; (iii) Assistance of supplemental security income program (SSI); or (iv) State or local income-based public assistance.
(b) total family income does not exceed 70% of the lower living standard income level;
(c) Is a youth who receives a free or reduced price lunch;
(d) Is a foster child on behalf of whom State or local government payments are made;
(e) Is a participant with a disability whose own income is the poverty line but who is a member of a family whose income does not meet this requirement;
(f) Is a homeless participant or a homeless child or youth or runaway youth; or
(g) Is a youth living in a high-poverty area.

English Language Learner: a person who has limited ability in speaking, reading, writing or understanding the English language **and** also meets at least one of the following two conditions (a) his or her native language is a language other than English, **or** (b) he or she lives in a family or community environment where a language other than English is the dominant language.

Ex Offender: a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.

Exiting TANF Within Two Years: if the participant, at program entry, is within 2 years of exhausting lifetime eligibility regardless of whether receiving these benefits at program entry.

Foster Care Youth (Inc. Aged out): a person who is currently in foster care or has aged out of the foster care system.

Long Term Unemployed: if, at program entry, he/she has been unemployed for 27 or more consecutive weeks.

Low Literacy Levels: if the participant is, at program entry:
A) a youth, who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; **or** B) a youth or adult, who is unable to compute and solve problems, or read, write, or speak English at a level necessary to function on the job, in the participant's family, or in society.

Migrant Farmworker: 1. A low-income individual who: for 12 consecutive months out of 24 months prior to program entry, has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment; **and** faces multiple barriers to economic self-sufficiency. 2 A seasonal farmworker and whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day. 3 A dependent of the individual described as a seasonal or migrant seasonal farmworker above.

Single Parent or Guardian: if single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women).

Homeless (Inc. Runaway youth): a person without a fixed, regular, and adequate nighttime residence; or runaway youth

WORK STATUS:

Employed: The participant, at program entry, (a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her own business, profession, or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.

Employed, but Received Notice of Termination of Employment or Military Separation is pending: The participant, at program entry, is a person who, although employed, either (a) has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or (b) is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement).

Not in the labor force: The participant, at program entry, is not in the labor force (i.e., those who are not employed and are not actively looking for work, including those who are incarcerated).

Unemployed: The participant, at program entry, is not employed but is seeking employment, makes specific effort to find a job, and is available for work.

FAMILY INCOME:

If the student is single, divorced or widowed, regardless of their age or who they live with, the income is only for the individual. If the student is married, income is for both the student and his or her spouse. Income includes all in the list that follows. Dependents are only the children of the student.

INCLUDED INCOME TYPES:

Listed below are sources of income that are commonly included when figuring WIOA income eligibility. The list is not all-inclusive.

- Unemployment Insurance Benefits
- Child Support Payments
- Old Age Survivors Insurance Benefits
- Social Security Disability Income (SSDI) payments
- Alimony payments
- College or university grants, fellowships, and assistant-ship programs if not need based
- Dividend/interest income
- Gross Wages
- Indian per capita payments (amount received in excess of $2000 per person)
- Net contest, gambling, and lottery income
- Net royalties
- Net rental income
- Pensions whether private, government, or military including IRA
- Periodic receipts from estates or trusts
- Railroad retirement
- Regular support from an absent family member or someone not living in the household
- Regular insurance policy or annuity payments
- Severance Pay
- Scholarships that are not needs-based
- Soil bank payments
- Strike benefits from union funds
- Workers' Compensation payments (except Permanent Partial Disability payments)
- Self-Employment Income
- Business expenses include only expenses incurred or chargeable in the six-month verification period, which the business has paid.

Excluded Income Types (DO NOT include the following items as income)

- Any assets drawn down as withdrawals from a bank, the sale of property, a house or a car
- Capital gains
- Emergency assistance payments
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Work-Study (FWS)
- Foster child care payments
- General assistance or general relief
- Gifts or loans

- Income earned while on active military duty by veteran when discharge has taken place in the last six months and certain other veterans' benefits (i.e., compensation for service-connected disability, compensation for service-connected death, vocational rehabilitation, and education assistance)
- Military income earned while on active duty or reserved duty (Ref. TEGL 3-15 Section 8)
  Note: When past income is an eligibility determinant for Federal employment or training programs, any amounts received as military pay or allowances by any person who served on active duty, and certain other specified benefits must be disregarded for the veteran and for other individuals for whom those amounts would normally be applied in making an eligibility determination. Military earnings are not to be included when calculating income for veterans or transitioning service members for this priority, in accordance with 38 U.S.C. 4213.)
- Military family allotment including Basic Allowance for Subsistence (BAS) – indicated as Subsistence (rations – food) on the pay statement, and Basic Allowance for Housing (BAH)
- Indian per capita payments (the first $2000 received per person)
- Lump-sum inheritances, onetime insurance payments or compensation for injury
- Needs-based scholarship assistance
- Noncash benefits such as employer paid fringe benefits, food or housing received in lieu of wages, Medicare, Medicaid, Food Stamps, school meals, and housing
- Pell grants
- Stafford and Perkins loans
- Supplemental Security Income (SSI)
- TANF (POWER) payments
- Tax refunds
- TRA payments
- WIOA training payments (except income earned while on an OJT)

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Educational Goal Plan

Directions: This form should be completed by the student to identify the reasons for enrollment and to set programmatic goals for enrollment into Adult Education (AE) programs in Wyoming. Once completed, the form must be submitted to the local AE center and the items will be reviewed and discussed with the student. Both student and instructor/director signatures are required. A copy of this signed plan must be given to the student for reference with another copy being retained by the local program.

I, _____, have selected to enroll in Adult Education for the following program

(Please Print Your Name) of study: (check all that apply)

☐ Workplace Literacy   ☐ Workforce Preparation

☐ Integrated Education and Training (IET)   ☐ Bridge Program

☐ Integrated English Literacy and Civics Education (IECLE)   ☐ Transitions to College

☐ High School Equivalency Certification Preparation (HSEC)   ☐ General Adult Education

☐ English Language Acquisition (ELA)   ☐ Concurrent Enrollment

☐ Work Experience/On-the-Job-training (OJT)/Internships/Apprenticeships

I have selected the following goal(s) as part of my justification for enrollment into the program:

Goal	Goal Definition	Date Set
Educational		
☐ Improve Literacy Skills	Improve literacy skills, numeracy skills, financial literacy, critical and analytical thinking abilities.	
☐ Obtain HSEC credential	Achieve sufficient skills to pass the High School Equivalency Credential assessments.	
☐ Enroll in college / training program	Enroll in postsecondary education/training program to earn an industry recognized credential.	
☐ Improve Digital Literacy	Obtain or increase basic computer operational skills as needed for education, employment, or for social needs.	
☐ Improve English Language Skills	Improve overall skills in the English language (e.g. listening, speaking, reading, writing) , civics education, and numeracy.	
Economic		
☐ Improve Workforce Readiness Skills	Improve workplace productivity skills and employability skills such as communication, motivation & initiative, leadership, reliability & dependability, following instructions, team work, patience, and adaptability.	
☐ Obtain Employment	Obtain a job by the end of the second and/or fourth quarter after completing a program of study in Adult Education.	
☐ Participate in OJT's	Participate and/or be placed into any type of On-The-Job-Training program to develop the skills necessary for an identified career.	
Social		
☐ Obtain Citizenship Skills	Obtain skills to pass the U.S. citizenship test.	
☐ Reduce Dependency on Governmental Benefits	Improve employability skills to reduce dependency on governmental benefits, such as TANF, food stamps, WIC, etc.	
Other		
☐ Family Literacy	Increase involvement in child(ren)'s education by assisting them with schoolwork, increasing contact with child(ren)'s teacher(s), and becoming more involved with child(ren)'s school activities.	
☐ Personal	Any other goal related to instruction with a clearly defined outcome. Please define your personal goal:_____	

I understand that my goals must be obtainable within the program year.

_____   _____

Student Signature   Date

_____   _____

Instructor Signature   Date

Wyoming Adult Education Post-Testing Exception Form

(A signed copy with the local director's signature must be kept in the student file for monitoring and/or auditing purposes. A copy must also be uploaded into LACES in the document section. Exceptions are to be rare and limited.)

Provider Information

Date:

Program Name:

Person Submitting:

Student Information

Student DOB:

Student Name:

Student's number of attendance hours:

PLEASE NOTE: YOU MUST PROVIDE BOTH A <u>REASON FOR THE REQUEST</u> AS WELL AS <u>EVIDENCE</u> OF POSSIBLE GAIN TO BE IN COMPLANCE WITH THE ASSESSMENT POLICY.

Reason for Request <u>documented in student file</u> and attached to this form

☐ Student has received at least 30 hours of contact and instruction, is ready to take his/her last High School Equivalency test, and has stated that he/she will not return to class after completing the test

☐ Release from prison with a Planned Release Date before 45 hours of instruction will be acquired

☐ Student has accrued 30 or more hours between program years and since last test

☐ Other, please explain:

idence of possible gain that has been <u>placed in student file</u> and attached to this form

☐ A passing High School Equivalency Test score or a HiSET Official Practice Test with a result of "adequately prepared" or higher

☐ Classroom assessments that indicate a significant skill gain

☐ Student has accrued 30 or more hours and is moving out of the area. There is a possibility of gain.

☐ Other, please explain:

Director's signed approval has been <u>placed in student file</u>

☐ Director has approved this request(Director signature)_____

Date of approval:_____

EXIT CHECKLIST

STUDENT'S NAME:	SITE:

To be filled out when the student exits the program.

Is the student done this year?   YES NO   Does the student carry over to the next year?   YES   NO

Student's Main Goal was (please list) _____   Met goal? YES NO Date Met _____

Student's Secondary Goal was (please list) _____   Met goal? YES NO Date Met ___

If gain employment was a goal met, where is he/she employed? _____

If get a better job was a goal, where is he/she now employed? _____

Family income at intake _____   Family income now _____

If receiving public assistance at intake, are they still receiving public assistance?   YES   NO

Check all that apply.

___ Entered employment. Date _____   ___ Retained employment. Date _____

___ Advanced in his/her job. Date _____   ___ Obtained HSEC. Date _____

___ Placed in postsecondary. Date _____   ___ Removed from public assistance. Date _____

___ Achieved citizenship skills. Date _____

___ Increased involvement in children's education. Date & How was involvement increased? _____
_____

Main reason student exited the program (please choose one from the list below):

Other exit reasons:

☐ Achieved reason for enrollment	☐ Instruction not helpful
☐ Completed class	☐ Instructor was not good
☐ Hasn't attended for 90+ days	☐ Program didn't satisfy personal goals
☐ Illness/Incapacity	☐ Not satisfied with program
☐ Lack of child care	☐ Moved
☐ Lack of transportation	☐ Entered employment
☐ Family problems	☐ Entered other education or training program
☐ Time or location of services not feasible	☐ Don't Know/Refused
☐ Lack of interest	☐ Other

DATE OF LAST ATTENDANCE:	DATE OF LAST HOURS: (to be completed by main office)

Exit forms must be submitted within 2 weeks of a student exiting a program.

Staff Related Forms

WYOMING ADULT BASIC EDUCATION
INSTRUCTOR INFORMATION

Name: _____

Program: _____City:_____

E-Mail Address: _____

Telephone Number: _____

Education Level Attained:
Some College Courses: _____ Associates Degree: _____

Bachelor: _____   **Major(s):** _____   **Minor(s):_____**

Masters: _____   **Major(s):** _____

Doctorate: _____   **Major(s):** _____

What is your teaching area? (Check all that apply)
ABE Full Time _____   ABE Part Time _____
ESL Full Time _____   ESL Part Time _____
AEL/ESL Full Time _____   ABE/ESL Part Time _____
IELCE_____   Corrections _____

Function	Adult Education Personnel	
	Part-time Personnel check	**Full-time Personnel** check
Local Teachers		
Teachers' Years of Experience		
Less than one year		
One to three years		
More than three years		
Teacher Certification		
Not certified		
Adult Education Certificate		
K-12 Certification		
Special Education Certification		
TESOL Certification		

_____

Instructor Signature   **Date**

CONFIDENTIALITY/NON-DISCLOSURE AGREEMENT
PARTICIPANT'S SIGNATURE PAGE

1.   Contact Information: (Participant must complete top portion & sign at the bottom.)

Name (Printed): _____

Work Address: _____

City: _____

State: _____

Zip Code: _____

Telephone: _____

E-Mail Address: _____

2.   By Participant's signature, Participant agrees to be bound by this Agreement that they hold in strict confidence and will not disclose any employment information contained within the LACES database. The Adult Education Program will consider any improper disclosure of any information considered confidential under federal or state law to be serious misconduct. All Participants are to be made aware that all information collected under the auspices of Adult Education can be used only for purposes outlined in the WIOA. Furthermore, individuals may be subject to civil penalties under the Privacy Protection Act of 1974 as amended by the Computer Matching and Privacy Protection Act of 1988 (5 USC Sec 552a), as well as subject to criminal penalties under the Confidential Information Protection and Statistical Efficiency Act of 2002 (Title V of PL 107-347), depending on the nature and extent of the disclosure.

A.   Certification. The Participant agrees to be subject to the conditions of Confidentiality and Non-Disclosure Agreement.

3.   This signature page is hereby incorporated into the Annual Grant Agreement and associated responsibilities until terminated.

AE CENTER DIRECTOR:

_____   _____
Signature   Date

LACES User:

_____   _____
LACES User Signature   Date

Standards-in-Action

Instructor:_____   Date of Observation:_____

Observed by:_____

Type of Class:

___   General Literacy   ___   ELA   ___   HSEC

___   IET Program: ___   CAPD   ___   Other: (Define)
       ___ C.N.A.
       ___ C.D.L.
       ___ Welding
       ___ Other

Activities which occurred during observation:

___   Intake process on new student(s)   ___   Testing
                                                    __ TABE   ___OPT
___   Start Smart   ___   Instruction
___   PowerPath screenings   ___   Computer Literacy
___   Other: (Define)

Class Profile: A brief description of the class

Learning Environment -arranges the classroom to maximize learning and provide a safe environment -establishes clear expectations -establishes a climate of trust/teamwork -promotes & respects students' diversity -listens and pays attention to students' needs and responses	**Specific Examples:**
	☐ **Evident** ☐ **Not Evident**

Part One: For Lesson Observations
Complete this section if observation includes a
teaching session.
Effective Teaching and Learning Practices

	E/NFE	Evidence
1. Curriculum *content* of the lessons is aligned to the demands of standards.[1]		
a. Instructor presents lesson **clearly reflecting** the concepts/skills of one or more of the standards.		
b. Instructor **outlines** a well-defined standards-based lesson objective stated in terms of the **desired student learning outcomes.**		
c. Students use **resources** directly **related to** the **targeted standards**.		
2. *Cognitive level* of learning activities is aligned to the demands of the standards.	**E/NFE**	**Evidence**
a. Instructor poses **questions that stimulate** student **thinking** beyond recall.		
b. Instructor allows **appropriate wait-time** (3 or more seconds) after posing questions.		
c. Instructor asks students **to elaborate on and justify their answers.**		
d. Instructor activates students' **metacognitive skills** (e.g., models strategies, inquires about students' strategies).		
e. Students work on assignments reflecting the **highest demands posed by the standards** targeted by the lesson.		
3. Standards are translated into lesson content *relevant* to adult students.	**E/NFE**	**Evidence**
a. Instructor **ties standards**-based lesson to **students' goals, interests, or needs**.		
b. Students **actively participate** in the lesson through class discussions, group projects, etc., instead of doing solitary seatwork or listening to extended lectures.		
c. Students have **varied opportunities** (beyond worksheets) to apply new learning in authentic or practical adult-oriented contexts.		

[1] For the purposes of Standards-in-Action, a "standard" is defined as the most specific level of outcome used by a state to indicate what students should know and be able to do. These can include indicators, objectives, and benchmarks.

SIA Observation Tool—Continued

4. Standards are addressed by a *coherent progression* of learning.	E/NFE	Evidence
a. Instructor explicitly **links lesson** content to previous lessons or what students already know.		
b. Students have **prerequisite knowledge**/skills **to understand lesson** content.		
c. Instructor incorporates standards in a lesson in a manner that **builds** on their natural **connections**.		
d. Instructor **closes** lesson by: • **reviewing** lesson objectives; • **summarizing** student learning; and • **previewing** how the next lesson builds on that learning.		
5. Students' level of understanding is *assessed* during the lesson and instruction is **adjusted accordingly**.	E/NFE	Evidence
a. Instructor **regularly checks** whether students are **mastering** standards-based lesson content (e.g., circulates to check on students' work, monitors verbal responses).		
b. Instructor **provides** students with prompt, specific **feedback** to correct misunderstandings and reinforce learning.		
c. Students **signal understanding** of lesson content before instructor introduces new ideas.		
d. Instructor provides **supplemental instruction** for students who show that they need it (e.g., individualized or peer tutoring, re-teaching, review of basic skills).		
e. Instructor provides **extension activities** for students who complete classwork, instead of leaving them idle or unchallenged.		
f. Students **evaluate** and reflect on their own **learning**.		

NOTES:

Wyoming Observation Tool
Key Instructional Shifts (Literacy)

Part II. Complete this section and Part One above if the lesson focuses on reading, writing, and/or social studies.

E=Evident

Shifts in Literacy Instruction
NFE=Not Fully Evident

	E/NFE	Evidence
1. Students build knowledge through reading nonfiction and informational texts.	**E/NFE**	**Evidence**
a. Instructor **uses** the **Participatory Learning Techniques** to foster conversations about what the students are reading or writing.		
b. Instructor introduces **informational texts** in science, history and technical subjects utilizing **career aligned** materials when possible.		
c. Students have varied opportunities to **demonstrate** their **understanding** and **knowledge of text**.		
2. Students engage in reading and writing that is grounded in evidence from text.	**E/NFE**	**Evidence**
a. Students **summarize** a **text** identifying the key ideas and details.		
b. Students **engage in conversations** about the **text** and **cite evidence** from singular and multiple documents.		
c. Students **conduct research** about a **topic** and **determine** the **validity** of the **resources** they use.		
d. Students engage in **writing** that **focuses** on the **analysis of text structure** (i.e. compare and contrast, problem solution, cause and effect).		
e. Students **make inferences** and **draw conclusions** about the author's viewpoint **based on** the **evidenc**e stated in a text.		
3. Students have regular practice with complex text and its academic or career aligned vocabulary.	**E/NFE**	**Evidence**
a. Students **develop** the **vocabulary** that they need to access grade level and complex texts.		
b. Students **apply** word-learning **strategies** to **comprehend academic or career related vocabulary** found in complex texts.		
c. Students **know** and **use academic or career related vocabulary** in their **writing** and **discussion** with others.		

NOTES:

Wyoming Observation Tool
Key Instructional Shifts (Math)

Part III: Complete this section and Part One above if the lesson focuses on mathematics or science.

Math/Science Instruction	E=Evident NFE=Not Fully Evident	
4. Students gain a deeper under-standing of mathematical concepts.	**E/NFE**	**Evidence**
a. Instructor **focuses** on the **concepts prioritized** in their units.		
b. Students demonstrate that they can **use multiple approaches** to solve problems.		
c. Students **self reflect** on their **understanding** of mathematical or scientific concepts.		
5. Students engage in conceptual understanding, procedural skill and fluency and application of concepts.	**E/NFE**	**Evidence**
a. Instructor facilitates **lessons** that **include a "real world"** mixture of math/science concepts and skills.		
b. Students **access** math/science **concepts** from a number of perspectives and **share** their understanding.		
c. Students **apply** a **deeper understanding** in new situations that do not fit the problems that they have seen in the past.		
d. Students **demonstrate** their **speed** and **accuracy** in understanding concepts and being able to solve problems.		
e. Students **use math/science in all situations** that require mathematical or scientific knowledge.		
6. Students recognize that math/science is a coherent body of knowledge made up of concepts that are connected.	**E/NFE**	**Evidence**
a. Students **understand how** the **math/science concepts** are **linked** to **previous learning.**		
b. Students **solve problems using** the **Participatory Learning Techniques**.		
c. Students can **explain mathematical/scientific procedures** in "real world" contexts.		

NOTES:

Wyoming Observation Tool
English Language Learners

Part IV: Complete this section and Part One above if the lesson focus was ELA.

1. Lesson Objective, Introduction, and Preparation -content & language objectives clearly defined, displayed, and reviewed -warm up activity used to encourage the recall of previously taught information -content concepts are age & level appropriate	**Specific Examples:** ☐ **Evident** ☐ **Not Evident**
2. Instruction-giving & questioning skills -signaling start of activity -use of simplified language & short sentences -use of target language -clear voice quality (speech appropriate for students' proficiency level, enunciation & simple sentence structure) -eye-contact made with students -mime, gesture, body language used for clarification -instructions repeated in different ways -demonstrates rather than verbalizes -comprehension checks are conducted -utilizes appropriate wait time when using questions -a variety of questions or tasks that promote higher-order thinking skills are used -signals end of activity	**Specific Examples:** ☐ **Evident** ☐ **Not Evident**
3. Presentation -new language is modelled & scaffold when necessary -concepts linked to students' background experience -explicit links made between past learning and new concepts -key vocabulary emphasized (e.g. introduced, written, repeated, and highlighted for students to see)	**Specific Examples:**

	☐ **Evident**	☐ **Not Evident**
4. Materials -materials are age & level appropriate -career aligned materials are used whenever possible -uses a variety of learner centered tasks -addresses multiple learning styles through the use of visual, auditory, and hands-on authentic realia -supplementary materials are used to a high degree, making the lesson clear and meaningful -activities integrate lesson concepts with language practice opportunities for reading, writing, listening, speaking, and/or mathematics. -civics is integrated into the lesson, whenever possible	**Specific Examples:**	
	☐ **Evident**	☐ **Not Evident**
5. Interaction, Practice, & Application -participatory learning strategies are evident -ample opportunities for students to clarify key concepts in the L1 as needed -activities integrate all language skills, mathematics, and civics whenever possible -activities provided for students to apply content and language knowledge in the classroom -students engaged approximately 90% of the period (minimized teacher talk) -pacing of the lesson appropriate to students' ability level -multiple opportunities were provided to students to practice new language skills -scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds) -positive reinforcements	**Specific Examples:**	
	☐ **Evident**	☐ **Not Evident**

Wyoming Observation Tool
Non-Instructional Procedures

Part V: Complete this section for Start Smart, Intake, Testing, Powerpath, or any other non-instructional AE procedures. *(adapted from mcpsweb.org)*

1. Professional Knowledge & Delivery -facilitates students' use of higher level thinking skills -demonstrates ability to link present content with past/future learning -demonstrates an accurate knowledge of the policies/procedures for Adult Education and is able to explain these to students. -communicates clearly -engages students -Start Smart course includes all required components -delivers the concept of 'brainology' to students so that they are able to develop an understanding of its impact upon the learning process -participatory learning methodologies are evident	**Specific Examples:** ☐ **Evident**　　　　☐ **Not Evident**
2. Assessments and Other Screenings -analyzes test/screening results and clearly explains them to students -uses State approved assessment tools for Adult Education -PowerPath screenings are conducted accurately -ONET assessments and other career related materials are utilized with results & expectations explained to students -gives constructive feedback to students -maintains pre/post test assessment information in each student file	**Specific Examples:** ☐ **Evident**　　　　☐ **Not Evident**
3. Professionalism -adheres to Adult Education policies/practices -maintains professional demeanor/behavior -able to identify student strengths/weaknesses and their impact upon the learning process -communicates goals/expectations to student(s) -works towards building a positive relationship with the student	**Specific Examples:** ☐ **Evident**　　　　☐ **Not Evident**
4. Student Academic Progress -works collaboratively with student to establish both career and academic related goals by utilizing integrated learning maps, SMARTER plans, etc. -documents student progress -provides evidence of goal attainment -develops 'stepped' learning targets	**Specific Examples:** ☐ **Evident**　　　　☐ **Not Evident**

Overall Comments
Strengths
Areas for improvement
Suggestions

Signatures:

_____   _____

Instructor   **AE Director**

_____   _____

Date   **Date**

Name of Instructor:_____Date:_____

Using the AE Program Standards for Self-Assessment

The AE instructor standards were adapted from the North-Carolina Instructor Self-Assessment Instrument, which were not written as an evaluation instrument. They can and should, however, be used for self-assessment and to identify areas for growth and further professional development. This self-assessment, Levels 1 & 2, is designed for relatively new instructors—those with up to two-three years of Basic Skills teaching experience.

The self-assessment instrument addresses **core** knowledge and skills that Basic Skills instructors need for effective performance. It is not intended to be all-inclusive. After you feel comfortable with your performance in all of the Level 1 & 2 practices, you will want to progress to the Instructor Self-Assessment: Levels 3 & 4, which provides a continuum to higher-level teaching practices.

Instructor Self-Assessment Tools: Standards-Based Guiding Questions

One way to consider your strengths and areas needing improvement is to respond to focused, guiding questions related to effective practices aligned to seven broad Instructor Standards:

➢ Adult Learning
➢ Content
➢ Assessment
➢ Instruction
➢ Technology
➢ Professional Development and Growth
➢ Program Goals and Responsibilities

Each standard area has a focused question (the standard) followed by a list of effective practices (competencies) and a rating scale.

HERE IS A SAMPLE: STANDARD #1: ADULT LEARNING
Essential Question: Do you understand adult learning and development and respect the diversity of the students you teach?

Effective Practices: Levels 1 & 2	Never	Rarely	Sometimes	Frequently	Always	I can teach someone	PD Goal.
1.1.1 I am aware of the diverse backgrounds, skill levels, and cultural heritage of students.							

The numbering system represents the standard, level, and. competency Here is an example for 1.1.1.

Standard	Level	Competency
1	1	1

New or relatively new instructors will probably find that they are proficient in many of the competencies in Level 1 and some of the competencies in Level 2. Instructors are not expected to be proficient in each of the Level 1 competencies until they have completed at least two years of instruction in our ABE program.

Any practice to which you respond 'Never', 'Rarely', or 'Sometimes' may be areas for growth. Remember that this tool is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

Directions:

Step 1: Read the standard and guiding questions. Consider each of the practices and choose the rating that most accurately represents your performance.

Step 2: After you complete the entire self-assessment, go back and place a checkmark by Level 1 and Level 2 competencies that you rated as 'never', 'rarely,' or 'sometimes.' As you progress through the years with additional experience, you will want to seek out various professional growth opportunities to acquire additional knowledge in these areas.

Standard #1: Adult Learning

Essential Question 1: Do you understand adult learning and development and respect the diversity of the students you teach?

Effective Practices: Levels 1 & 2	Never	Rarely	Sometimes	Frequently	Always	I can teach someone else.	PD Goal Y/N
1.1.1 **I am aware of the diverse backgrounds, skill levels, and cultural heritage of students.**							
1.1.2 **I am aware of the need to avoid bias, stereotypes, and generalizations in the classroom.**							
1.1.3 **I can differentiate between how adults and children learn.**							
1.1.4 **I can distinguish the characteristics that create a physical and emotional environment in which adult students can learn.**							
1.1.5 **I can describe potential barriers to regular attendance and options for addressing those barriers.**							
1.1.6 **I can describe various learning styles and strategies for identifying students' needs, strengths, and goals.**							
1.2.1 **I provide a supportive learning community that fosters student interaction and respect within the classroom (e.g. peer tutoring, group discussion.)**							
1.2.2 **I provide a safe, student-centered instructional setting that acknowledges and utilizes the knowledge that adults bring to the classroom.**							
1.2.3 **I assist students with identifying and resolving participation barriers and/or refer students with participation barriers to appropriate staff within the institution for assistance.**							
1.2.4 **I accommodate adult students' multiple learning styles.**							

Standard #2: Content

Essential Question 2: Do you understand the content area(s) for which you have instructional responsibility?

Effective Practices: Levels 1 & 2	Never	Rarely	Sometimes	Frequently	Always	I can teach someone else.	PD Goal Y/N
2.1.1 I have professional preparation and/or training in content areas (e.g. reading, math, etc.) relative to my teaching assignment (e.g., ABE, GED, ESL, Family Literacy, workforce literacy)							
2.1.2 I have access to and know where to find adult-appropriate materials relevant to content area(s).							
2.1.3 I can identify strategies for linking content area with students' prior knowledge and future learning needs using multiple assessment approaches (e.g. standardized tests, inventories, interviews).							
2.1.4 I can link content area skills and skills needed for further education and employment.							
2.1.5 I have received training on the College and Career Readiness standards and have implemented them into lesson contents.							
2.1.6 I can differentiate among the various skills and knowledge associated with the National Reporting System's educational functioning level descriptors.							
2.2.1 I can participate in on-going professional development to continuously develop and maintain a knowledge base in content areas applicable to my teaching responsibility.							
2.2.2 I incorporate research-based materials into instructional delivery.							
2.2.3 I use curricula and a variety of resources that blend content area instruction and real life application.							
2.2.4 I demonstrate to students the connection between content area skills and the skills needed for career opportunities.							
2.2.5 I utilize teaching techniques based on research.							
2.2.6 I match curriculum to the educational functioning levels to meet student needs.							

Standard #3: Assessment

Essential Question 3: Do you understand and use varied assessments to plan instruction, evaluate student progress and improve instructional delivery?

Effective Practices: Levels 1 & 2	Never	Rarely	Sometimes	Frequently	Always	I can teach someone else.	PD Goal Y/N
3.1.1 I can differentiate between formal (standardized pre- and post-tests) and informal assessments and explain the value and necessity of each.							
3.1.2 I can explain the link between assessment, curriculum, and instruction.							
3.1.3 I can define standardized and ethical procedures for administering formal assessment instruments in compliance with the state and local pre- and post-test policy.							
3.1.4 I can describe program procedures for maintaining accurate, complete, and confidential assessment records.							
3.1.5 I can describe the procedure for maintaining security of formal assessment materials.							
3.2.1 I administer a variety of assessment instruments, including learning style inventories, to develop student goals, guide instruction, and demonstrate student progress..							
3.2.2 I use formal and informal assessment results to develop and revise individual learning plans and select appropriate curriculum.							
3.2.3 I collaborate with students in the use of self-assessment and progress monitoring to show increased skills and knowledge.							
3.2.4 I completed training in one or more NRS-approved assessment instruments.							
3.2.5 I regularly review progress and post-assessment data for each student to track completion of educational functioning levels as defined by state guidelines.							
3.2.6 I follow program procedures for maintaining accurate and complete assessment records.							
3.2.7 I follow program procedures for maintaining confidential student assessment data.							
3.2.8 If applicable, I maintain formal assessment instruments in a locked, secure location.							

Standard #4: Instruction

Essential Question 4: Do you plan, implement, and evaluate effective instruction?

Effective Practices: Levels 1 & 2	Never	Rarely	Sometimes	Frequently	Always	I can teach someone else.	PD Goal Y/N
4.1.1 I can differentiate between students' personal goal setting and National Reporting System (NRS) goal setting and the importance of each.							
4.1.2 I can differentiate between students' short term and long term goals.							
4.1.3 I can define the process for developing effective lesson plans incorporating CCRS.							
4.1.4 I can describe instructional methods and materials appropriate for adult students with varied needs and interests.							
4.1.5 I can identify strategies for promoting a community of learners within the classroom.							
4.1.6 I can describe strategies for stimulating higher order thinking skills within the classroom.							
4.1.7 I understand the use of distance learning as an instructional or professional development delivery method.							
4.2.1 I use a consistent process and collaborate with students to set realistic short-term and long-term learning goals.							
4.2.2 I offer constructive feedback to assist students in achieving their goals.							
4.2.3 I link students' life/career goals to NRS goals and students' learning plans to ensure relevant instruction.							
4.2.4 I apply knowledge of how adults learn to plan and implement relevant lesson plans.							
4.2.5 I access lesson plan resources available on-line and through other venues to strengthen my instructional delivery.							
4.2.6 I use a variety of instructional methods and materials, including technology, to enhance student learning and address varied learning styles.							
4.2.7 I provide frequent opportunities for students to practice and apply learning.							
4.2.8 I integrate group activities that promote team-building and build self-efficacy.							
4.2.9 I connect learning to students' roles as parents, workers, community members, and lifelong learners.							
4.2.10 I use curriculum that blends CCRS and real-life applications.							
4.2.11 I model appropriate communication and higher order thinking skills to stimulate critical thinking.							
4.2.12							

I access distance learning as an instructional delivery and/or professional development method.							

Standard #5: Technology

Essential Question 5: Do you utilize various forms of technology to support teaching, learning and communication; to enhance professional growth and productivity, and to conduct research?

Effective Practices: Levels 1 & 2	Never	Rarely	Sometimes	Frequently	Always	I can teach someone else.	PD Goal Y/N
5.1.1 I can demonstrate an understanding of and capacity to use technology teaching and communication.							
5.1.2 I can demonstrate an understanding of the ethical and legal use of technology.							
5.1.3 I can describe multiple options for using technology, including adaptive technology, within the classroom to promote student learning (e.g., computer software, internet research, powerpoint presentations)							
5.2.1 I incorporate the use of technology (where available) into instruction to enhance student learning and student-conducted research.							
5.2.2 I use technology to expand professional and student communication (i.e., discussion boards, list serves, email)							
5.2.3 I follow program procedures for the legal and ethical use of technology in the learning environment and ensure that students do likewise.							
5.2.4 I use technology to plan lessons, deliver instruction, and access current research to address diverse student needs and learning styles.							

Standard #6: Professional Development and Growth

Essential Question 6: Do you pursue opportunities for professional development and involvement in the Basic Skills learning community?

Effective Practices: Levels 1 & 2	Never	Rarely	Sometimes	Frequently	Always	I can teach someone else.	PD Goal Y/N
6.1.1 I completed an orientation process with my program director and participate in State sponsored professional development opportunities.							
6.1.2 I complete a self-evaluation and develop professional development goals as they relate to personal practice.							
6.2.1 I engage in continuous, purposeful professional development that supports student achievement and the program's mission.							
6.2.2 I connect professional development goals to program goals.							
6.2.3							

Effective Practices: Levels 1 & 2							
I observe and model effective teachers and network with colleagues at the local level.							
6.2.4 I read professional literature related to the field and utilize technology for continuous professional development.							

Standard #7: Program Goals and Responsibilities

Essential Question 7: Do you understand and support program goals and responsibilities?

Effective Practices: Levels 1 & 2	Never	Rarely	Sometimes	Frequently	Always	I can teach someone else.	PD Goal Y/N
7.1.1 I understand local program policies and state/federal regulations, including the Americans with Disabilities Act (ADA) and the Family Educational Rights and Privacy Act (FERPA).							
7.1.2 I can define the program's mission, goals and priorities.							
7.1.3 I understand the process for making student referrals to internal (college/program) and/or external resources.							
7.2.1 I follow local and state/federal policies and procedures.							
7.2.2 I maintain accuracy and confidentiality of student information and records							
7.2.3 I collect and report accurate data for program improvement and accountability in a timely manner to meet program's deadlines.							
7.2.4 I accept personal responsibility for job attendance, timeliness, and job performance.							
7.2.5 I follow procedures of designation off-campus class sites, if applicable, such as correctional facilities, community-based organizations, etc.							
7.2.6 I demonstrate a positive working relationship with colleagues.							
7.2.7 I establish and build working relationships with internal college/program resources and external community agencies (if appropriate)							

Professional Development Planning Chart

Based on the results of your Self-Assessment, select your top three priorities for professional growth and complete the chart below.

	Competency I would like to improve:	**This is what I would like to learn:**	**This is how I would like to learn it:** (e.g. workshops, practitioner research, study circles, mentoring, reading articles, internet search, classroom observation of other teachers, etc.)
1.			
2.			
3.			

_____   _____
Instructor's Signature   Date

_____   _____
Program Director's Signature   Date

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Wyoming
Adult Basic Education Program
Instructor Self-Assessment
Levels 3 & 4

</div>

Name of Instructor:_____ Date:_____

Using the AE Program Standards for Self-Assessment
The AE Instructor Standards were adapted from the North Carolina Instructor Standards and were not written as an evaluation instrument. They can and should, however, be used for self-assessment and to identify areas for growth and further professional development. This self-assessment: Levels 3 & 4, is designed for instructors who have been teaching in the Basic Skills program for more than two years.

This self-assessment instrument builds upon the skills and knowledge addressed in the Level 1 & 2 assessment, which covered core knowledge and skills that Basic Skills instructors need for effective performance.

This instrument is not intended to be all-inclusive. It will, however, give you a good idea of critical competencies needed for effective instructional delivery as you expand your skills in the Basic Skills program.

Instructor Self-Assessment Tools: Standards-Based Guiding Questions
One way to consider your strengths and areas needing improvement is to respond to focused, guiding questions related to effective practices aligned to seven broad Instructor Standards:
- ➢ Adult Learning
- ➢ Content
- ➢ Assessment
- ➢ Instruction
- ➢ Technology
- ➢ Professional Development and Growth
- ➢ Program Goals and Responsibilities

Each standard area has a focused question (the standard) followed by a list of effective practices (competencies) and a rating scale.

HERE IS A SAMPLE: *STANDARD #1:*   *ADULT LEARNING*
Essential Question: Do you understand adult learning and development and respect the diversity of the students you teach?

Effective Practices: Levels 3 & 4	**Never**	**Rarely**	**Sometimes**	**Frequently**	**Always**	**I can teach someone else.**	**PD Goal.**
1.3.1 I create opportunities for students to select and engage in group learning projects that promote classroom cohesion.							

The numbering system represents the standard, level, and competency. Here is an example for 1.3.1.

Standard	Level	Competency
1	3	1

You will probably find that you are proficient in many of the competencies in level 3 and some of the competencies in Level 4. You are not expected to be proficient in each of the Level 3 competencies.

Any practice to which you respond 'Never', 'Rarely', or 'Sometimes' may be areas for growth. Remember that this tool is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

Directions:

Step 1: Read the standard and guiding questions. Consider each of the practices and choose the rating that most accurately represents your performance.

Step 2: After you complete the entire self-assessment, go back and place a checkmark by Level 3 & 4 competencies that you rated as 'never', 'rarely,' or 'sometimes.' As you progress through the years with additional experience, you will want to seek out various professional growth opportunities to acquire additional knowledge in these areas.

Standard #1 :Adult Learning

Essential Question 1: Do you understand adult learning and development and respect the diversity of the students you teach?

Effective Practices: Levels 3 & 4	Never	Rarely	Sometimes	Frequently	Always	I can teach someone else.	PD Goal Y/N
1.3.1 I create opportunities for students to select and engage in group learning projects that promote classroom cohesion.							
1.3.2 I create opportunities to build student leadership.							
1.3.3 I encourage students to become aware of and participate in community issues such as voting and environmental concerns.							
1.3.4 I employ a variety of research-based activities that foster student persistence (e.g. helping students to manage barriers, build self-efficacy, set clear goals, and see measurable progress.)							
1.3.5 I develop instructional plans that encourage regular attendance but accommodate distance learning strategies if students are forced to exit temporarily.							
1.3.6 I identify and refer students with special needs for screening and assessment based on state and program policies, and use results to determine appropriate adaptations and accommodations.							
1.4.1 I utilize the results of student questionnaires, PowerPath results, career pathways documentation and other relevant information.							
1.4.2 I design activities to assist students in becoming self-directed, independent learners going beyond their perception of their own limitations.							
1.4.3 I assess attendance and performance patterns to determine necessary adjustments in instructional planning and delivery.							
1.4.4 I serve as a mentor or provide training on accommodating learning styles and special needs in the classroom.							

Standard #2: Content

Essential Question 2: Do you understand the content area(s) for which you have instructional responsibility?

Effective Practices: Levels 3 & 4	Never	Rarely	Sometimes	Frequently	Always	I can teach someone else.	PD Goal Y/N
2.3.1 I engage in self-directed research relevant to content area to gain greater insight into effective instructional practices.							
2.3.2 I create materials relevant to individual students that incorporate CCRS.							
2.3.3 I analyze the effectiveness and impact of materials on learner outcomes.							
2.3.4 I select effective instructional practices and materials to create integrated content units.							
2.3.5 I engage students in participatory curriculum development through the use of learner-generated materials.							
2.3.6 I analyze and select appropriate curriculum for helping students transition to further education and employment goals.							
2.3.7 I analyze and apply a variety of research-supported techniques for teaching.							
2.3.8 I analyze student progress through the educational functioning levels to develop and deliver instruction.							
2.4.1 I align instructional materials to student identified career pathways.							
2.4.2 I develop or find on line materials and share then with students and colleagues (as appropriate).							
2.4.3 I regularly assess and modify materials and curricula to align with student needs, content standards, and to improve student performance.							
2.4.4 I design a written plan for transitioning students to postsecondary education, job training, or employment.							
2.4.5 I assess and select appropriate strategies for helping students transition into higher educational functioning levels.							
2.4.6 I use the analysis of student outcomes to revise instruction.							

Standard #3: Assessment

Essential Question 3: Do you understand and use varied assessments to plan instruction, evaluate student progress and improve instructional delivery?

Effective Practices: Levels 3 & 4	Never	Rarely	Sometimes	Frequently	Always	I can teach someone else.	PD Goal Y/N
3.3.1 I adapt or create informal assessment activities (e.g. student portfolios, teacher-made tasks, etc.) that connect to individual student goals.							
3.3.2 I analyze assessment results of the class to determine effective grouping strategies, peer tutoring options, and other classroom management issues.							
3.3.3 I regularly involve the students in planning, modifying, and evaluating their own learning.							
3.3.4 I analyze class data on formal post-assessments to identify patterns or trends in performance, attendance, and student characteristics.							
3.3.5 I monitor the number of students completing formal post-assessment to ensure accurate reporting of educational gain.							
3.4.1 I evaluate the effectiveness and most appropriate use of informal assessment strategies and make necessary modifications.							
3.4.2 I continually evaluate assessment data from a variety of sources to plan, differentiate, and modify teaching methods and curricula.							
3.4.3 I engage in a systematic, structured student planning process.							
3.4.4 I use assessment data results to develop a formalized instructional improvement plan to meet or exceed state/program performance benchmarks.							
3.4.5 I analyze the number of students completing and not completing post-assessments and implement strategies to increase the percentage of valid post-assessments.							

Standard #4: Instruction

Essential Question 4: Do you plan, implement, and evaluate effective instruction?

Effective Practices: Levels 3 & 4	Never	Rarely	Sometimes	Frequently	Always	I can teach someone else.	PD Goal Y/N
4.3.1 **I use appropriate grouping strategies to support student learning goals and multi-level instruction.**							
4.3.2 **I engage students in a structured process for reviewing/modifying student goals and assessing progress toward goal attainment.**							
4.3.3 **I develop lessons that integrate instruction across content areas to maximize student learning.**							
4.3.4 **I scope and sequence related lessons into relevant learning units which are aligned to CCRS.**							
4.3.5 **I adjust instructional methods, pace, and duration of activity according to student response.**							
4.3.6 **I introduce new concepts by progressing from familiar to unfamiliar contexts.**							
4.3.7 **I guide students to take appropriate leadership roles within the classroom, campus, and/or community.**							
4.3.8 **I engage students in theme-based instruction or career aligned instruction based on common goals and/or interests of the class.**							
4.3.9 **I create and integrate learning activities that require students to model negotiation, decision-making, problem-solving, and critical thinking skills.**							
4.4.1 **I mentor colleagues and/or provide professional development on connecting student goals with instruction.**							
4.4.2 **I regularly evaluate class goal attainment data to identify contributing and hindering factors to goal completion and make necessary adjustments to instructional delivery.**							
4.4.3 **I design or utilize learning units which meet the needs of my students and share these with my colleagues when appropriate.**							
4.4.4 **I employ techniques to evaluate instructional methods and materials and make necessary adjustments.**							

Standard #5: Technology

Essential Question 5: Do you utilize various forms of technology to support teaching, learning and communication; to enhance professional growth and productivity, and to conduct research?

Effective Practices: Levels 3 & 4	Never	Rarely	Sometimes	Frequently	Always	I can teach someone	PD Goal Y/N
5.3.1 I review and select available technological resources most appropriate for students' educational/career needs.							
5.3.2 I am proficient in using multiple instructional software programs and productivity software for teaching and communication (e.g. Word, Powerpoint, Excel)							
5.3.3 I engage students in discussions or activities regarding the legal and ethical use of technology.							
5.4.1 I assess the use of technology within my program and make recommendations to my supervisor for technology improvements.							
5.4.2 I integrate new technology into lessons whenever possible.							
5.4.3 I utilize the results of the 'Computer Literacy Checklist' to plan student instructional needs.							

Standard #6: Professional Development and Growth

Essential Question 6: Do you pursue opportunities for professional development and involvement in the Basic Skills learning community?

Effective Practices: Levels 3 & 4	Never	Rarely	Sometimes	Frequently	Always	I can teach someone else.	PD Goal Y/N
6.3.1 I participate in specialized trainings such as PowerPath, Math Empowerments, Career Pathways, ELA trainings, etc.							
6.3.2 I enroll in and complete advanced training, such as State sponsored Fall Institute and local program In-Services.							
6.3.3 I network with colleagues at the program, regional and/or state level.							
6.3.4 I share the knowledge and impact of my professional development with colleagues.							
6.4.1 I develop and deliver professional development through various venues (e.g. workshops, self-study units for other teachers, website development, published articles)							
6.4.2 I measure the impact of my professional development on changes in my instructional practice and student performance.							

Standard #7: Program Goals and Responsibilities

Essential Question 7: Do you understand and support program goals and responsibilities?

Effective Practices: Levels 3 & 4	Never	Rarely	Sometimes	Frequently	Always	I can teach someone else.	PD Goal Y/N
7.3.1 I make suggestions to improve program policies and procedures and actively participate in continuous improvement/expansion.							
7.3.2 I participate in and develop opportunities to expand the public outreach of the program's services.							
7.3.3 I utilize community partnerships to provide support services that assist in student retention and achievement.							
7.3.4 I utilize college/program resources and community partnerships to foster the attainment of employment and post secondary/job training goals.							
7.4.1 I advocate literacy at the local or state level and can explain the impact of under-education on employment and society.							
7.4.2 I collaborate with appropriate college/program personnel to ensure that a community resource reference tool is available for Basic Skills students to help them navigate through community resources and services.							
7.4.3 I make referrals to WIOA partnering agencies or other community service providers, such as DWS, DVR, Family Literacy, etc. for services.							
7.4.4 I counsel students and help them establish career related goals.							
7.4.5 I understand the special needs of students with disabilities and am proficient in addressing these needs in the classroom.							

Professional Development Planning Chart

Based on the results of your Self-Assessment, select your top three priorities for professional growth and complete the chart below.

	Competency I would like to improve:	This is what I would like to learn:	This is how I would like to learn it: (e.g. workshops, practitioner research, study circles, mentoring, reading articles, internet search, classroom observation of other teachers, etc.)
1.			
2.			
3.			

_____   _____

Instructor's Signature   Date

_____   _____

Program Director's Signature   Date

Wyoming
Adult Education
Program Manager: Management Competencies
Assessment Instrument

Directions: This assessment instrument is to be used to evaluate your AE program manager's performance. Based on your observations, documentation, and/or interviews, circle the number that best describes each item. Note that some items may not be applicable to your program manager's position. For these items, circle NA (Not Applicable). For other items you may not have sufficient information to respond, circle DK (Don't know). Indicators are examples of the competency and you may develop other samples of modify them to reflect your program or position. Evidence may take the form of a conversation, documentation, or observation.

For each item in the assessment, please use the scoring chart in the box below.

> **4-Exemplary**
> **3-Proficient**
> **2-Progressing**
> **1-Needs Assistance**
> **NA-Not Applicable**
> **DK-Don't Know**

Leadership Skills

1. **Models appropriate professional behavior and encourages other staff to act in a professional manner.**
   1.1   Engages in and promotes ethical conduct.   **4 3 2 1 NA DK**
   1.2   Uses and practices a participatory management style
           open to constructive criticism.   **4 3 2 1 NA DK**

2. **Demonstrates effective interpersonal and communication skills.**
   2.1   Seeks input from all levels of staff, listens attentively,
           demonstrates fairness and consistency, and conveys information
           fully and clearly.   **4 3 2 1 NA DK**
   2.2   Uses a variety of modes of communication.   **4 3 2 1 NA DK**
   2.3   Encourages and allows opportunity for staff to confer and
           present issues and problems affecting instruction and other
           program-related issues.   **4 3 2 1 NA DK**
   2.4   Supports innovate practices to improve program-related
           issues and services.   **4 3 2 1 NA DK**

3. **Encourages active involvement of all staff and stakeholders in decision-making processes.**
   3.1   Provides opportunities for learners, management, and community stakeholders
           to give feedback before significant program changes are
           implemented.   **4 3 2 1 NA DK**
   3.2   Shows evidence of stakeholder buy-in through such means as meetings of
           representative groups, and program surveys to the community.   **4 3 2 1 NA DK**
   3.3   Delegates authority and decision-making to appropriate
           entities and supports their decisions.   **4 3 2 1 NA DK**
   3.4   Uses collaborative teams and other strategies to identify outcomes, design curriculum, share instructional
           strategies, conduct assessments, analyze results, and adjust instructional

processes. **4 3 2 1 NA DK**

4. **Establishes and promotes the philosophy, goals and objectives of adult education.**
   4.1　Works to position adult education to ensure that adult education programs mesh
   with the overall organizational mission. **4 3 2 1 NA DK**
   4.2　Establishes benchmarks to show alignment with vision,
   mission, philosophy, and goals. **4 3 2 1 NA DK**

5. **Promotes an environment in which linguistic and cultural differences are valued and appreciated.**
   5.1　Provides resources and curriculum materials that support anti-bias
   multicultural learning. **4 3 2 1 NA DK**
   5.2　Seeks staff that represent the diversity of the student
   population. **4 3 2 1 NA DK**
   5.3　Respects and honors diversity in everyday interactions. **4 3 2 1 NA DK**

6. **Initiates and facilitates change process.**
   6.1　Remains current on trends and issues and seeks
   innovations. **4 3 2 1 NA DK**
   6.2　Presents innovations to appropriate staff and makes
   decisions that are aligned with their feedback. **4 3 2 1 NA DK**
   6.3　Assists staff and learners with implementing change
   and supports risk taking. **4 3 2 1 NA DK**
   6.4　Involves staff in identification of trends. **4 3 2 1 NA DK**

7. **Advocates for the development of the field of adult education at national, state, and local levels.**
   7.1　Disseminates information in the community about program accomplishments
   through the use of technology and other means. **4 3 2 1 NA DK**
   7.2　Participates in professional organizations that advocate for the advancement
   of adult education in a variety of means. **4 3 2 1 NA DK**
   7.3　Engages and encourages staff and students to be active
   advocates for adult education. **4 3 2 1 NA DK**

8. **Initiates and monitors the process of curriculum design and development, and supports instructional processes and strategies based on research in adult learning and development.**
   8.1　Guides instructional staff in designing and implementing educational
   curricula that accommodate diverse learning styles, abilities and
   cultures. **4 3 2 1 NA DK**
   8.2　Supports and assists staff in planning instructional programs
   based on state performance standards, learner data, research
   on effective practice, community and learner needs,
   demographics, resources, and economic and technological
   trends. **4 3 2 1 NA DK**
   8.3　Assists management in guiding learners with the development
   and ongoing review of the learners' educational plans. **4 3 2 1 NA DK**
   8.4　Establishes structures and processes that allow management
   to work together to improve teaching and learning. **4 3 2 1 NA DK**
   8.5　Supports individuality of teacher approaches to implementation
   of the curriculum. **4 3 2 1 NA DK**
   8.6　Supports staff in integrating into curriculum adults' roles as
   workers, citizens, and family and community members. **4 3 2 1 NA DK**
   8.7　Assists management in incorporating technology into
   instructional practices. **4 3 2 1 NA DK**
   8.8　Provides a system for management accountability for
   student learning. **4 3 2 1 NA DK**

Instructional Leadership

9. Compiles and/or uses various needs assessments to determine staff, learner, and community needs.

9.1 Assess and/or reviews management needs on an individual basis through classroom observations, meetings, written goals and plans, and assessment instruments.
Facilitates the discussion of outcomes with management. **4 3 2 1 NA DK**

9.2 Coordinates procedures for assessment and placement of learners in appropriate programs at appropriate educational functioning levels. **4 3 2 1 NA DK**

9.3 Researches and/or conducts community needs assessments to determine service and employment needs and opportunities. **4 3 2 1 NA DK**

9.4 Ensures that the targeted student population has been assessed for special learning and language needs and that appropriate programming is provided. **4 3 2 1 NA DK**

Resource Management & Allocation

10. Identifies and applies for additional funding independently or collaborates with other programs and partners.

10.1 Seeks partnerships with other programs funded under federal regulations and other collaborative partnerships, as appropriate. **4 3 2 1 NA DK**

10.2 Demonstrates resource development at the program level. **4 3 2 1 NA DK**

10.3 Maintains active awareness of and pursues potential grant and funding sources in local, regional, and national community **4 3 2 1 NA DK**

11. Effectively manages and allocates the budget.

11.1 Ensures that expenditures are allowable and appropriate and that allocated funds are available throughout the fiscal year. **4 3 2 1 NA DK**

12. Uses financial resources to support the program's mission and goals and to foster continuous program improvement and accountability.

12.1 Allocates funds equitably to effective programs and sites based on such indicators as attendance, retention, student outcomes, and benchmarks. **4 3 2 1 NA DK**

13. Identifies and utilizes resources to enhance the instructional process.

13.1 Uses resources to integrate and upgrade technology and provides professional development on effective use of technology for management and administrators. **4 3 2 1 NA DK**

13.2 Establishes a safe and non-threatening learning environment that is appropriate for adult learners. **4 3 2 1 NA DK**

Human Resource Management

14. Recruits, hires, evaluates, and terminates staff based on established criteria.

14.1 Provides formal orientation of new staff and learners to the adult education program. **4 3 2 1 NA DK**

14.2 Provides a system of management observations and evaluations focusing on such areas as: (1) organizing and Delivering instruction, (2) managing instructional resources, (3) monitoring and assessing progress, (4) accommodating diverse learning styles, (5) using materials and technology, (6) providing learner guidance and referrals, and (7) helping learners transfer learning to real-life situations. **4 3 2 1 NA DK**

14.3 Recognizes when staff members are not performing effectively, provides guidance and support to enable attainment of needed competencies, involves appropriate stakeholders and follows required procedures and due process, leading staff termination when necessary. **4 3 2 1 NA DK**

Program Monitoring and Reporting

15. Promotes clear procedures for collecting, documenting, and reporting data.

15.1 Establishes and monitors a process for collecting, documenting, and reporting secondary or optional measures related to employment and family, in accordance with current Government legislation. **4 3 2 1 NA DK**

15.2 Provides and promotes training for data collectors to ensure accuracy of outcome data. **4 3 2 1 NA DK**

15.3 Fulfills legal or program requirements for compliance, record keeping, and reporting. **4 3 2 1 NA DK**

15.4 Maintains confidentiality and limits access to staff and learner files and records. **4 3 2 1 NA DK**

15.5 Analyzes, identifies dissemination strategies, and reports program outcomes and evaluation data for various audiences. **4 3 2 1 NA DK**

15.6 Ensures data are accessible, in a timely manner, to staff, learners, community members, and other stakeholders (via such means as reports, use of media, and web pages). **4 3 2 1 NA DK**

16. Monitors and evaluations the program and uses the data for program improvement and accountability.

16.1 Develops and implements an overall program review process that is ongoing, participatory, guided by an articulated evaluation processes, and based on a written plan to assess program strengths and areas for improvement. **4 3 2 1 NA DK**

16.2 Involves representative staff in the development of written plans and data collection. **4 3 2 1 NA DK**

16.3 Ensures that programs are inclusive of and suitable for students with special language and learning needs. **4 3 2 1 NA DK**

16.4 Coordinates the procedure for the collection and maintenance of relevant up-to-date learner information in order to improve the program based on the needs of the learners. **4 3 2 1 NA DK**

Professional Development Practices

17. Plans, promotes, and models life-long learning practices.

17.1 Keeps up-to-date with research on instructional practices, management, and leadership, as well as on effective practices in professional development, and shares those practices with staff. **4 3 2 1 NA DK**

17.2 Engages in a variety of activities that foster own learning such as participating in collegial networking and subscribing to journals and list serves. **4 3 2 1 NA DK**

18. Promotes continuous professional development for staff.

18.1 Supports the professional development of instructors by relaying specific information about professional development opportunities and by providing release time, stipends, or other types of support enabling management to engage in professional development activities that focus on student and program improvement. **4 3 2 1 NA DK**

18.2 Encourages instructors to become involved in the identification and planning of their own professional development and to engage in a variety of activities including inquiry research, workshops, institutes, and observation/feedback (e.g. peer coaching and mentoring). **4 3 2 1 NA DK**

18.3 Designs collaboratively, a staff development program in accordance with program needs based on the results of staff needs assessments, informal conversations, identified state or local needs and mandates, and research. **4 3 2 1 NA DK**

18.4 Supports a variety of professional development activities that reflect the organization's mission and principles of adult learning. **4 3 2 1 NA DK**

19. Encourages and promotes professional development activities related to technology.

 19.1 Acquires and maintains knowledge of technology and applies it to adult learning and professional development. **4 3 2 1 NA DK**

 19.2 Shares information on, provides training in, and promotes the use of technology with management and other staff. **4 3 2 1 NA DK**

Community Collaboration

20. Builds relationships with various agencies and institutions to enhance the delivery of services.

 20.1 Maintains ongoing agency outreach, publicity, and staff recruitment activities to promote the program and secure funding, community expertise, equipment, and other resources. **4 3 2 1 NA DK**

 20.2 Establishes partnerships and alliances with businesses, institutions of higher learning, local educational agencies, training centers, boards, and other agencies to expand understanding of adult education, assess needs, enhance program resources, and improve services for adult learners. **4 3 2 1 NA DK**

 20.3 Seeks and shares information about student/client benefits and potential funding opportunities with businesses and community organizations. **4 3 2 1 NA DK**

21. Accesses and makes available information to clients about community resources and issues and relevant laws and regulations.

 21.1 Informs the community and staff about relevant legal requirements such as those for instructing adults with special needs. **4 3 2 1 NA DK**

 21.2 Shares information about available resources, such as community resource guides and web-based information. **4 3 2 1 NA DK**

New Instructor Checklist

Adapted from LEA

Name of Instructor:_____ Program: _____

Recommendations: Self-assessment is to be completed during the 9th week of employment. Pre-requisites: Pre-service training, mentoring support, and the completion of New Teacher Training modules available on the Commission's website.

Directions: All of us come into adult education sideways. All of us have a lot to learn about teaching adults regardless of how much experience we have. As a anew instructor, don't feel overwhelmed as you review this checklist. You are NOT expected to know how to do everything on this list. The purpose of this self-review is to identify and prioritize those items that you would like to learn more about during the next eight months. We will do our best to provide you with the support you need to do so.

Component	Skill/Knowledge As a new adult education instructor, I……..	Feel OK with this	Need Additional Training
Introduction to the Adult Learner	1. Understand the demographics and characteristics of adult students.		
	2. Understand the fundamentals of adult learning theory and its impact on teaching adult learners.		
	3. Understand the instructor's role in effectively serving adult students.		
My Adult Education Program	1. Am aware of the philosophy and mission of my local adult education program.		
	2. Understand the organizational structure of my local adult education program and the types of services available to students.		
	3. Have an introductory understanding of the federal and state legislation that supports the adult education programs.		
	4. Have a working knowledge of the requirements of the National Reporting System (NRS).		
Recruitment, Intake, and the Career Services Course	1. Understand my role in student recruitment.		
	2. Understand how intake, the career services course, and the registration of new students takes place.		
	3. Understand how cultural differences impact social and educational intake procedures.		
	4. Know which forms must be present in the student and/or instructor folder.		
	5. Understand the state's pre/post testing requirements.		
	6. Understand the state's system for the age waiver process.		
	7. Understand how to keep all standardized tests, answer keys, and instructor's manuals secure at all times.		
	8. Am able to administer required standardized tests according to the test publisher's protocol (if applicable)		
	9. Have completed TABE 11/12 training and have earned my certificate.		
	10. Understand the system for identifying students who need to be post-tested.		
	11. Know how to use standardized test results to assign an educational functioning level and how it applies to classroom placement.		
	12. Understand how to provide career counseling when applicable to students.		
	13. Understand the state's referral process to ensure complete wrap-around services are provided to students.		

Component	Skill/Knowledge As a new adult education instructor, I……..	Feel OK with this	Need Additional Training
Planning, Delivering, and Re-planning Instruction	1. Know how to utilize a student's individual career goals to contextualize instruction.		
	2. Understand different learning styles and activities appropriate for each learning preference.		
	3. Know how to use standardized test results to select appropriate curriculum materials.		
	4. Know what an individual learning plan/individual learning map looks like and how to develop it with student input.		
	5. Understand the basic components of an effective lesson plan.		
	6. Can identify good teaching strategies to use with specific adult populations'.		
	7. Understand the difference between instructor-centered and student-centered instruction.		
	8. Understand the importance and use of multi-sensory approaches and teaching methods.		
	9. Understand the system for identifying and serving special needs students, including students from multi-lingual and multi-cultural backgrounds.		
	10. Understand effective classroom management strategies including handling of multi-levelled/multi-subject classrooms.		
	11. Know how to use formal and informal assessment data to monitor learner progress.		
	12. Have a list of support services and know how to refer students.		
	13. Understand how to give students feedback and evaluation of class work in order to keep students progressing.		
	14. Have been exposed to classroom resources and instructional materials and know where to access additional resources.		
	15. Am familiar with computer software programs used as part of the program's distance learning component.		
	16. Understand factors that promote learner persistence.		
	17. Have a process for evaluating student data and student feedback to adapt my instructional delivery.		
Collecting, Documenting, and Reporting Student Achievement	1. Understand the purpose and usefulness of student data.		
	2. Understand the importance and impact of helping students set realistic short-term and NRS related goals.		
	3. Know how to use formal and informal assessment data to document learner progress.		
	4. Can identify each reporting form and explain its purpose.		
	5. Can accurately complete and submit forms/data required by my program.		
	6. Understand my responsibilities in the follow-up of students for post-exit outcome measures.		

Understanding Policies & Procedures	1. Understand student confidentiality issues, including:
	   a. Completion of the release of information on the intake form
	   b. Handling of incoming calls to students and/or visits to class by friends or relatives and
	   c. The type of information that is public record		

	2. Understand the student code of conduct.		
	3. Can locate, understand, complete, and submit required forms and paperwork.		
	4. Understand relevant state and local policies and procedures.		
	5. Can identify the five parts of the HSEC examination and the procedures surrounding these exams for accommodations, registration, and collecting assessment results.		

Component	Skill/Knowledge As a new adult education instructor, I……..	Feel OK with this	Need Additional Training
Understanding Policies & Procedures (Continued)	6. Understand program admission policies.		
	7. Have been given information about keys and security.		
Understanding Policies & Procedures (Continued)	1. Understand the dangers associated with cyber security and know what to do with suspicious emails.		
	2. Know what equipment and materials will be available at the class site.		
	3. Know whom to contact in case of an emergency.		
	4. Know how to request more forms or materials.		
	5. Have been given a class schedule/calendar.		
	6. Have been given the opportunity to observe an experienced instructor in a class similar to that of the instructor.		
	7. Have access to keys for files and cabinets as needed.		
	8. Know location of telephone, emergency exits, first aid kits, fire extinguishers, and emergency procedures and numbers.		
	9. Understand and can communicate the sign-in/sign-out procedures for students, if applicable.		
	10. Know log-in information for computers		
	11. Understand the local communication process.		
Professional Development & the Dissemination of Best Practices	1. Understand the importance and role of professional development in effective basic skills instruction		
	2. Am willing to share best practices.		
	3. Understand local staff development requirements.		
	4. Understand my responsibility to assess my professional grow needs and seek out appropriate opportunities to address those needs.		
	5. Understand how to access local, state, and national professional development opportunities.		

Priorities I would like to address during the next eight months:

1: _____

2: _____

3: _____

Program Monitoring & Compliance Forms

Wyoming Adult Education Site Visit and Compliance Checklist 2021-22
For Virtual Monitoring

<u>*Instructions:*</u> The Adult Basic Education Compliance review indicates whether the basic skills programs, funded from the Workforce Innovation and Opportunity Act (WIOA) Title II, Adult Education and Family Literacy complies with federal and State regulations. Because of the restrictions on state travel, all compliance reviews for FY 21/22 will be held virtually.

(1) Programs are required to provide evidence for each item checked in the category. When it is not possible to provide evidence, a short description must be included in the comment section explaining the inability to provide evidence and to provide a written response to the item.

(2) For any item in which the local provider is unable to provide a positive response to because the item is not completed/maintained by the program, the local program must provide a strategy to bring the program into compliance, action steps, and a timeline for implementation and expected outcomes.

(3) All evidence must be submitted in electronic form by scanning the document on a 'thumb drive'. Thumb drives must be mailed to the State Educational Agency (SEA) for Adult Education at the address shown below:

Diane McQueen

      1456 Spruce Street
      Wheatland, Wyoming 82201
      Email: diane.mcqueen@wyo.gov

Thumb drives should be mailed as priority mail with signature required. Thumb drives must be received by the SEA at least two weeks prior to the scheduled virtual review date and are to be used as evidence of program compliance.

(4) Submitted evidence must be clearly labeled to indicate which chapter and item number the document(s) are being submitted for. For example, Item one, from Chapter One should be labelled:C1I1. Chapter Two, Item 3 would be labelled: C2I3, etc.

(5) The evidence column of this form should indicate the items being submitted as evidence in a similar manner. (i.e. C1I1, C2I3, etc). In the event that there are more than one item submitted for an Item, labelling should be as follows:
    a. Chapter 1- Item 1: Document #1: C1I1a
    b. Chapter 1-Item 1: Document #2: C1Ib
    c. Chapter 1-Item 1: Document #2: C1I1c

(6) In the event that a document is being submitted as evidence for multiple items within the checklist, the document need only be uploaded ONE time; however, it should be titled to show which chapter and item it is being submitted for as evidence. For example, if an assessment report is being submitted as evidence that meets the criteria for Chapter One, Item Two AND Chapter Two, Item 3; it should be labeled as: C1I2-C2I3.

(7) The column titled "Compliance Status" should not be completed by local providers. This column is for State staff and will be completed upon review of all submitted documents. Any items which the State indicates a 'No' for will also include an "F" or an "O", where an "F" indicates a 'Finding' and an "O" indicates an 'Observation.

Note: What is the difference between a Finding and an Observation?

Answer:	The term '**Finding**' has a very specific meaning in the context of a monitoring. A 'Finding' is a violation of the Workforce Innovation and Opportunity Act or its associated regulations, federal or state policies, or OMB circulars. '**Observations**' are issues or concerns that are non-compliance oriented and are areas in need of improvement or are recommendations.

(8) Completed reviews will be provided to all local providers along with State comments and recommendations. A meeting will also be held between the local program and the State to review monitoring results.

(9) Local programs should use the comments section to provide additional information as necessary.

Virtual Monitoring of Local Programs for FY 21/22 will include the following programs:

Fall 2021:	Evidence and a completed Checklist will be due by November 30, 2021. The State will conduct the review in December with virtual meetings occurring in late December or early January.

Casper College	Eastern Wyoming College	DOC: Newcastle

Spring 2022:	Evidence and a completed Checklist will be due by March 31, 2022. The State will conduct the review in early April with virtual meetings occurring in late April.

Northern Wyoming Community College District	DOC: Torrington

Chapter One: Intake/Orientation (OCTAE Program Memorandum 17-7, State Policy #03092020, WIOA Sec 188, WIOA Title II, Program Assurance, WIOA Sec 231 & 232,

Item	General Requirements	Evidence	Compliance Status (To be completed by State Staff)	
			Yes	No
1.	At intake, the participants are presented with the following information in a format they can understand: ADA compliance and name of ADA coordinator (WIOA Sec 188)			
2.	An intake session is provided to every learner which includes a/an: • initial academic assessment • Career Services course • process to identify strengths & weaknesses of student for placement • local program student handbook of policies • guidance/counseling on assessment results (WIOA Sec. 3 (7) (C) • plan of study and schedule • goal setting and transition planning • referrals, as needed	**Example:** Document #1: assessment Document #2: evidence of Career Service course Document #3: local program handbook Submitted evidence should be titled as shown below with notations made in this column referencing the document names. C1I2a, C1I2b, C1I2c, etc.		
3.	The intake processes include an explanation of: • the roles of instructor/student and responsibilities • instructional delivery platforms, inclusive of virtual learning, distance learning and instructional materials • College and Career Readiness Standards or ESL Standards, as appropriate • Employability & Social Capital Skill Standards • Referral services available			
4.	Intake processes and Career Services courses are given at flexible times to accommodate students' schedules (morning/evening).			
5.	A valid NRS approved pre-test is given within the first 12 hours of instruction.			
6.	Virtual applications, where applicable, are responded to within 24 hours.			
7.	Intake/Career Services course can be offered in either virtual or hybrid forms so that students can effectively utilize multiple types of learning platforms.			
8.	The data dictionary or other references are available to provide participants & instructors with definitions necessary to correctly identify/answer 'Barriers to Employment' questions.			
Comments:				

Chapter Two: Student Eligibility, Marketing & Retention (State Assessment policy, WIOA Sec. 203, Sec. 211, Program Assurance, WIOA Sec 231

Item	General Requirements	Evidence	Compliance Status (To be completed by State staff)	
			Yes	No
1.	Students meet the age requirement, being 16 years of age or older and are not required to be enrolled in secondary school. Drop out documentation is on file.			
2.	Age waiver students: • complete a program of study • are enrolled in LACES • complete an OPT at the 'Well Prepared' level for HiSET or 'Ready to Test' level for GED after completing a program of instruction and has OPT scores recorded on LACES. • have a valid, NRS approved pre-test AND post-test (when applicable)			
2.	Students do not have a high school diploma/equivalent or have limited basic academic skills and function below 12.9.			

			Compliance Status (To be completed by State staff)	
			Yes	No
3.	Placement into instruction is based upon test results identifying the appropriate Educational Functioning Level.			
4.	Low functioning ESL students and low ABE literacy level students are individually assessed (beyond an NRS approved assessment) for phonemic awareness, fluency, vocabulary, and comprehension to determine his or her level of differentiation and the appropriate focus for beginning and/or continuing reading instruction.			
5.	Local program utilizes multiple media sources for recruitment purposes.			
6.	Local program continually monitors student performance and has an effective retention plan in place.			
Comments:				

Chapter Three: Sufficient Intensity and Duration (State Policy #012020R, WIOA Sec 231

Item	General Requirements	Evidence	Compliance Status (To be completed by State staff)	
			Yes	No
1.	Program offers at least 6 hours per week at satellite classes and at least 20 hours per week at the main campus of instruction at a minimum.			
2.	Program documents participant attendance electronically or on sign-in sheets which are kept for two years.			
3.	Program adapts procedures to allow for disability-related needs which may include: • Audio or enlarged materials • Computers for use with students that have print-related disabilities • Allowing students with disabilities to participate in all programs and activities • Colored overlays			
4.	Distance learning and/or virtual learning platforms are offered to participants as an extension of traditional classroom models.			
5.	Program services are provided year-round.			
Comments:				

Chapter Four: Education/Instruction and Career Counseling (OCTAE Program Memorandum 15-7, State Policy #05012020, Wyoming State Plan, WIOA Sec 203, Program Assurance, WIOA Sec 231

Item	General Requirements	Evidence	Compliance Status (To be completed by State staff)	
			Yes	No
1.	Education and career planning are discussed with students and results are used to guide instruction, where possible.			
2.	Education and career counseling or referral to services is made available to enrolled students.			
3.	Goal setting has been established to identify students' goals and to help guide the student and instructor.			
4.	Referrals are tracked in student progress notes in student file.			
5.	Referrals for wrap-around support services to/from DWS, VR, or other service providers are made using a State approved referral system. Paper-based referral forms are maintained by the provider in a student file.			
6.	The delivery of instruction incorporates: • The Essential Components of Reading • Evidence and research-based instructional theories • Participatory Learning • Academic standards (ie. CCRS or ESL standards) • Employability standards • Social Capital skill standards • Digital literacy • EL Civics, where applicable			
7.	Curriculum incorporates: • A balance of academic & real-life contexts			

			Compliance Status (To be completed by State staff)	
			Yes	No
	• A variety of special learning needs, where applicable • Skills & knowledge learners need to transition successfully to career and post-secondary education • Contextualization of core program components			
8.	Instructional delivery models for career pathways include some of the following: • IET/IELCE programs of study • Apprenticeship, internships, and other work-based/career training models • Concurrent enrollments (with post-secondary • Co-enrollments (with DWS/DVR) • Work-based training • Transitioning students to post-secondary/careers • Hybrid learning platforms • High school equivalency preparation courses • ABE/ASE/ESL courses • Bridge/transition courses			
9.	Local programs providing services within a correctional institution, give priority of services to those individuals who are likely to leave the correctional institution within five years of participation in the program.			
10.	Program can verify through LACES that they maintain: • A Career Service Course • An ABE/ASE 9+ course to track students who are pursuing a course of study at a 9th grade level or higher			
Comments:				

Chapter Five: Program Personnel (Program Assurance, WIOA Sec 231

Item	General Requirements	Evidence	Compliance Status (To be completed by State staff)	
			Yes	No
1.	Program is staffed by qualified administrative staff.			
2.	Program is staffed by qualified instructional staff (which may include a Bachelor's degree or higher, teacher certification, or organization approved requirements including preparation and experience).			
3.	All staff employed more than three months have received NRS training and understand quality data collection and its purpose.			
4.	Program has designated a staff person to act as an ADA resource for complaints and recordkeeping which may include a referral to the college or agency.			
Comments:				

Chapter Six: Staff - Professional Development (WIO Sec. 223, Grant, WIOA Sec 231

Item	General Requirements	Evidence	Compliance Status (To be completed by State staff)	
			Yes	No
1.	New administrative staff has attended, or are scheduled to receive new instructor training or new local director training.			
2	All instructional staff have received teacher orientation to adult education training, assessment training and certification, and program specific training which includes local program policies and procedures.			
3.	Instructional staff attends a minimum of six hours of staff development annually related to their program in addition to the State Institute.			
4.	Staff have received training in data collection and reporting procedures related to the NRS.			
5.	All program staff have received training in recognizing the characteristics of students with learning disabilities and know who the ADA resource person is for the program			
6.	Instructional staff receive **annual** training on how to administer TABE assessments.			

Item	General Requirements	Evidence		
7.	All LACES users at the local level have attended at least three LACES trainings per year. Documentation should include sign-in sheets as verified by the local program director.	Date of last LACES training:_____		
8.	Local director regularly attends State arranged monthly meetings and face to face meetings, as applicable.			
9.	Local program has a system in place for the dissemination of 'Best Practices'.			
10.	The local program has a system in place to identify staff professional development needs and a description of how these needs are met.			
Comments:				

Chapter Seven: Assessment (State Policy #07152020, WY State Assessment Policy, Program Assurance,

Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)*	
			Yes	No
1.	All instructors administering assessments have been trained in standardized testing procedures and are certified examiners. **Assessment policy** is available for instructional staff.			
2.	Pre and post-testing is completed using **alternate forms** of the test or the required additional hours between testing have been observed. - NRS Level 1-4 **TABE** minimum of 40 hours. - NRS Level 5 & 6 – **TABE** minimum of 30 hours **TABE CLAS-E** minimum of 40 hours			
3.	Students are pre and post-tested in person or through approved virtual monitoring processes.			
4.	TABE locator & the full battery tests 11 & 12 in Reading, Math, Language Arts, are used for ABE/ASE level students to determine the correct level for placement & the measurable skill gain to be determined.			
5.	TABE CLAS-E full battery results in Reading, Writing, Listening, and Speaking are used for ESL students to determine the correct level for placement and the measureable skill gain to be determined.			
6.	Program strives to meet a State post-test rate of 60% rate with a minimum of 50%.			
7.	Program can demonstrate an effective use of post-tests in meeting State performance targets for Measurable Skill Gains for the past two years.			
8.	Posttest waivers are tracked and available for review.			
9.	Official practice tests (when applicable) are given in person or through approved virtual monitoring processes and are entered into the student's LACES record.			
10.	OPT's are given to students when they have reached ASE levels and/or after they have completed a program of study in a class where instruction is at the 9th grade level or higher.			
11.	Participants who have 'stopped out' with a 90 break in services are re-tested upon re-entry into the program if the initial assessment is 10-12 months old.			
Comments:				

Chapter Eight: Student Files (OCTAE Program Memorandums 17-2, 19-2, State Policies #03092020, 08112020R, #09302020, AEFLA Resource Guide, 34 CFR Part 80.42, Program Assurance,

Item	General Requirements	Evidence	Compliance Status *(To be completed by State staff)*	
			Yes	No
1.	Intake forms are completed and signed.			
2.	A career assessment is given to each participant and a copy is maintained in the student file.			
3.	A completed copy of all Age Waiver documentation for HSEC testing for 16 & 17 yr. old students is maintained in the student file with a copy of the *School Withdrawal Form* being uploaded			

	into the student's LACES file BEFORE the commencement of instruction occurs.			
4.	Academic assessment results are in the student file: pre/post-tests, OPT's, copies of progress tests/quizzes used by instructors, etc. with NRS assessments and OPT's also entered into the student's LACES file.			
5.	Computer prescriptive results or student profile is in the file.			
6.	Release of information forms are signed and dated.			
7.	Student attendance records match LACES. Type: (Time clock or Sign-In sheets, proxy hours are recorded as distance learning hours).			
8.	Documentation of a disclosed disability is placed into student file with a notation made in the student's LACES file.			
9.	Assignments and work samples are maintained in the student file.			
10.	Documentation of student progress and referral notes are in student file.			
11.	The "HSEC Choice of Tests" is signed acknowledging the student has received the information.			
12.	All reportable and non-reportable students have data entered into LACES and have a local student file available.			
13.	HSE certificates/transcripts are uploaded into student files on LACES with a hard copy maintained in student file.			
14.	Student enrollments in postsecondary after exiting Adult Education are tracked in the students LACES file.			
15.	Participants who earn an industry recognized credential within one year of exiting the Adult Education program have a copy of the credential and/or transcript uploaded (when possible) into LACES with a hard copy maintained in student file. **Note:** If it is not possible to obtain a copy of the transcript/credential earned, this must be noted in student files AND their LACES record must indicate 'credential attainment' and the date in which the credential was earned under the post-secondary tab.			
16.	Co-enrolled participants: AE, DWS, and DVR should have case notes, credentials earned and progress records maintained in the student's LACES file as well as in a local file.			
17.	Integrated Education and Training (IET) students who have made progress towards milestone have evidence of 'progress' in the student folder. The students LACES folder indicates achievement of this Measurable Skill Gain under the outcomes tab; IETP Measurable Skills Gain sub-tab.			
18.	IET students who have passed a technical exam or occupation skills exam have a copy of the earned credential in the student folder and have this MSG recorded on LACES under the Outcomes tab; IETP Measurable Skills Gain sub-tab. (OCTAE Program Memorandum 17-2)			
Comments:				

Chapter Nine: Cooperative Planning and Partnership Arrangements for Developing Career Pathways (OCTAE Program Memorandums 15-3, 15-4, Wyoming State Plan, Program Assurance, WIOA Sec 231

Item	General Requirements	Evidence	Compliance Status (To be completed by State staff)	
			Yes	No
1.	Program actively participates in the WIOA network including Title I (DWS – Adult and Dislocated Worker and Job Corps) and Title IV (Vocational Rehabilitation)			
2.	Local program provides services through the One-Stop System. *Describe how this occurs in the Comment section below.*			
3.	Program staff plan and/or work cooperatively with other community agencies and organizations for the development of a career pathways system and to place participants, when applicable into training programs.			
4.	Local program can demonstrate that collaborative efforts have led to a reduction in the duplication of services among core partners, as required by WIOA. *Describe how this has occurred in the Comment section below.*			
5.	Local Memorandum(s) of Understanding includes roles and responsibilities of each partner and are available to review.			
6.	Local director or designee is a member of the Next Generation Sector Partnership and maintains copies of minutes from the local meetings.			
7.	Local program can demonstrate alignment/participation with at least one of the following: • WY State Plan • Educational Attainment Initiative • Perkins V • Wyoming Works • DWS Workforce Grants			
8.	Program works collaboratively with local Next Gen teams, employers, educational institutions, Career & Technical Education (CTE), and/or the Office of Apprenticeships to effectively address Wyoming workforce needs, particularly for 'in-demand' jobs for the region.			
Comments:				

Chapter Ten: Facilities, Equipment, & Supplies (Program Assurance, WIOA Sec 231

Item	General Requirements	Evidence	Compliance Status (To be completed by State staff)	
			Yes	No
1.	Heating, lighting and ventilation of instructional facilities are conducive to learning.			
2.	Facilities used to provide instruction are free of physical barriers, accommodating adults and appropriate for individuals with disabilities. Where facilities do not meet these requirements, students are referred to alternate accessible locations.			
3.	All equipment and frequently used materials are located on shelves in wheelchair-accessible areas.			
4.	Handicap accessible parking is available.			
5.	Local program has computers, internet, and other equipment available for students to use within the facility and/or available to check out for distance/virtual learning, when applicable.			
6.	Equipment and supplies purchased through AEFLA grant funds are labeled: "These services are federally funded through the AE program administered by the WCCC."			
Comments:				

Chapter Eleven: High Quality Data Management Information System (State policies #08112020R, #08142020, #08142020, #09302020, Program Assurance, WIOA Sec 231

Item	General Requirements	Evidence	Compliance Status (To be completed by State staff)	
			Yes	No
1.	Program uses the LACES database for (NRS) reporting requirements.			
2.	Program uses the State mandated intake form and submits data weekly.			
3.	Program maintains an individual student record folder accessible to the instructor and the student which includes: (1) signed student intake form (2) assessments as outlined in Chapter 7 above (3) student goals (4) career planning (5) age waiver documents, where applicable (6) Choice of Test form (7) Signed release form(s) (8) Student progress notes (9) Credentials & Certificates earned (10) Post-secondary transcripts, where applicable (11) Program specific forms			
4.	Program has implemented a plan to monitor data quality and error correction using diagnostic tables.			
5.	Program uses data matching and/or the suggested survey instrument and can provide records on survey follow-up (See NRS Implementation Guidelines).			
6.	Program has a policy in place which outlines protocols for how to survey information on students who do not disclosing a SSN #. Instructors are aware of this policy and provide assistance in gathering the necessary data.			
7.	Program data matches for post-secondary through the National Student Clearinghouse and through the local community college for non-credit workforce course enrollments/credentials earned at least three times per year.			
8.	Program has identified staff to be involved in data entry and is able to produce reports.	Name of staff person responsible for data entry:_____		
9.	Program staff have signed the Confidentiality Agreement and it is on file at the State AE office before being given access to LACES.			
10.	Program uses performance data to establish goals for continuous improvement.			
11.	Program has implemented a procedure for accurate data entry in accordance with guidelines from NRS and State for reporting purposes.			
12.	Program has a process to enter and check the accurate contact hours for instruction.			
Comments:				

Chapter Twelve: Internal Program Evaluation (OCTAE Program Memorandum 19-1, Grant, AEFLA Resource Guide, NRS Evaluation Program Effectiveness Resource, Program Assurance, WIOA Sec 231

Item	General Requirements	Evidence	Compliance Status (To be completed by State staff)	
			Yes	No
1.	Local program utilizes summative and formative evaluation processes, as outlined in the grant application.			
2.	Staff evaluations are completed annually and SIA observations are utilized by the local program.			
3.	Participants are presented with an opportunity to complete an end of course evaluation that evaluates instructor performance as well as the quality of instruction.			
4.	Participants in a Career Services course are presented with an opportunity to complete an end of course evaluation.			

			Compliance Status (To be completed by State staff)	
5.	Program has a local evaluation plan in place to monitor: • Data validity • Program design • Measurable Skill Gains & Outcome measures • Overall administration of the grant			
6.	Data is used as a means to improve program performance. ***Provide a succinct discussion in the Comments section on how this is accomplished.***			

Comments:

Chapter Thirteen: Fiscal Review (EDGAR, AEFLA Section 241(a), Single Audit Act Amendments of 1996 (31 U.S.C. 7501-7507), and revised OMB Circular A-133, OMB Circular A-133; 34 CFR Part 80.26, 34 CFR Part 80.42, Program Assurance,

Item	General Requirements	Evidence	Compliance Status (To be completed by State staff)	
			Yes	No
1,	Program ensures that funds are expended as approved in the final budget.			
2.	Program follows cost principles as identified in OMB Uniform Guidance.			
3.	Program ensures that expenditures are properly documented.			
4.	Program prepares and submits final cash and in-kind match reports as specified in the grant award.			
5.	Program prepares and submits the State Financial Status Reports (FSR) at the end of the year by the required due date and certifies that the expenses are true and correct.	Monthly Financial Worksheets verified?		
6.	Program notifies the State AE office of planned changes to the budget so drawdown system can be adjusted accordingly.			
7.	Program maintains payroll records for grant-funded personnel and time and task logs where staff are paid from multiple funding sources.			
8.	Program keeps an appropriate inventory of equipment paid for with AEFLA grant funds.			
9.	Program fiscal and student records are retained for 3 years after the completion of a current grant cycle.			
10.	Program follows its own local procurement procedures.			
11.	Program income collected in a fiscal year is used by the local program for AEFLA allowable costs within the same year and is reported on the appropriate FSR documents.			

Who enters the drawdowns? _____
Copy of last audit provided. _____ Y or _____ N (This can be submitted by mail in or email along with the thumb drive)

State will request a random verification of expenditures between:_____ *(to be established by State.)*
(To-From Dates)

Comments:

Chapter Fourteen: Reports (Program Assurance,

Item	General Requests	Evidence	Compliance Status (To be completed by State staff)	
			Yes	No
1.	FY Based Diagnostic Report (under "Searches" in LACES) is utilized on a monthly basis as a means to validate data.			
2.	Report on "Instructional hours since last assessment" (create "View" with name, last assessment date, instructional hrs. since last assessment, overall status, current level and Keyword) Or Select "Assessment Status" file > Assessed 2+ >Print Reports > Hours Between Assessments a. This should be done for each group of students that has different hours between testing in the AE Assessment Policy.			

Item	General Requirements			
	b. All students testing early must have waivers to test early in either the student file or a master file at the main office.			
3.	Age Report – (Under "Searches"> NRS> Student Diagnostic Search >Age at Intake less than 16)			
4.	Current Dashboard from LACES reflects to-date progress on meeting federally negotiated targets and post-test rate.			
5.	All Mid-year reports, quarterly reports, and monthly data reports are submitted on time.			
Comments:				

Chapter Fifteen: WIOA System Network (OCTAE Program Memorandum 17-4, Wyoming State Plan, AEFLA Resource Guide, Program Assurance, WIOA Sec 231

			Compliance Status (To be completed by State staff)	
Item	General Requirements	Evidence	Yes	No
1.	Access to Adult Education through the One-Stop Center is through direct linkage. **Under the Comments section, please explain the linkage.**			
2.	Cross training of DWS, VR, and Adult Education is completed on a regular basis. (could add the other partners like CTE, TANF, SNAP, etc. if this has been done).			
3.	Workforce system partners work in a seamless customer focused delivery network. **Under the Comments section, please define how this is done.**			
4.	Regional workforce strategies, as identified by Next Generation Sector Partnerships or through the Wyoming State Plan are used to address local/region workforce educational needs. (WIOA Sec. 3 (7) (C)			
5.	Local program is an active participant in regional Next Generation Sector Partnership meetings. **Under Comments, please describe involvement in Next Gen activities in your region over the past six months.**			
Comments:				

Chapter Sixteen: General Education Provision Act (GEPA Section 427) (WIOA Sec 188, General & Program Assurances,

			Compliance Status (To be completed by State staff)	
Item	General Requirements	Evidence	Yes	No
1.	Applicant has submitted a "sufficient section 427 statement with their application. **Attach GEPA statement from grant reapplication for FY 21/22.**			
2.	A description of the steps the applicant proposes to take to ensure equitable access to, and participation in, it's Federally –assisted program for students, instructors, and other program beneficiaries with special needs.			
3.	Examples of how the applicant might satisfy the requirement are clearly stated.			
Comments:				

	Student Name	Intake forms completed & signed	Career Assessment is in file	16-17 has waiver document or court order	TABE pre/post test results	Computer prescriptive results in file	Release of info forms signed and dated	Attendance records match LACES	Disclosed disability documentation in file	Assignments and work samples	Documentation of student progress and referral notes are in file	HSEC Choice of Tests signed	Earned credentials are in file	Enrollments in postsecondary are recorded in LACES	Co-enrollments with DWS/DVR are noted in student file	Evidence of 'progress' towards milestones is included in local file for IET students
1																
2																
3																
4																
5																
<mark>Example of labelling</mark>	Steve Brown	Brown-INT	Brown-CA	Brown-AW	Brown-Test		Brown-RL	Brown-ATT	Brown-DIS	Brown-ASG	Brown-REF-PRG	Brown-CH	Brown-EC	Brown-PS	Brown-CO	Brown-EV

Note: State will select 5 student from LACES to conduct a random sample evaluation of student files

Follow-Up Survey for Core, Secondary, and other Measures
Wyoming Community College Commission
Adult Education

Hello. My name is _____. I work for _____. We're contacting people who have recently attended our classes at our adult education programs to find out what happens to them after they leave us.

It should take only a few moments of your time to answer.

Attendance/objectives

A-1   I understand that you were in _____ (name of teacher) class in _____(location). Is that correct?
    ☐ Yes   ☐ No (Obtain correct information)

A-2   During what month and year did you enroll in this program?

Month:_____   Year:_____

A-3   Did you attend the class/program until it ended?
    ☐ Yes (proceed to B-1)   ☐ No (Proceed to A-4)

A-4   During what month did you stop attending the class or program?   Month:_____

Secondary or Post-secondary Credential

B-1   Did you receive any diplomas, certificates, or degrees, such as a secondary school diploma, from passing HSEC tests or postsecondary credential or certificate, either while you were taking this class or since you took this class?
    ☐ Yes (proceed to B-2)   ☐ No (Proceed to C-1)   ☐ DK/Refused (proceed to C-1)

B-2   What type of diploma/certificate/degree did you receive? (Check all that apply)
    ☐ Secondary credential   ☐ High school diploma
    ☐ Postsecondary credential/certificate   ☐ Associates' Degree
    ☐ Bachelor's Degree   ☐ Other _____
    ☐ DK/Refused

B-3   When did you receive that diploma/certificate/degree?   Month:_____   Year:_____

Other Education & Training

C-1   Since you stopped attending the class or program, have you enrolled in any other educational or training programs?
    ☐ Yes   ☐ No (proceed to D-1)

C-2   Where are you enrolled?
    ☐ Other (Specificy)_____

C-3   When did you start that program?   Month:_____   Year:_____

C-4   In what type of class or classes are you now enrolled? (Check all that apply)
    ☐ English Language Skills   ☐ GED/HSEC/High School
    ☐ Vocational/Job Training/IET   ☐ Community College/College Level
    ☐ Citizenship   ☐ Family Literacy
    ☐ Other (Specify:_____)   ☐ DK/Refused

Employment

D-1   While you were taking this class, did you get a paying job?
    ☐ Yes   ☐ No
    If yes, what was the name of your employer?_____ (proceed to D-3)

D-2   Since you stopped taking this class, have you gotten a paying job?
    ☐ Yes   ☐ No (end of survey)

If yes, What is the name of your employer?_____

When did you first get a job after leaving the program?_____(proceed to D-4)

D-3   Do you still have the same job, have a different job, or have no current job?
        ☐ Still have same job(proceed to D-4)   ☐ Have a different job(proceed to D-4)

                                                      What is the name of your employer?

                                                      _____
        ☐ Have no job, unemployed (end of survey)   ☐ DK/Refused (end of survey)

(determine second post-exit quarter from response to A-4)
D-4   Thinking back to the three month period between _____ (specify 2nd post-exit quarter
        months), did you have a paying job at any time during those three months?
        ☐ Yes   ☐ No (end of survey)   ☐ DK/Refused (end of survey)

D-5   How much money did you make during these three months, by the hour, week, month, year, or
        total for the three months? Please provide an answer to only one of the choices below.

        A. HOURLY
        $ _____ per _____ (hour)
        How many hours per week did you work? _____   For how long? _____
        B. WEEKLY
        $ _____ per _____ (week)
        How many weeks did you work? _____?   For how long? _____
        C. MONTHLY
        $ _____ per _____ (month)
        How many months did you work? _____?
        D. Yearly
        $ _____ per _____ (year)

(determine fourth post-exit quarter from response to A-4)

D-6   Thinking back to the three month period between _____(specify fourth post-exit quarter
        months), did you have a paying job at any time during those three months?
        ☐ Yes   ☐ No (end of survey)   ☐ DK/Refused (end of survey)

D-7   How much money did you make during this these three months, by the hour, week, month, year
        or total for the three months? Please provide an answer to only one of the choices below.

        E. HOURLY
        $ _____ per _____ (hour)
        How many hours per week did you work? _____   For how long? _____
        F. WEEKLY
        $ _____ per _____ (week)
        How many weeks did you work? _____?   For how long? _____
        G. MONTHLY
        $ _____ per _____ (month)
        How many months did you work? _____?
        H. Yearly
        $ _____ per _____ (year)

CLOSING Thank you very much for taking the time to answer our questions. Your answers are very helpful. The
information you gave me will be used to help make adult education programs better and more useful to people like you

who have attended or would like to attend such a program. H-1. Is there anything that we didn't ask about that you'd like to comment on?

Contact Log
Interviewer:_____

Date & Time	Name	Contacted (who, nature of conversation, any message left, etc)	Status: (Interview completed, scheduled recall, refusal)

Monthly Data Monitoring

Program:		Dept:		Director:		Data Tech:	Program Year:
Date:							2021-2022

Date	# of Students who need a pre-test	# of Students who can post-test	Participants with 12hr or more	Enrollees under 12 hours	Total Contact Hours	# of Level Gains	# HSEC Completers	Met 50% Post Test Rate Enter %	Hours between Assessments Report	#of Referrals Made	Diagnostice Checks / Notations		
July													
August													
September													
October													
November													
December													
January													
February													
March													
April													
May													
June													
2021/22 Year's Totals-->	0	0	0	0	0	0	0						

EFL	2021-2022 State Level Gains Targets	Local Program Level Gains Targets	Monitoring Targets to Date											
			July	August	September	October	November	December	January	February	March	April	May	June
ABE Lit (1)	46													
ABE Basic (2)	47													
ABE I Low (3)	49													
ABE I High(4)	48													
ASE Low (5)	66.6													
ASE High (6)	69.5													
ESL Beg Lit (1)	40													
ESL Beg Low (2)	46													
ESL Beg Hi (3)	47													
ESL Int Low (4)	43													
ESL Int High (5)	41													
ESL Adv (6)	40													

AE Monthly Financial Tracking

Award Total	AE Monthly Financial Tracking	Monthly												Grand Total	
		July	August	September	October	November	December	January	February	March	April	May	June		
$1	Expenditures by month													$0	Spent
	Percent of Grant Left	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	**100%**	% Left
	Balance after Expenditures	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1	$1	$ Left
	Cost per Student	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	Head Cost

Progress toward Target to Serve

	Progress toward Target to Serve	Monthly												# Proposed	
		July	August	September	October	November	December	January	February	March	April	May	June		
	Anticipated # of Students	July	August	September	October	November	December	January	February	March	April	May	June	1	
	Number Served this month	0		0	0	0	0	0	0	0	0	0	0	0	Total
	Number Participated (11hrs or less)	0	0	0	0	0	0	0	0	0	0	0	0	0	Total

Corrections Monthly Financial Tracking

Award Total	Corrections Monthly Financial Tracking	Monthly													
		July	August	September	October	November	December	January	February	March	April	May	June		
$5	Expenditures by month													$0	Spent
	Percent of Grant Left	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	**100%**	% Left
	Balance after Expenditures	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$5	$ Left
	Cost per Student	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	Head Cost

Progress toward Target to Serve

	Progress toward Target to Serve	Monthly												# Proposed	
		July	August	September	October	November	December	January	February	March	April	May	June		
	Anticipated # of Students	July	August	September	October	November	December	January	February	March	April	May	June	1	
	Number Served this month													0	Total
	Number Participated (11hrs or less)													0	Total

IELCE Monthly Financial Tracking

Award Total	IELCE Monthly Financial Tracking	Monthly													
		July	August	September	October	November	December	January	February	March	April	May	June		
$1	Expenditures by month													$0	Spent
	Percent of Grant Left	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	**100%**	% Left
	Balance after Expenditures	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1	$1	$ Left
	Cost per Student	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	Head Cost

Progress toward Target to Serve

	Progress toward Target to Serve	Monthly												# Proposed	
		July	August	September	October	November	December	January	February	March	April	May	June		
	Anticipated # of Students	July	August	September	October	November	December	January	February	March	April	May	June	1	
	Number Served this month													0	Total
	Number Participated (11hrs or less)													0	Total

Neg. State #															
	#Attain MSG	0	0	0	0	0	0	0	0	0	0	0	0	0	Total
48%	Percentage with MSG	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	EFL	0	0	0	0	0	0	0	0	0	0	0	0	0	Total
	HSEC	0	0	0	0	0	0	0	0	0	0	0	0	0	Total

Local Program Director's Comments	
Date:	Date:
Date:	Date:
Date:	Date:
Date:	Date:
Date:	Date:

QUARTERLY REPORT for Adult Ed, Corrections, and IELCE Programs

Date:	First Quarter July – Sept
Project Site: Northwest College	Second Quarter Oct - Dec
Report Prepared By:	Third Quarter Jan - March
Phone Number:	No Fourth Quarter Report

1. Successes in aligning AE activities/initiatives with program goals, partner programs, and statewide initiatives.

2. Complete the Chart found on page 2 and provide a discussion on the processes your local program is taking to ensure accurate post exit indicator data is being collected, particularly through surveying of students.

3. Discuss the effect(s) COVID has had/is having on your local program.

4. Problems/Needs/Challenges: (Attach additional pages if necessary.)

5. Share student success stories, if applicable.

6. Technical Assistance requested:

7. Please attach a copy of the LACES Referral Report with each quarterly report.
   The 2nd quarterly report should also include Mid-year Progress Towards Goals Report.

Surveying of Students for the Collection of Post Exit Indicator Data

Reason for Survey	Number of Students Needing Surveyed				Unable to contact				Surveys Completed (T5)		
	From LACES Report for Current FY		Showing on Table 5 (Last FY)		Current FY		From T5		# of Outcome Measures Met through Surveying for:		
	2nd quarter	4th quarter	2nd quarter	4th quarter	2nd quarter	4th quarter	2nd quarter	4th quarter	2nd quarter after exit	4th quarter after exit	Credential Attainment
No Social Security Number											
Farmer/Rancher, federal employee, Self-employed or working on Railroad											

Mid-Year Review of Programmatic Goals

At the beginning of each fiscal year, AEFLA funded programs in Wyoming are required to establish programmatic goals. In January of each year, programs report on the progress made towards these goals. The purpose of this form is to offer providers a simplistic method to report on progress towards goals. The Goal sheets submitted with the grant application can simply be copied and pasted into this form with mid-year progress notations made in the fourth column for each strategy.. These reports are due with the 2nd quarterly report in each fiscal year.

Program Name: _____ Contact: _____

Goal 1:

Strategies to Achieve Goal	Responsible Parties	Expected Completion Date (for each item)	Mid-Year Progress on each strategy

Goal 2:

Strategies to Achieve Goal	Responsible Parties	Expected Completion Date (for each item)	Mid-Year Progress on each strategy

Goal 3:

Strategies to Achieve Goal	Responsible Parties	Expected Completion Date (for each item)	Mid-Year Progress on each strategy

Goal 4:

Strategies to Achieve Goal	Responsible Parties	Expected Completion Date (for each item)	Mid-Year Progress on each strategy

Wyoming
2021-22
TITLE II GRANTEE DATA QUALITY STANDARDS CHECKLIST

The NRS state data quality standards identify the policies, processes and materials that states and local programs should have in place to collect valid and reliable data for the National Reporting System (NRS). The Division of Adult Education (DAEL) within the Office of Vocational and Adult Education developed the standards to define the characteristics of high quality state and local data collection systems for the NRS. The standards provide an organized way for DAEL to understand the quality of NRS data collection within the states and also provide guidance to states on how to improve their systems.

In order to complete the NRS State Data Quality Standards Checklist, Wyoming requires that Title II Grantees complete the following abbreviated version certifying the quality of local data and adherence to state policy.

Instructions for Completing the Wyoming Checklist

Local programs use this Wyoming checklist to rate their implementation of the data quality standards in their NRS data collection procedures.

The local program director must certify the checklist and submit it with the annual end of year statistical tables due to the State AEL Office on or before June 30th of each year.

Data Quality Improvement Plan

For areas where the local program does not reach "Acceptable" standards, a data quality improvement plan must be completed to describe the program they have identified and their plan for correction. The plan will address all standards the program did not meet, describe what new policies or procedures will be put in place to meet the standards, identify barriers to compliance and the technical assistance needed to implement the plan. AEL State Office will offer technical assistance to programs to meet the goals of their data quality improvement plan.

All narrative descriptions should be brief – but sufficient enough to convey the information requested. No more than a few sentences are necessary.

For the 2021-22 program year, non-compliance is defined as a failure to meet "Acceptable" standards for any program area. For subsequent program years, non-compliance will be defined a failure to meet "Superior" standards.

Submission and Certification

Local programs complete the checklist for the most recent program year in which NRS data was reported to State Office. This initial checklist will serve as a baseline for the identification of training issues and is due to AEL State Office with local program's end of year reports.

Wyoming

TITLE II GRANTEE DATA QUALITY STANDARDS CHECKLIST

Program: **Date:**

_____   _____

A. DATA FOUNDATION AND STRUCTURE

Acceptable Quality:

1. Local Program has received and follows state assessment policies as written including:		
• Use of standardized assessments for accountability that are state approved as valid and appropriate for adult students.	Yes ☐	No ☐
• Assessments used for accountability are administered by trained staff.	Yes ☐	No ☐
• Time periods (in hours or weeks) for when to pre-and post-test are followed.	Yes ☐	No ☐
2. Local Program has received and utilizes the State approved Goal Setting form.	Yes ☐	No ☐
3. Local Program follows state policy as written for collecting data on students for follow-up on measurable skills gains and outcome measures.	Yes ☐	No ☐
4. Local program has established a procedure for collecting Social Security Numbers (including how to deal with missing numbers) and documenting informed consent for data matching.	Yes ☐	No ☐
5. Local Program has received written definitions for all measures, including demographic measures and contact hours, and has provided them to all appropriate staff. (NRS Guidelines)	Yes ☐	No ☐
6. Local program collects data on Barriers to Employment as mandated by the National Reporting System.	Yes ☐	No ☐

If you answered 'No' to any of questions 1-6, skip the rest of this section and go to Section B, Data Collection and Verification.

If you answered 'Yes' to each of questions 1-6, continue with question 7 below.

Superior Quality

7. Local Program has provided a current version of the *WIOA Title II Measures and Methods for NRS Implementations Guidelines,* also online at www.air.org/nrs which defines all measures on state student data forms and in the state data system, to all appropriate staff.	Yes ☐	No ☐
8. Local Program is aware of the availability of state-provided continuous, additional technical assistance and resources on assessment, data collection and follow-up procedures (e.g. site visits, contact persons, manuals, online resources).	Yes ☐	No ☐
9. The Local Program utilizes the State Data Dictionary to define all measures on State student data forms and in the State data system.	Yes ☐	No ☐
10. The Local Program strives to meet the State post-testing target of 60%.	Yes ☐	No ☐
11. The Local Program has trained staff on how to conduct survey follow-ups on data collection.	Yes ☐	No ☐

12. The Local Program conducts data match on postsecondary and/or training outcome measures at least three times per year, in accordance with State policy.	Yes ☐	No ☐

Continue with Section B below.

B. DATA COLLECTION AND VERIFICATION

Acceptable Quality

1. Local Program has an electronic management information system (MIS) LACES system which is used in Wyoming. This has individual student records within a relational data base structure. The LiteracyPro incorporates NRS measures using common definitions and categories.	Yes ☐	No ☐
2. LACES has error checking functions used by Local Program staff (e.g., that identify out-of-range values and missing data).	Yes ☐	No ☐
3. Local Program utilizes state approved standardized forms (electronic or paper) for collecting student information (e.g., intake, attendance, goal setting) that include all NRS measures and have correct NRS definitions and categories.	Yes ☐	No ☐
4. Local Program follows state polity for recording contact hours that conform to NRS requirements. Signed time sheets or signed time cards or electronic time cards.	Yes ☐	No ☐
5. Local Program has staff with clear responsibility for data collection and data entry.	Yes ☐	No ☐
6. Local Program staff checks data for errors utilizing the LACES Diagnostic feature.	Yes ☐	No ☐
7. Local Program utilizes federal and state policies on data validation.	Yes ☐	No ☐

If you answered 'No' to any of 1-7 in Section B, skip the rest of this section and go to Section C, Data Analysis and Reporting.

If you answered 'Yes' to each of questions 1-7, continue with question 8 below.

Superior Quality

8. Local Programs enter data into LACES at least monthly.	Yes ☐	No ☐
9. Local Program staff reviews local data at least quarterly for errors, missing data, out-of-range values and anomalous data, and to identify program improvements and accomplishments and has a system to resolve them.	Yes ☐	No ☐
10. Local Program has documented procedures for correcting errors and resolving missing data.	Yes ☐	No ☐
11. Local Program staff participates regularly in Database Training meetings for contact with LACES Technical Assistance and state staff on data issues to identify problems and request technical assistance.	Yes ☐	No ☐

Continue with Section C below.

C. DATA ANALYSIS AND REPORTING

Acceptable Quality

1.	The local LACES staff can produce NRS required reports for local program management, including federal NRS tables.	Yes ☐	No ☐
2.	The local LACES staff is capable of reporting disaggregated data by subpopulation (e.g. student age, race, sex) and by program (e.g. Corrections, EL Civics, Tutoring).	Yes ☐	No ☐
3.	The local program conducts monthly checks on NRS reports for errors & missing data and obtains corrected data from instructors, staff, and/or other stakeholders.	Yes ☐	No ☐

If you answered 'No' to questions 1-3 of Section C, skip the rest of this section and go to Section D, Staff Development..

If you answered 'Yes' to questions 1-3 of Section C, continue with question 4 below.

Superior Quality

4.	Local Program staff reviews statistical reports for errors and accuracy.	Yes ☐	No ☐
5.	Local Program can access data reports that are useful for program management and improvement.	Yes ☐	No ☐
6.	Local staff uses data for program management and improvement.	Yes ☐	No ☐

If you answered 'No' to any of questions 4-6 of Section C, skip the rest of this section and go to Section D, Staff Development.

If you answered 'Yes' to each of questions 4-6 of Section C, continue with question 7 below.

Exemplary Quality

7.	Local Program has documented procedures for dealing with analysis problems and deviations.	Yes ☐	No ☐
8.	Local Program compares data among sites and with prior years' data for discrepancies, reasonableness and to identify trends in good and bad performance.	Yes ☐	No ☐
9.	Local Program has procedures to verify that local reports accurately reflect data collected.	Yes ☐	No ☐

Continue with Section D below.

D. STAFF DEVELOPMENT

Acceptable Quality

1.	Local Program has received training on general NRS requirements, including assessment policy and procedures, follow-up policies and goal setting procedures.	Yes ☐	No ☐
2.	Local staff has received training on data collection procedures.	Yes ☐	No ☐
3.	Local staff has been trained on data entry into the local LACES software.	Yes ☐	No ☐
4.	Local staff has had training on how to produce and/or interpret reports produced by the LACES.	Yes ☐	No ☐
5.	Local Program staff participates in at least one additional training annually on NRS issues, LACES data entry or data analysis issues.	Yes ☐	No ☐
6.	Local staff that administer assessments for accountability have been trained on the use of assessment instruments (TABE).	Yes ☐	No ☐
7.	Local staff follows the State distance learning policy and the use of proxy hours.	Yes ☐	No ☐

If you answered 'No' to any of questions 1-7 of Section D, skip the rest of this section and go to Section E Data Quality Improvement Plan.

If you answered 'Yes' to each of questions 1-7 of Section D, continue with question 8 below.

<u>**Superior Quality**</u>

8. There is locally planned, continuous training (at least one training annually) on data collection and NRS issues.	Yes	☐	No	☐
9. Local training is planned and delivered based on the needs of local staff and evaluations of previous trainings, where applicable.	Yes	☐	No	☐

If you answered 'No' to either questions 8 or 9 of Section D, skip the rest of this section and go to Section E Data Quality Improvement Plan.

If you answered 'Yes' to questions 8 & 9, continue with question 10 below.

<div align="center"><u>**Exemplary Quality**</u></div>

10. Local program has timely intervention strategies to identify data problems as they occur and to provide training to sites to correct the problems.	Yes	☐	No	☐

Continue with Section E.

E. DATA QUALITY IMPROVEMENT PLAN

Local Programs *must* submit a quality improvement plan for any content area that does not meet all of the standards within the "**Superior**" level. A separate plan must be completed for each content area. The plans should not exceed one page and include the following information:

1. Content area (e.g., Data Foundation and Structure, Staff Development) and specific standard(s) not met.

2. For each standard not met, describe your planned approach to implementing changes that will allow you to meet the standard.

3. Describe the barriers or problems you anticipate, if any, to implement these plans.

4. Describe any technical assistance you need to implement these planned changes.

5. If you believe you will be unable to meet any standard, please explain why.

Wyoming

TITLE II GRANTEE DATA QUALITY STANDARDS CHECKLIST

The Director of the Adult Education program must sign this certification.

CERTIFICATION

I certify that to the best of my knowledge, the information contained in this document is true and correct and accurately reflects my program's policies and procedures for collecting and reporting data to the Wyoming Community College Commission – ABE Program as required by the U.S. Department of Education's National Reporting System for the Workforce Investment Act, Title II Adult Education and Family Literacy.

_____

Signature

_____

Printed Name and Title

_____

Date

Budgetary Forms

FULL COST - Adult Education Budget

Date:		Phone	**Project ID Number**
Agency Name:			
Program City:			
Vendor Number:			
Contact Name of Program Director:			
Email of Program Director:			
Grant Type: **Competitive**			

Beginning Pay Period:	Ending Pay Period:

Budget Category	Grant Amount	Cash Match	In-kind Match	Total Cost
Administration				
Admin Salary	$ -	$ -	$ -	$ -
Admin Benefits	$ -	$ -	$ -	$ -
Support Staff Salaries	$ -	$ -	$ -	$ -
Support Staff Benefits	$ -	$ -	$ -	$ -
Admin Materials & Supplies	$ -	$ -	$ -	$ -
Space/Rent	$ -	$ -	$ -	$ -
Purchased Services	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -
Indirect (preapproved by WCCC)	$ -	$ -	$ -	$ -
Subtotal	$ -	$ -	$ -	$ -
Professional Development				
Dues and Registration	$ -	$ -	$ -	$ -
Staff Travel (lodging, meals, travel)	$ -	$ -	$ -	$ -
In-Service (local training expenses)	$ -	$ -	$ -	$ -
Taskforce/Special Project	$ -	$ -	$ -	$ -
Contracted Services - training	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -
Subtotal	$ -	$ -	$ -	$ -
Instructional				
Instructional Salaries	$ -	$ -	$ -	$ -
Instructional Benefits	$ -	$ -	$ -	$ -
Classroom Space	$ -	$ -	$ -	$ -
Instructional Materials & Supplies	$ -	$ -	$ -	$ -
Equipment	$ -	$ -	$ -	$ -
Contracted Services (transportation, child care, etc)	$ -	$ -	$ -	$ -
Teacher travel for Instruction	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -
Instructional Subtotal	$ -	$ -	$ -	$ -
Total Initial Budget	$ -	$ -	$ -	$ -

I certify, under penalty of law, that this expenditure report and the items included therein are correct and just in all respects and are in accordance with the above agreement.

Program Representative:	Date:

FULL COST - Corrections and Other Institutions Budget

Date:			Phone	Project ID Number
Agency Name:				
Program City:				
Vendor Number:				
Contact Name of Program Director:				
Email of Program Director:				
Grant Type: **Competitive**				

Beginning Pay Period:	Ending Pay Period:

Budget Category	Grant Request	Cash Match	In-kind Match	Total Cost
Administration				
Admin Salary	$ -	$ -	$ -	$ -
Admin Benefits	$ -	$ -	$ -	$ -
Support Staff Salaries	$ -	$ -	$ -	$ -
Support Staff Benefits	$ -	$ -	$ -	$ -
Admin Materials & Supplies	$ -	$ -	$ -	$ -
Space/Rent	$ -	$ -	$ -	$ -
Purchased Services	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -
Indirect (preapproved by WCCC)	$ -	$ -	$ -	$ -
Subtotal	**$ -**	**$ -**	**$ -**	**$ -**
Professional Development				
Dues and Registration	$ -	$ -	$ -	$ -
Staff Travel (lodging, meals, travel)	$ -	$ -	$ -	$ -
In-Service (local training expenses)	$ -	$ -	$ -	$ -
Taskforce/Special Project	$ -	$ -	$ -	$ -
Contracted Services - training	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -
Subtotal	**$ -**	**$ -**	**$ -**	**$ -**
Instructional				
Instructional Salaries	$ -	$ -	$ -	$ -
Instructional Benefits	$ -	$ -	$ -	$ -
Classroom Space	$ -	$ -	$ -	$ -
Instructional Materials & Supplies	$ -	$ -	$ -	$ -
Equipment	$ -	$ -	$ -	$ -
Contracted Services (transportation, child care, etc)	$ -	$ -	$ -	$ -
Teacher travel for Instruction	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -
Instructional Subtotal	**$ -**	**$ -**	**$ -**	**$ -**
Total Initial Budget	**$ -**	**$ -**	**$ -**	**$ -**

I certify, under penalty of law, that this expenditure report and the items included therein are correct and just in all respects and are in accordance with the above agreement.

Program Representative:	Date:

FULL COST - IELCE Budget

		Phone	Project ID Number
Date:			
Agency Name:			
Program City:			
Vendor Number:			
Contact Name of Program Director:			
Email of Program Director:			
Grant Type: **Competitive**			

Beginning Pay Period:	Ending Pay Period:

Budget Category	Grant Request	Cash Match	In-kind Match	Total Cost
Administration				
Admin Salary	$ -	$ -	$ -	$ -
Admin Benefits	$ -	$ -	$ -	$ -
Support Staff Salaries	$ -	$ -	$ -	$ -
Support Staff Benefits	$ -	$ -	$ -	$ -
Admin Materials & Supplies	$ -	$ -	$ -	$ -
Space/Rent	$ -	$ -	$ -	$ -
Purchased Services	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -
Indirect (preapproved by WCCC)	$ -	$ -	$ -	$ -
Subtotal	**$ -**	**$ -**	**$ -**	**$ -**
Professional Development				
Dues and Registration	$ -	$ -	$ -	$ -
Staff Travel (lodging, meals, travel)	$ -	$ -	$ -	$ -
In-Service (local training expenses)	$ -	$ -	$ -	$ -
Taskforce/Special Project	$ -	$ -	$ -	$ -
Contracted Services - training	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -
Subtotal	**$ -**	**$ -**	**$ -**	**$ -**
Instructional				
Instructional Salaries	$ -	$ -	$ -	$ -
Instructional Benefits	$ -	$ -	$ -	$ -
Classroom Space	$ -	$ -	$ -	$ -
Instructional Materials & Supplies	$ -	$ -	$ -	$ -
Equipment	$ -	$ -	$ -	$ -
Contracted Services (transportation, child care, etc)	$ -	$ -	$ -	$ -
Teacher travel for Instruction	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -
Instructional Subtotal	**$ -**	**$ -**	**$ -**	**$ -**
Total Initial Budget	**$ -**	**$ -**	**$ -**	**$ -**

I certify, under penalty of law, that this expenditure report and the items included therein are correct and just in all respects and are in accordance with the above agreement.

Program Representative:	Date:

Initial Adult Education Budget

Date:		Phone	**Project ID Number**
Agency Name:			
Program City:			
Vendor Number:			
Contact Name of Program Director:			
Email of Program Director:			
Grant Type: **Competitive**			

Beginning Pay Period:	Ending Pay Period:

Budget Category	Grant Budget	NOTES:
Administration		Administration Category funds may be
Admin Salary	$ -	moved down to Instructional Category
Admin Benefits	$ -	but Instructional funds may not be moved
Support Staff Salaries	$ -	to Administration once the budget is set
Support Staff Benefits	$ -	each year.
Admin Materials & Supplies	$ -	
Space/Rent	$ -	Time & Effort Logs are maintained for
Purchased Services	$ -	split position example: AE/HSEC
	$ -	
Indirect (preapproved by WCCC)	$ -	Indirect rate must be preapproved by WCCC
Subtotal	$ -	
Professional Development		Professional Development funds should
Dues and Registration	$ -	match the worksheet.
Staff Travel (lodging, meals, travel)	$ -	
In-Service (local training expenses)	$ -	
Taskforce/Special Project	$ -	
Contracted Services - training	$ -	
	$ -	State Leadership funds may only be used
	$ -	as directed by WCCC ABE Program Manager
Subtotal	$ -	
Instructional		
Instructional Salaries	$ -	Instructional funds may be used for
Instructional Benefits	$ -	allowable ABE expenses only.
Classroom Space	$ -	
Instructional Materials & Supplies	$ -	Instructional materials & supplies must be
Equipment	$ -	purchased during the year not at the end.
Contracted Services (transportation, child care, etc)	$ -	
	$ -	AE & Corrections should have their
	$ -	own budget breakout.
Instructional Subtotal	$ -	
Total Initial Budget	$ -	

I certify, under penalty of law, that this expenditure report and the items included therein are correct and just in all respects and are in accordance with the above agreement.

Program Representative:	Date:

Initial Adult Education-CORRECTIONS Budget

Date:			Phone	**Project ID Number**
Agency Name:				
Program City:				
Vendor Number:				
Contact Name of Program Director:				
Email of Program Director:				
Grant Type: **Competitive**				

Beginning Pay Period:	Ending Pay Period:

Budget Category	Grant Budget	NOTES:
Administration		Administration Category funds may be
Admin Salary	$ -	moved down to Instructional Category
Admin Benefits	$ -	but Instructional funds may not be moved
Support Staff Salaries	$ -	to Administration once the budget is set
Support Staff Benefits	$ -	each year.
Admin Materials & Supplies	$ -	
Space/Rent	$ -	Time & Effort Logs are maintained for
Purchased Services	$ -	split position example: AE/HSEC
	$ -	
Indirect (preapproved by WCCC)	$ -	Indirect rate must be preapproved by WCCC
Subtotal	$ -	
Professional Development		Professional Development funds should
Dues and Registration	$ -	match the worksheet.
Staff Travel (lodging, meals, travel)	$ -	
In-Service (local training expenses)	$ -	
Taskforce/Special Project	$ -	
Contracted Services - training	$ -	
	$ -	State Leadership funds may only be used
	$ -	as directed by WCCC ABE Program Manager
Subtotal	$ -	
Instructional		
Instructional Salaries	$ -	Instructional funds may be used for
Instructional Benefits	$ -	allowable ABE expenses only.
Classroom Space	$ -	
Instructional Materials & Supplies	$ -	Instructional materials & supplies must be
Equipment	$ -	purchased during the year not at the end.
Contracted Services (transportation, child care, etc)	$ -	
	$ -	AE & Corrections should have their
	$ -	own budget breakout.
Instructional Subtotal	$ -	
Total Initial Budget	$ -	

I certify, under penalty of law, that this expenditure report and the items included therein are correct and just in all respects and are in accordance with the above agreement.

Program Representative:	Date:

Initial Adult Education-IELCE Budget

Date:		Phone	**Project ID Number**
Agency Name:			
Program City:			
Vendor Number:			
Contact Name of Program Director:			
Email of Program Director:			
Grant Type: **Competitive**			

Beginning Pay Period:	Ending Pay Period:

Budget Category	Grant Budget	NOTES:
Administration		Administration Category funds may be
Admin Salary	$ -	moved down to Instructional Category
Admin Benefits	$ -	but Instructional funds may not be moved
Support Staff Salaries	$ -	to Administration once the budget is set
Support Staff Benefits	$ -	each year.
Admin Materials & Supplies	$ -	
Space/Rent	$ -	Time & Effort Logs are maintained for
Purchased Services	$ -	split position example: AE/HSEC
	$ -	
Indirect (preapproved by WCCC)	$ -	Indirect rate must be preapproved by WCCC
Subtotal	$ -	
Professional Development		Professional Development funds should
Dues and Registration	$ -	match the worksheet.
Staff Travel (lodging, meals, travel)	$ -	
In-Service (local training expenses)	$ -	
Taskforce/Special Project	$ -	
Contracted Services - training	$ -	
	$ -	State Leadership funds may only be used
	$ -	as directed by WCCC ABE Program Manager
Subtotal	$ -	
Instructional		
Instructional Salaries	$ -	Instructional funds may be used for
Instructional Benefits	$ -	allowable ABE expenses only.
Classroom Space	$ -	
Instructional Materials & Supplies	$ -	Instructional materials & supplies must be
Equipment	$ -	purchased during the year not at the end.
Contracted Services (transportation, child care, etc)	$ -	
	$ -	AE & Corrections should have their
	$ -	own budget breakout.
Instructional Subtotal	$ -	
Total Initial Budget	$ -	

I certify, under penalty of law, that this expenditure report and the items included therein are correct and just in all respects and are in accordance with the above agreement.

Program Representative:	Date:

AE Benefits Detail Worksheet

Program Name:				Contact:					

Employee Name and Title:

Funding Source	Hours Scheduled/ Work Week	Wages/ Salary Budged	Benefits Health	Dental	Retirement	Life Ins.	FICA	Other: Specify	Disability	Benefits Total
AEFLA Grant		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Employee Name and Title:

Funding Source	Hours Scheduled/ Work Week	Wages/ Salary Budged	Benefits Health	Dental	Retirement	Life Ins.	FICA	Other: Specify	Disability	Benefits Total
AEFLA Grant		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Employee Name and Title:

Funding Source	Hours Scheduled/ Work Week	Wages/ Salary Budged	Benefits Health	Dental	Retirement	Life Ins.	FICA	Other: Specify	Disability	Benefits Total
AEFLA Grant		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Employee Name and Title:

Funding Source	Hours Scheduled/ Work Week	Wages/ Salary Budged	Benefits Health	Dental	Retirement	Life Ins.	FICA	Other: Specify	Disability	Benefits Total
AEFLA Grant		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Adult Basic Education Change Notification - Combined Budget Funds Revision

Date:			Phone	Project ID Number
Program Name:				
Program Location:				
Vendor Number:				
Contact Number of Program Representative:				
Contact Number of Program Representative:				
Grant Type: **ABE Combined Funds**				

Beginning Pay Period:			Ending Pay Period:		

Budget Category	ABE Program Budget	Increase + Decrease -	New ABE Budget	Corrections Program Budget	Increase + Decrease -	New Corrections Budget
Administration						
Admin Salary						
Admin Benefits						
Support Staff Salaries						
Support Staff Benefits						
Admin Materials & Supplies						
Space/Rent						
Purchased Services						
Indirect cots						
Subtotal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Professional Development						
Staff Travel (lodging, meals, travel)						
Dues & Registrations						
In-Service (local training expenses)						
Taskforce/Special Project						
Contracted Services - training						
Subtotal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Instructional						
Instructional Salaries						
Instructional Benefits						
Classroom Space						
Instructional Materials & Supplies						
Equipment						
Contracted Services (transportation, child care, etc)						
Subtotal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

I HEREBY CERTIFY THAT, to the best of my knowledge, the information in this budget request changeis correct and that is project will be administered in accordance with the provisions of the program and regulations issued by the U.S. Department of Education.

Program Representative:	Date:

Adult Basic Education Change Notification -IELCE Funds Revision

Date:			Phone	Project ID Number
Program Name:				
Program Location:				
Vendor Number:				
Contact Number of Program Representative:				
Contact Number of Program Representative:				
Grant Type: **IELCE Funds**				

Beginning Pay Period:		Ending Pay Period:	

Budget Category	IELCE Program Budget	Increase + Decrease -	New ABE Budget
Administration			
Admin Salary			
Admin Benefits			
Support Staff Salaries			
Support Staff Benefits			
Admin Materials & Supplies			
Space/Rent			
Purchased Services			
Indirect cots			
Subtotal	$0.00	$0.00	$0.00
Professional Development			
Staff Travel (lodging, meals, travel)			
Dues & Registrations			
In-Service (local training expenses)			
Taskforce/Special Project			
Contracted Services - training			
Subtotal	$0.00	$0.00	$0.00
Instructional			
Instructional Salaries			
Instructional Benefits			
Classroom Space			
Instructional Materials & Supplies			
Equipment			
Contracted Services (transportation, child care, etc)			
Subtotal	$0.00	$0.00	$0.00
TOTAL	$0.00	$0.00	$0.00

I HEREBY CERTIFY THAT, to the best of my knowledge, the information in this budget request change is correct and that is project will be administered in accordance with the provisions of the program and regulations issued by the U.S. Department of Education.

Program Representative:	Date:

PROJECTED MATCH FUNDING

1. Grant amount.
   (Note: This should be the total amount
   noted on the Award Letter)

   $

2. Other funding intended to be used in the project. It is a state requirement that applications must include at least a <u>minimum</u> 17% match <u>from non-federal funding sources</u>. In-kind program support can be used in fulfilling the 17% matching requirement. In-kind support should include a brief statement as to how the dollar value is calculated. Documentation showing the In-kind contribution or service has been "fairly evaluated" in support of the value must be attached. Program Income cannot be used in match calculations.
   Note: Matches defined in this grant cannot be used as a match for any other grant the agency has, or will apply for in the 21-22 program year.

Source/In-kind or Match	Dollar Amount	How will projected match funding be used to support this project? Provide a description In-kind match.
2-A.	$	
2-B.	$	
2-C.	$	
2-D.	$	
2-E.	$	
2.F.	$	
TOTALS		
SUBTOTAL (ITEM 2 ONLY)	$	
TOTAL (ITEMS 1 AND 2) Full Cost of Grant	$	

FINANCIAL STATUS REPORT		1. Employer Identification Number		2. Grant Award Number	3. Final Report? Yes ___ No____
4. Recipient Organization (name & address, with zip)		5. Project/Grant Period: From (mm/dd/yy) 7/1/2021 To (mm/dd/yy) 6/30/2022		6. Period Covered by this Report: From (mm/dd/yy) To (mm/dd/yy)	9. Cost per student:
		7. Total **Federal** Funds Approved:		8. Project Name:	$

STATUS OF FEDERAL FUNDS - Check one   ABE/ESL ____   EL/Civics Only____

Categories	10. ABE (NRS 1-4) (GLE 0-8.9)	11. Adult Sec. Ed. (NRS 5-6) (GLE 9-12.9)	12. ESL - English as a second lang. (All EFL's)	13. Institutional & Corrections (subset of #10)	14. IELCE	15. Indirect Costs pre-approved	16.Special Grant	17. Total Federal Administration Costs	18. Total Grant Funds
(a) Total **Federal funds allotted**									
(b) Total **Federal funds expended**									
(c)Unexpended **Federal Funds**									
(d) Total **Program Income** (taken in)									
(e) Total **Program Income** Expended									
(f) Unexpended Program Income									

* If there is an unobligated fund balance at the end of the program year (June 30), these funds will be retained at the state level for redistribution

through the state funding formula by the WCCC ABE office.

PROGRAM INCOME: All program income must be reported and expenditures from that income detailed on the back of this form.

Certification I certify to the best of my knowledge and belief that this report is correct and complete and that all expenditures are unliquidated obligations are for the purpose set forth in the award documents	19. Signature of Authorized Certifying Official		Date Report Submitted
For help with this report, please call Diane McQueen, Wyoming State Director for Adult Education (307) 777-7885.	Typed or Printed Name and Title		Phone Number and Extension

Itemization of Program Income and Expenditures

20. Total Program Income:	$ -

Description of Program Income

21. Program Income Expended:	$ -

Description of Expenditures

FINANCIAL STATUS REPORT	1. Employer Identification Number	2. Grant Award Number	3. Final Report? Yes ___ No____
4. Recipient Organization (name & address, with zip)	5. Project/Grant Period: From (mm/dd/yy) To (mm/dd/yy) 7/1/2021 6/30/2022	6. Period Covered by this Report: From (mm/dd/yy) To (mm/dd/yy) 7/1/20__ 6/30/20__	9. Cost per student:
	7. Total **State** Funds Approved:	8. Project Name:	State $

STATUS OF STATE FUNDS for ABE

Categories	10. ABE L (0-8 GLE)	11. Adult Secondary (9-12 GLE)	12. ESL (all SPL)	13. Institutional & Corrections (subset of #10)	14. Indirect Cost	15. Total State Administration Cost	16. Total State Grant Funds
(a) Total **State** funds allotted							
(b) Total **State** funds expended							
(c) State funds Unexpended							

* If there is an unobligated fund balance at the end of the program year (June 30), these funds will be retained at the state level for redistribution through the state funding formula by the WCCC ABE office during the biennium.

Certification I certify to the best of my knowledge and belief that this report is correct and complete and that all expenditures and unliquidated obligations are for the purpose set forth in the award documents. For help with this report, please call Diane McQueen, Wyoming State Director for Adult Education at (307) 777-7885.	17. Signature of Authorized Certifying Official	Date Report Submitted
	Typed or Printed Name and Title Email:	Phone Number and Extension

FY 2021-22 Schedule - A Form
Local Cash Funds Expended for Adult Basic Education*

**Fiscal Year 2021
(grant year
2021/22)**

Agency _____ City _____ Project Number _____

Name of Contact for Program _____   Phone _____

PURPOSE CODE	ACTIVITY CODE	Salaries	Retirement Fringe Benefits	Purchased Services	Supplies	Capital Outlay	Other	Totals
Instruction								
Support Services								
Administration								
Prof Development								
Facilities								
Transportation								
Other Specify:								
Total								

_____   _____
Signature of AE Director/Executive Director/Financial Officer   Date

*Note: Federal and State ABE funds allocated by WCCC are **not** to be included in this report. Return to Diane McQueen, WCCC, 2300 Capitol Ave- 5th Floor, Suite B, Cheyenne, WY 82002. Fax 307-777-6567.

Local ABE Program
Non-Federal In-Kind Matches
Maintenance of Effort (MOE) Fiscal Reporting Form Addendum

Fiscal Year: _____

Type of In-Kind Match	In-Kind Amount
Facility/Office Space/Classrooms	
Utilities	
Custodial Services	
Copying/Printing Costs	
Phones and Other Technology Costs	
Additional Approved In-Kind Services (be specific)	
Other	
Personnel Costs (Prorated – please identify personnel by name, title, and show calculation used to determine value.) *This should include paraprofessional <u>volunteers,</u> calculated at a comparable hourly rate if this were a paid position(s.) Add lines as needed.*	
Total	

_____
Treasurer/Fiscal Officer   Date   AE Director   Date

Treasurer/Fiscal Officer Contact Information: Local ABE Director Contact Information:
E-Mail: _____   E-Mail: _____
Telephone: _____   Telephone:_____
Fax: _____   Fax: _____

Other Forms

Application to Use Distance Learning (Optional)
For Adult Education Providers
Who Did Not Apply During the RFP Process

Please submit this form to diane.mcqueen@wyo.gov

Name of Program	Date submitted
Name of Local AE Program Director	
Email	Phone

Distance Learning (DL) activities are an optional service delivery model under the general Adult Education grant (Sec.231) and may be offered by an eligible provider following the WY Distance Learning Policy. Services are to be of sufficient intensity to provide for improvement of literacy skills. Hybrid/blended approaches to DL where the student attends in-class instruction and also works from a distance on approved curriculum are acceptable. An applicant providing DL services must describe the following in accordance with the Wyoming Distance Learning Policy:

Requirement 1:   **Need for DL Program Services**. Incorporate into your response answers to the following questions:

1. What services are being offered onsite as a blended/hybrid approach?
2. Where the project will be offered?
3. Who will provide the instruction?
4. What research based curriculum will be used?
5. What are the contributions of this project, in terms of student outcomes, you anticipate from offering this activity?

Requirement 2:   **Use of AEFLA Funds**.

1. Describe how the agency will allocate funds for this activity from the AE grant to carry out this project.
2. How will this project be offered if there were no supplemental funding provided to support DL software licenses?

Wyoming Distance Education Application for New Distance Education Curriculum Approval

Please submit this form to diane.mcqueen@wyo.gov

Name of Program	Date submitted
Name of Local AE Program Director	
Email	Phone

Section I: New Curriculum for Approval

Publisher:	Curriculum Information – Instructional Model
Curriculum Product Name:	____ Clock Time Model: assigns contact hours based on the elapsed time that a student is connected to or engaged in an online or stand-alone software program that tracks time. Product must show that the time out period is 15 minutes or less.
Contact Name:	
Telephone:	____ Teacher Verification Model: assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a student engaged in, or completed, the assignment.
Email:	____Learner Mastery Model: assigns a fixed number of hours of credit based on the student passing a test on the content of each lesson. Students work with the curriculum and materials and take a test when they feel they have mastered the material. A high percentage of correct answers (typically 70%-80%) earn the credit hours attached to the material.
Website: (where applicable)	

Section II: Audience: Please identify the type of course(s) the proposed distance learning curricula will be applicable to.

Check (√) all that apply	Type of Course	Instructional Content e.g. speaking, listening, social studies
	Adult Education (Literacy)	
	English as a Second Language	
	High School Equivalency	
	Workforce (Workforce Literacy, Workplace Literacy)	
	Bridge /Transitions	
	Career Services/ Career Pathways	
	IET/IELCE	
	Co-enrollment: SCOPE, LYFE, BOOST	
	Other (Please specify)	

Section III: Additional Information

1. Describe the reason for this request.
2. All curricula must be aligned to the CCRS or ELP standards. What evidence can be produced that the proposed curriculum is aligned to the College & Career-Readiness Standards or the English Language Proficiency Standards?
3. Provide a succinct description of the materials to be used.
4. How will attendance and progress be monitored? (Please attach a sample report if using a Clock Time Model.)
5. Describe the anticipated impact/effectiveness the product will have on an adult learner's ability to make a measurable skill gain and its ease of use by the student.
6. Is training provided with the curriculum? If yes, who will provide the training? Describe how outreach instructors will be trained on the use of this DL curriculum. Identify the lead person responsible for distance learning in the local program.
7. How do you plan to administer assessment and provide feedback in frequent cycles as the student progresses through each stage of the curriculum?

Section IV: Only applicable if you are seeking approval for a Learner Mastery or Teacher Verification Model

A. For all Print-Based Material, please answer the following and include a copy of the Table of Contents with this application.

1. Name of Text:_____

2. Publisher: _____ Copyright date:_____

3. Publisher address:_____

4. ISBN #:_____ Author:_____

5. Will the distance learning program combine both Learner Mastery and Teacher Verification? ☐ Yes ☐ No
   (If yes, please respond to both of the questions below. If no, provide answers in the appropriate section.)

A. How many proxy hours will be assigned per proof of mastery through assessment? Describe how these hours have been identified. (Learner Mastery)
B. How many proxy hours will be assigned per module/activity/lesson? What is your rational in assigning proxy hour? (i.e. How has this been determined?) (Teacher Verification)
Please attach a full course syllabus.

WCCC Approval: To be Used by State Distance Learning Committee

Approved ____ yes ____no	Date
Typed Name: Title:	
Comments:	

2021/22 INTEGRATED EDUCATION AND TRAINING PLANNING TOOL

Part I: General Information

Name of Adult Education Provider	County/City	Occupation/Occupational Cluster	Credential(s)	Training Provider

Number of Cohorts:

Projected Number of Students Per Cohort:

Dates of Course/ Weekly Schedule:

Funding Source(s):

Teacher(s):

Employer Partner(s):

Salary Range for Target Job (with citation):

Plan for Recruitment and Selection:

Program Notes:

Part II: Planning

Shared Learning Objectives, with the College and Career Readiness or English Language Proficiency Standards noted:

1.

2.

3.

Co-Planning and Communication Activities:

Adult Ed and Literacy Instruction	Workplace Preparation Activities	Training Services
Activities:	Activities:	Activities:
Materials:	Materials:	Materials:

Part III: Integration of Activities

Timeline: July to June (Note: Each column should equal 100%; all three components must be included in each month)

Activity %:	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Adult Education & Literacy												
Workforce Preparation												
Training												

Support Services Provided (indicate agency providing services):

Employment Placement Activities (indicate agency providing services):

Students: (Note: Add rows as needed)

Student	Agency Paying for Workforce Training Component (Example: Adult education, WIOA title I, title IV, employer, etc.)	Cost of IET		
		AE	Workforce Prep	Workforce Training
Student #1				
Student #2				
Student #3				

Student #4				
Student #5				
	Subtotal of costs provided by adult education program:			
	Subtotal of costs provided for workforce prep. (Could include Title I or Title II funds, or other sources)			
	Subtotal of workforce training costs			
	Total Cost of IET/student			

IV. Educational and Career Advancement

How does the IET align to the State Plan and Regional Economic Needs as defined by a local Next Generation Sector Partnership?

Additional Comments:

Revision: AUGUST 24, 2021

GUIDANCE FOR THE 2021/22 IET PLANNING TOOL

IET Defined:

IET is adult education and literacy, workforce preparation, and workforce training "each of sufficient intensity and quality, and based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals" that "occur simultaneously," "use occupationally relevant instructional materials," and are "organized to function cooperatively" with "a single set of learning outcomes" (34 CFR §463.37). IET represents a wide spectrum of services to build foundational, employability, and occupational skills.

Many adult education providers have discovered the power of IET and, through a variety of partnerships, have implemented this strategy in model programs such as: Bridge Programs; Workplace Learning Programs; Pre-Apprenticeship Programs; Integrated English Literacy & Civics Education Programs; Corrections Education Programs; Postsecondary Education Programs; and Out-of-School Youth Programs.

Part I: General Information

- ➢ **Name of Adult Education Provider:** The name of the adult education provider which will offer the IET.
- ➢ **County/City:** The county or city where the IET will be held.
- ➢ **Occupation/occupational cluster:** The occupation or occupational cluster that the students will enter upon the completion of the IET.
- ➢ **Credential(s):** The credentials that the students will earn.
- ➢ **Training Provider:** Agenc(ies) delivering occupational training.
- ➢ **Number of Cohorts:** The number of times that the IET will be offered in one program year.
- ➢ **Projected Number of Students Per Cohort:** Total anticipated number of participants per cohort.
- ➢ **Dates of Course/ Weekly Schedule:** The full date range of course including exact dates and times; if there is more than one cohort, list the course schedule for each one.
- ➢ **Funding Source(s):** The agenc(ies) paying for the IET.
- ➢ **Teacher(s):** The names of the adult education instructor and the trainer who will be delivering the content.
- ➢ **Employer Partner(s):** The specific employers who are involved in the curriculum or who have agreed to participate in job readiness and placement activities.
- ➢ **Salary Range for Target Job**: The local salary range for the occupation/occupational cluster.
- ➢ **Plan for Recruitment and Selection:** The plan to recruit and criteria to select the students for the IET.
- ➢ **Program Notes:** Additional information (optional).

Part II: Planning

➢ **Shared Learning Objectives:** The concepts, competencies, and vocabulary that the students will learn across the whole scope of the adult education activities and occupational training activities. Use the CCRS or ELP standards for objectives with academic and literacy activities.

➢ **Co-Planning and Communication Activities:** The plan for the coordination of instructors before and during the IET program.

➢ **Activities and Materials:** The specific adult education content, workforce preparation activities, and workforce training competencies and the resources to be used.

Adult Education & Literacy Activities (Sec 463.30)	Workforce Preparation Activities (Sec 463.34)	Workforce Training (Sec 134 (c) (3)(D)
• Adult Education • Literacy • Workplace adult education/literacy • Family literacy • ELA • IELCE • Workforce Preparation Activities	• Activities, programs, or services that are designed to help an individual acquire a combination of basic academic skills, critical thinking, digital literacy, and self-management skills • Employability skills that address competencies in using resources and information, working with others, understanding systems, and obtaining skills necessary to successfully transition to and complete postsecondary education, training, and employment • other employability skills that increase an individual's preparation for the workforce	• Occupational skills training, including training for nontraditional employment • On-the-job training • Incumbent worker training • Programs that combine workplace training with related instruction, which may include cooperative education programs • Training programs operated by the private sector • Skill upgrading and retraining • Entrepreneurial training • Transitional jobs • Job readiness training • Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in 1 – 7 above • Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

Part III: Integration of the Activities

The term "**integrated**" (§463.37) means services must be provided concurrently and contextually such that:
Within the overall scope of the integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:
a.   are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
b.   occur simultaneously; and
c.   use occupationally relevant instructional materials.

The integrated education and training program has a single set of learning objectives that identifies:
a.   specific adult education content;
b.   workforce preparation activities; and
c.   workforce training competencies, and the program activities are organized to function cooperatively

➢ **Timeline:** The percentage of each of the three components throughout the duration of the IET program. For the duration of the IET, each column must have a percentage greater than zero and each column must equal 100%.
➢ **Support Services Provided:** The partners and the services to be provided to the IET participants.
➢ **Employment Placement Activities:** The resources and activities that support employment of participants.

Funding the IET:

Over the past decade, special grants and philanthropic funds have supported the development of IET models, but to bring this innovation to scale, formula funds now need to be directed toward this strategy. Such investments do not constitute one program "raiding" another program's funds. Rather, IET enables joint program models through which each partner brings resources and shares a responsibility for outcomes.

WIOA title II-AEFLA funds, both general program funds and dedicated section 243 funds for Integrated English Literacy and Civics Education, can pay for IET when the adult education program provides the workforce training. Note: title II-AEFLA funds are required to support education below the postsecondary education functioning level, and much workforce training is properly categorized at this pre-college level, even as a recognized postsecondary credential is the educational outcome.

WIOA title I adult and dislocated worker funds can also pay for IET, not only workforce preparation and workforce training but also the adult education and literacy services when offered in an IET model (20 CFR §680.350). For this to happen, the adult education IET programs that provide a "program of training services" (20 CFR §680.420) need to be included on the Eligible Training Provider list (ETPL) (20 CFR §680.410) and the final rule clearly describes how to include title II programs on the ETPL. For Postsecondary Education Programs, partners should leverage the Pell Grant Ability to Benefit option to cover the higher education costs.

➢ **Indicate agenc(ies) paying for the workforce training component:** The source of funding for the actual workforce occupational training.
➢ **Costs of the IET:** The cost per student for each portion of the IET. This may include tuition, textbooks, etc.

Section IV: Educational and Career Advancement

The phrase "**for purposes of educational and career advancement**" (§463.38) means:
1. The adult education component of the program is aligned with the State's content standards for adult education as described in the State's Unified or Combined State Plan; and
2. The integrated education and training program is part of a career pathway.

WIOA Sec. 3(7) defines Career Pathways to mean a combination of rigorous and high-quality education, training, and other services that:
   a. aligns with skill needs of industries in the state or regional economy
   b. prepares an individual to succeed in secondary or postsecondary education options
   c. includes counseling to support the individual's education and career goals
   d. includes education offered concurrently and contextually with workforce preparation and training in specific occupation or occupational cluster
   e. organizes education, training and other services to support the particular needs of an individual to accelerate their educational and career advancement
   f. enables an individual to attain a secondary school diploma or its recognized equivalent
   g. helps an individual enter or advance within a specific occupation or occupational cluster

➢ **IET Alignment:** Use regional economic data and/or information provided by a local Next Generation Sector partnership to identify regional workforce needs and how this IET reflects alignment to the goals outlined in the Unified State Plan.

WIOA Career Pathways Planning Document:

Changes in the Career Pathways form now reflect WIOA requirements and other local needs.

Title II of WIOA defines adult education (AE) to mean academic instruction and education services below the postsecondary level that increase an individual's ability to:

A. read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;

B. transition to postsecondary education and training; and

C. obtain employment.

To ensure Wyoming AE programs meet the federal definitions of AE and Career Pathways and continue to meet the rigor established through our Career Pathways certification training, all programs will annually submit an updated Career Pathways Plan. These Plans should be viewed and used as strategic planning documents which help you to assess needs, develop goals, determine resources, and evaluate progress. Updated plans must identify any changes from previously approved plans and demonstrate how the program is implementing WIOA requirements. Updated plans will be reviewed and approved annually to ensure that programs continue to meet the requirements of WIOA and maintain their eligibility for grant funds issued by the Wyoming Community College Commission AE program.

The Current Activities section under each Essential Component can be completed by cutting and pasting from your currently approved Career Pathways Plan.

Person Completing Plan: _____

Please Check: ☐ Draft Plan   ☐ Final Plan

Creating Pathways for Education, Career and Life

In alignment with WIOA, the Office of Adult and Vocational Education defines Career Pathways (Section 1, Sec. 3 (7)(A-G)) to mean a series of rigorous and high-quality education and training strategies and other services that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector. Elements of Career Pathways will:

A. align with the skill needs of industries in the economy of the State or regional economy involved;

B. prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;

C. include counseling to support an individual in achieving the individual's education and career goals;

D. include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

E. organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent possible;

F. enable an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential; and

G. help an individual enter or advance within a specific occupation or occupational cluster.

This planning document is designed to assess a program's current status in meeting Career Pathways related requirements under WIOA through a comprehensive gap analysis and articulate the steps a program will take to reach full compliance, if all required components are not currently in place.

NOTE: The goals of this process are to:

1) Make use of the Career Pathways Plan as a strategic planning tool; document comprehensive Career Pathway approaches that align and bridge training, education, employment and support services at the local and state levels; partner with employers; and enable individuals to move beyond AE and succeed in postsecondary education, earn industry-recognized credentials, and advance along a career path;

2) Integrate effective contextualized AE instruction and occupational skills training to enable individuals to increase their educational learning gains and earn industry-recognized credentials relevant to employers;

3) Develop an action plan to connect multiple systems and structures serving individuals with lower skills through coordination of WIOA Title I and II funding; thereby ensuring a comprehensive Career Pathways service delivery model enabling individuals to access needed education and training, transition successfully into postsecondary programs and employment, earn industry-recognized credentials, and advance along a career path;

4) Integrate standards-based AE and preparation for postsecondary or skills training while meeting individualized learning needs so students achieve educational learning gains, meet their goals and become college and career ready.

5) Forge necessary partnerships among stakeholders involved in a local education and training pipeline essential to an effective career pathways system that helps leverage resources from other federally and state funded programs.

How to complete this form:

1) Please complete the Word version of the form. You can turn it into a PDF for submission once it's completed.
2) Please complete each section in bulleted format rather than a narrative.
3) Make sure the beginning of each "Essential Component" is at the top of a new page.
4) When you save your document, be sure to put your program name in the document title.

Creating Pathways for Education, Career and Life Success

Gap Analysis and Plan

Essential Component #1: Partnerships and Alignment

Description

- Programs will *create formal partnership agreements* with family literacy programs, postsecondary institutions, WIOA core partners, employers, and local, community and state agencies. The *agreements* will include a list of partners, roles and responsibilities, services provided, duration and how resources are shared.
- *Programs will identify those services that align with the educational, training, and employment priorities of the local Next Generation Sector Partnership.*
- Programs will have a *Workforce Advisory Group* with relevant stakeholder representation to advance Career Pathways efforts.
- Program services will align to postsecondary and advanced job training systems as well as local and regional workforce demands *and skill needs* without the need for remediation.

Examples of what to include:

- List key partners and describe existing partnerships (roles, responsibilities and what each partner contributes);
- Explain how existing partnerships will be strengthened and what new partnerships will be established;
- Explain how partnerships are formalized and revisited (provide copies of articulation agreements);
- Describe strategies for ensuring your program's services align to next steps of the education, training and career pipeline for your students;
- List stakeholders who comprise the local *Next Generation Sector Partnership* and describe how the group will operate;
- Identify how your program will address local workforce demands through Career Pathways.

Gap Analysis **Current Activities** **(to be sustained):**	
Planned New Activities (to meet WIOA and other local requirements):	

Plan - action steps to implement planned new activities	**Timeline** -full implementation by :

Creating Pathways for Education, Career and Life Success

Gap Analysis and Plan

Essential Component #2: Promotion, Environment, Start Smart Course (new front end)

Description

- Comprehensive Career Pathways models impact every aspect of your program, including how the program is promoted/branded and the program environment/surroundings as well as the culture of the program.
- All aspects of the program should reflect college and career readiness and Career Pathways.
- Programs should provide services through a managed enrollment approach where feasible, but also have a strategy to accommodate students on an open enrollment basis.

Examples of what to include:

- Provide the program's mission and describe how it aligns to WIOA's purposes and how the target population/those served are who WIOA intends and are most in need;
- Describe how you will promote your program so local stakeholders are aware of Career Pathways services;
- Describe how you will create a Career Pathways environment and culture throughout your program;
- Explain how career awareness, assessment and exploration opportunities will be integrated into Start Smart Course (i.e., new front end) and drives learners toward education, career and life goals, and describe how students are involved throughout this process;
- Explain how family literacy will be involved throughout this component;
- Explain process for handling referrals from other agencies, and/or referrals made to other agencies based on intake information.

Gap Analysis **Current Activities** **(to be sustained):**	
Planned New Activities (to meet WIOA and other local requirements):	

Plan - action steps to implement planned new activities	**Timeline** -full implementation by :

Creating Pathways for Education, Career and Life Success
Gap Analysis and Plan

Essential Component #3: Individual Education, Career and Life Plans

Description

- Each student should have an individual education, career and life/family plan that he/she is involved in developing. Programs can modify what they are already using.

Examples of what to include:

- Include short-term and long-term education, career and life/family goals and objectives *in a manner that accelerates the student's educational and career advancement*;
- Include individualized strategies for reaching goals and objectives (including transition services);
- Incorporate skills and abilities from various types of assessments, inventories, screenings, interests and local workforce needs;
- Include how the student will use the plan and when it will be revisited/updated;
- *Include how the learning plans show evidence of the coordination and integration of education and workforce knowledge and skills based on educational needs and career and life goals;*
- Include any necessary support services enhancing the probability of success.

Gap Analysis **Current Activities** **(to be sustained):**	
Planned New Activities (to meet WIOA and other local requirements):	

Plan -action steps to implement planned new activities	**Timeline** -full implementation by :

Creating Pathways for Education, Career and Life Success

Gap Analysis and Plan

Essential Component #4: Ongoing Assessment and Learning

Description

- Programs will identify assessments most appropriate for students and demonstrate initial and ongoing assessment throughout delivery of services, as well as how assessment (of all types) will drive program services.

Examples of what to include:

- Identify formal and informal assessments (all types) to be administered, i.e., TABE, college placement, Career Cluster Inventory, learning styles inventories, PowerPath Screening, career interest inventories and job skills assessments, etc.;
- Describe how appropriate assessments will be based on the needs, goals and progress of the student, how students will use this information to drive their learning (and staff), when assessments will be given and what determines this;
- Explain how learning will be celebrated with students.

Gap Analysis **Current Activities** **(to be sustained):**	
Planned New Activities (to meet WIOA and other local requirements):	

Plan - action steps to implement planned new activities	**Timeline** -full implementation by :

Creating Pathways for Education, Career and Life Success
Gap Analysis and Plan

Essential Component #5: Career Advising

Description

- Career advising in AE is providing assistance to students on academic, career and life/family options.
- Advisors help students develop strategies and skills in exploring academic and career options, as well as develop and implement a plan for academic, career and life/family success.
- The education, career and life/family plan should show evidence of ongoing advising and regular review/update with students. Students should understand how to use their plan to guide their education, career and life choices.
- All programs should offer advising either through partnerships, use of volunteers, or as part of their staffing structure.

Examples of what to include:

- Describe how advising services will be offered;
- Describe how advising services will help students achieve academic, career and life/family success;
- Describe how the education, career and life/family plan will be used in conjunction with advising services.

Gap Analysis **Current Activities** **(to be sustained):**	
Planned New Activities (to meet WIOA and other local requirements):	

Plan - action steps to implement planned new activities	**Timeline** -full implementation by :

Essential Component #6: Instructional and Training Services

Description

- Curricula and instructional practices of the AE program must be rigorous, appropriate and research based (Title II, Subtitle C Sec. 231(e)(6)) and be aligned to the College and Career Readiness Standards (CCRS), where applicable.

- Contextualized instruction is short-term, targeted instruction to contextualize skills for specific academic, career and life/family purposes.

- *Curricula and instruction should align to next steps along student's pathway, including: employment, economic self-sufficiency, ability to become full partners in the educational development of their children, and sustainable improvements in the economic opportunities for their family.*

- Instruction within a career context addresses learners' needs for content knowledge, educational and academic skills, knowledge of workplace behaviors, employability skills and career awareness simultaneously saving learners the time and expense of completing extensive education in isolation from career preparation.

Examples of what to include:

- Describe how your program provides instructional services that align to the CCRS, move students along a Career Pathway and prepare them for college and career success;

- Describe how instruction integrates educational skills and job training in a contextualized manner and ensures students meet education, career and life/family goals;

- Explain how provided career services are based on students' needs and local labor market demands;

- Describe how employers and other partners are involved in the design and delivery of services;

- Describe qualifications of instructional and training staff;

- Describe how program accommodates students with special needs, provides sufficient intensity and duration as well as flexible hours to ensure access and learner gains.

- Describe use of research-based instruction and best practices as well as the integration of technology.

Gap Analysis **Current Activities** **(to be sustained):**	
Planned New Activities (to meet WIOA and other local requirements):	

Plan - action steps to implement planned new activities	**Timeline** -full implementation by :

Creating Pathways for Education, Career and Life Success
Gap Analysis and Plan

Essential Component #7: Support Services

Description

- Support services improve persistence and student success, _especially for students with barriers_, as they progress through education and training programs and transition into employment.
- _Describe efforts for marketing program services and student recruitment._

Examples of what to include:

- Describe what support services are provided (include memoranda of understanding with related staff/agencies/volunteers capable of providing these services) -
    - Employment services through career centers;
    - Transportation;
    - Childcare;
    - Financial literacy;
    - Family literacy
    - Community linkages (i.e., substance abuse counseling, mental health system services, housing);
    - Career services, mentoring, internships, job shadowing, career speaker series, apprenticeships, etc.

Gap Analysis **Current Activities** **(to be sustained):**	
Planned New Activities (to meet WIOA and other local requirements):	

Plan - action steps to implement planned new activities	**Timeline** -full implementation by :

Wyoming Adult Education and Family Literacy
Creating Pathways for Education, Career and Life Success
Gap Analysis and Plan

Essential Component #8: Professional Development (PD)
(Title II, Subtitle B, Sec 223, (a)(1)(B)(C) and Title II Subtitle C, Sec 231 (e)(9))

Description

- All AE staff will develop and complete an annual PD plan based on needs determined through self-assessment, local program data and recommendations of local program administrator, and will include CEU requirements.

Examples of what to include:

- List what PD needs for staff were identified through a PD assessment. This should include academic as well as career services.

- Describe what specific PD the program will access throughout the year to address PD needs, i.e., How to Provide Contextualized Instruction through Jobs for the Future, Integrating Career Awareness through World Education, attend National Family Literacy Annual Conference, etc.

Gap Analysis Current Activities (to be sustained):	
Planned New Activities (to meet WIOA and other local requirements):	

Plan - action steps to implement planned new activities	Timeline -full implementation by :

Please indicate up to three priorities resulting from the PD planning process:

Creating Pathways for Education, Career and Life Success

Gap Analysis and Plan

Essential Component #9:   **Program Monitoring and Evaluation** (Title II, Subtitle C (Sec. 231)

Description

- Ongoing internal review of LACES student data to ensure accuracy in reporting and inform program improvement.
- Ensure copies of certifications earned by instructional and administrative staff as well as documentation showing teachers are certified or have experience teaching in the subject areas they teach are on file with the program director and available for program monitoring purposes.
- Describe the program staff evaluation process. Include the "Observation of Standards" rubric in this evaluation.
- Submit grant report(s) as required..
- On-time submission of reports
- Annual review of Career Pathways Plan updates.
- Ongoing state check-ins and Career Pathways Plan progress reports.
- Ongoing review of financial data to ensure appropriate use of funds.
- Describe process used for overall evaluation of the administration of the local program.

Gap Analysis **Current Activities** **(to be sustained):**	
Planned New Activities (to meet WIOA and other local requirements):	

Plan - action steps to implement planned new activities	**Timeline** -full implementation by :

Creating Pathways for Education, Career and Life Success

Gap Analysis and Plan

Essential Component #10: Data Management

Description

- Program services will be guided by student achievement and persistence data, current labor market, and employment data to ensure programming meets identified local needs. Data must be recorded on participants who obtain high school equivalency completion, have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within one year after exit from program. (more guidance coming)
- Describe how data is gathered, entered into LACES, and audited locally for accuracy and frequency of such audits.
- Explain how program data as well as workforce and labor market data are used to guide instruction, improve program services and improve student and program outcomes.
- Describe how data is used to inform professional development of staff and quantify outcomes.

Gap Analysis **Current Activities** **(to be sustained):**	
Planned New Activities (to meet WIOA and other local requirements):	

Plan - action steps to implement planned new activities	**Timeline** -full implementation by :

Wyoming Adult Education and Family Literacy

Creating Pathways for Education, Career and Life Success

Gap Analysis and Plan

Essential Component #11: Educational Programming (Title II, Sec. 202 and 203)

Description

Programs will provide evidence of the provision of at least three of the following educational programs and how they align with WIOA requirements of transitioning to postsecondary and employment :

1. Basic literacy instruction or instruction in English as a Second Language;
2. High school equivalency instruction;
3. College transition courses;
4. Digital literacy instruction;
5. Adult workforce training and retraining; (including workplace activities offered in collaboration with an employer or employee organization or combinations of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training or employment);
6. Adult Career and Technical Education; and
7. Family Literacy – Adult Education instruction

Gap Analysis **Current Activities** **(to be sustained):**	
Planned New Activities (to meet WIOA and other local requirements):	

Plan - action steps to implement planned new activities	**Timeline** -full implementation by :