

## **Chapter One: Introduction & Roles (Pages 1-205)**

Mission

Vision

### **I. Legislation & Guiding Principles for Adult Education**

- a. Legislative Concepts for AEFLA Programs
- b. The One Stop System
- c. EDGAR & OMB Uniform Guidance

### **II. Wyoming AE Program Concept**

### **III. Roles of an AE Local Program Director**

### **IV. AE Funding Flowchart**

### **V. What is Adult Education?**

- a. Required Activities
- b. Intensity & Duration
- c. Enrollment
- d. Assessments
- e. Level Gain
- f. Student Retention

### **VI. The AE Program in Wyoming**

- a. Wyoming Initiatives
  - i. ENDOW
  - ii. Educational Attainment Initiative
  - iii. Next Generation Sector Partnerships
  - iv. Perkins V

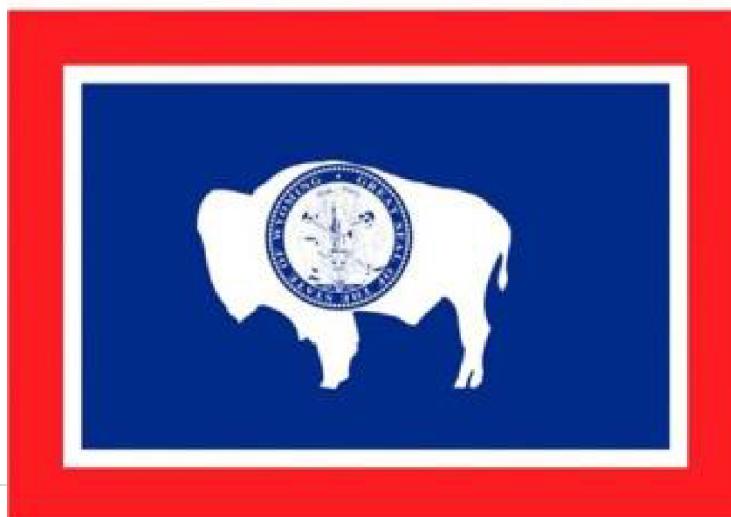
### **VII. College & Career Ready**

Appendix

#1: AEFLA Resource Guide

#2: ENDOW

#3: Educational Attainment Initiative



## Chapter Two: WIOA & Adult Education (Pages 1-192)

- I. **Building Blocks of WIOA**
  - a. Shared Responsibility for Performance
  - b. Creating a Continuum of Services
  - c. Informed Choice
  - d. Focusing on Accountability & Program Improvement
  - e. Lifelong Learning
- II. **WIOA Core Programs**
- III. **The Career Pathways System**
- IV. **Career & Training Services**
  - a. Definitions
  - b. Federal Reporting on Career Services
- V. **The AE Grant in Wyoming**
  - a. The Grant Application
    - i. AE Allowable Activities
    - ii. 13 Considerations
    - iii. Budgets & the Application
    - iv. Scoring the Competitive Grant Application
  - b. Reapplications
  - c. Risk Assessments
- VI. **Leadership**
- VII. **The Unified State Plan**
- VIII. **Statewide Initiative Alignments**
- IX. **Integrated Education & Training**
  - a. The Role of Partnerships in an IET
  - b. IET Planning Tool
  - c. IET Toolkit and Other Resources
  - d. OCTAE Guidance on IET's
  - e. Strategies for Implementation
- X. **IELCE**
- XI. **Work-Based Learning**
- XII. **The One-Stop Center**
  - a. Available Services
  - b. Roles & Responsibilities of Core Partners
  - c. Referrals
- XIII. **OCTAE Program Memorandums**

WIOA Building Blocks



### Appendix

#### #1 Wyoming IET Planning Tool

- #2 IET Design Camp Materials
- #3 IELCE Guidance from U.S. Department of Education: OCTAE
- #4 Work-Based Learning-Model Policy Components

## **Chapter 3: The Career Based System for Adult Education (pages 1-272)**

### **I. Career Pathways**

- a. Federal Definition
- b. Core Elements
- c. WIOA Vision of Services
- d. Partnerships in Career Pathways
- e. Career Pathways in Adult Education Programs
  - i. Designing Intake Processes, Instruction, & Transition Services in a Career Pathways System
  - ii. Transition AE Learners to Postsecondary/Employment
- f. Importance of Career Pathways
- g. Career Pathways in Wyoming’s AE Programs
  - i. The Gap Analysis

### **II. Career Services**

### **III. Career Awareness/Explorations**

### **IV. Career Assessments**

### **V. Career Clusters**

### **VI. Tying a Career Choice to Regional Economic Needs**

### **VII. Education & Training**

- a. Eligible Training Providers in Wyoming
- b. Career & Technical Education (CTE)

### Appendix:

- #1: The Gap Analysis
- #2: Postsecondary Providers of Credentials in Wyoming
- #3: Supplementary Readings
  - 1. Career & Technical Education
  - 2. Building a Strong Middle Class Through Career Pathways Programs
  - 3. Career Pathways Toolkit: A Guide for System Development
  - 4. Strengthening Career & Technical Education for the 21<sup>st</sup> Century
  - 5. Practical Guidance for Aligning Career Pathways to Labor Market Data in the Time of COVID-19.



## Chapter 4: Partnerships (Pages 1-130)

### I. Wyoming Workforce Development Council

- a. Next Generation Sector Partnerships
- b. Next Gen & Adult Education

### II. WIOA Core Partners

- a. Broad Responsibilities of the Core Partners in Wyoming
- b. One-Stop Partners
- c. What must each WIOA partner do?
  - i. What ‘career services’ must all partners provide?
- d. Infrastructure Costs

### III. Memorandum’s of Understanding

### IV. Wyoming’s Community Colleges & Other Training Providers

- a. Financial Aid
- b. Ability to Benefit
  - i. Mapping ATB Eligibility
  - ii. Federal Financial Aid Definition of an ‘Eligible Career Pathways Program’ under ATB
  - iii. ATB & Adult Education

### V. Perkins V

### VI. Community Service Providers

### VII. Apprenticeships

- a. What is Apprenticeship?
- b. What is Pre-Apprenticeship?
- c. Apprenticeships in Wyoming

## Appendix

- #1: Ability to Benefit Guidance Letter
- #2: Readings-High School Apprenticeships
- #3: Reading-Factsheet: Pre-apprenticeship
- #4: Office of Apprenticeship-Quality Pre Apprenticeship Program
- #5: TEGL 13-12: Pre-apprenticeships
- #6: TEGL 31-16: Registered Apprenticeship
- #7: Draft State MOU: One Stop Partners (Includes Infrastructure Funding Agreement)



## Chapter 5: Program Quality, Performance & Accountability (Pages 1-127)

- I. Office of Career, Technical, and Adult Education**
- II. The National Reporting System**
  - a. NRS Trainings
- III. The AE Accountability System**
  - a. Six Primary Indicators of Performance
- IV. NRS Definitions & Regulations for Accountability**
  - a. Essential Components of Reading
  - b. Types of Individuals
  - c. Types of Learning Environments
  - d. Educational Functioning Levels
  - e. Periods of Participation
  - f. Barriers to Employment
    - i. Why Collect Data on Barriers to Employment?
  - g. Distance Education
    - i. Making a Formal Request for New Distance Learning Curricula
- V. Measurements of Performance**
  - a. Measurable Skill Gains
    - i. Secondary Diploma/Equivalent
    - ii. Secondary or Postsecondary transcript/report card
    - iii. Educational Functioning Level Gain
    - iv. Progress Towards Milestones
    - v. Passing a Technical Exam
  - b. Outcome Measures
    - i. Surveying for Post-Exit Outcome Measures
    - ii. Identifying Who Needs to Be Surveyed
- VI. Performance Regulations/Mandates**
  - a. Performance Measure Targets
  - b. State Post-testing Target
  - c. Exclusions to Performance
  - d. Performance & Sanctions
  - e. Statistical Adjustment Model
    - i. Why use the Statistical Adjustment Model?
- VII. Indicators of Program Quality**
  - a. Summary of Indicators of Program Quality
    - i. Customer Results & Program Accountability
    - ii. Supporting a Quality Instructional System
      1. Assessment
      2. Planning

- 3. Curriculum Framework
- 4. Instructional Practices & Delivery

- iii. Leadership & Continuous Improvement
- iv. Professional Development
- v. Community Interaction & Outreach

#### Appendix

- #1: Negotiated Targets for Wyoming PY 2020 & 2021
- #2: Functioning Level Table: ABE & ESL
- #3: Follow-Up Survey & Contact Log for Interviewers
- #4: Application to Use Distance Learning
- #5: WY Distance Education Application for New DL Curricula
- #6: Presentation: MSG for Employment-Focused Services



## Chapter 6: Data, Data, Data (Pages 1-45)

### I. Data Collection

- a. Intake Data
- b. Career Services Data
- c. Assessment Data
- d. Attendance Data
- e. The Data Collection & Review Process
  - i. Instructors
- f. Maintaining Student Files
- g. Goal Setting
- h. Retention of Student Records

### II. Data Entry and the Data Collection System

- a. Programmatic Administrative Reviews
- b. State Data System & Reporting
- c. Summary

### III. Data Matching

### IV. Required Classes for Accurate Data Reporting

- a. Career Services
- b. ABE/ASE 9+

### V. Data Validity

- a. Joint Data Validation Framework
- b. Source Documentation for Common Data Elements

### VI. Instructors & Tracking Professional Development Data

### VII. Data Reporting

### VIII. Data Dives

- a. Purpose of Data Dives
- b. Toolkit
- c. Use of Data for Program Improvement

### IX. Data Quality Checklist

- a. Data Foundation & Structure
- b. Data Collection & Verification
- c. Data Analysis & Reporting
- d. Staff Development
- e. Levels of Data Quality & Quality Improvement

### X. Data Dictionary



## Appendix

#1: Sample Data Dive Report

#2: Readings

-Knowing Your Adult Learners: Use Data!

## Chapter 7: The AE Instructor & Professional Development (Pages 1-19)

### I. Quality Staffing

- a. Staff Qualifications
- b. New Instructors
  - i. Forms
  - ii. New Staff Training Modules
    1. New Directors
    2. New AE Instructors
    3. New ESL Instructors

### II. Teacher Training for Reading, Math & Writing Instruction

### III. Dissemination of Best Practices

- a. DWS/AE Meet & Greet Meetings

### IV. Professional Development

- a. Introduction
- b. Identifying Instructor Professional Development Needs
- c. Three-Tier System for Professional Development
  - i. Local Trainings
  - ii. State Trainings
    1. Attendance at Annual Conference/Summer Institute
    2. State Sponsored In-Service Meetings
  - iii. Regional/National Trainings
    1. LINCS
    2. COABE
    3. MPAEA
    4. WYLLA
- d. Membership/Fees/Dues
- e. Tracking PD in LACES

Appendix:

#1: LINCS-Adult Numeracy Project

#2: Reading: A Summary of Wyoming Align & Redesign PowerPath Contributions: Demographics & Outcomes





## **Chapter 8: The AE Classroom (Pages 1-90)**

### **I. The Adult Education Classroom**

- a. Contextualizing Instruction
  - i. Developing Contextualized Curricula
- b. Digital Literacy
  - i. Digital Literacy Guidebook
- c. Essential Components of Reading
- d. Use of Standards in the Classroom
- e. Career Planning in the Adult Education Classroom
- f. Career Explorations
- g. Career Goals
- h. Screening Tools
  - i. PowerPath
    1. Smarter Strategies
    2. Culturally & Linguistically Different Profile
- i. Learner Anxiety in the Classroom
  - i. What the Research Says
  - ii. Helping the Learner Overcome Anxiety
- j. Persistence & Retention
- k. Wyoming at Work Registration
- l. HSEC Testing Protocols
  - i. Age Waiver Applications
  - ii. Official Practice Tests
    1. HiSET
    2. GED Ready
  - iii. Credential Verification-DiplomaSender
- m. Policies on Environment

### **II. Planning a Classroom**

- a. Lesson Planning
  - i. Integrated Learning Maps
  - ii. Integrated Learning Plans
- b. Classroom Modality
  - i. In person
  - ii. Distance
  - iii. Virtual
  - iv. Hyflex/Hybrid
- c. Wyoming's Course Offerings

### **III. Tracking Attendance in the AE Classroom**

- a. Types of Hours
  - i. Measuring hours for Virtual Classrooms in Wyoming's AE Programs

- b. Leave of Absence
- IV. The Role of the Core Partners in the AE Classroom**
  - a. Seamless Integration into a Career Pathways System
  - b. Align Trainings to Local Economic Needs
  - c. Common Understanding of Core Partner Responsibilities: Cross Trainings
  - d. Identifying Barriers
  - e. Developing a Common Intake for the WIOA Core Partners
  - f. Expanding the Wyoming One-Stop System
  - g. Common Reporting & Common Sanctions for the WIOA Core Partners
- V. Adults and Learning Disabilities**
  - a. Learning Disabilities
    - i. Behavioral Characteristics of LD Students
  - b. Disabilities at the Input Stage
    - i. Visual Perceptual Disabilities
    - ii. Auditory Perceptual Disabilities
    - iii. Social Perceptual Disabilities
  - c. Disabilities at the Integration Stage
  - d. Disabilities at the Memory Stage
  - e. Disabilities at the Output Stage
    - i. Language Disabilities
    - ii. Motor Disabilities
  - f. Effective Instruction for Adults with Learning Disabilities (Article)
  - g. Characteristics That May Be Present in Adults With LD

## Appendix

- #1: Digital Literacy Guidebook
- #2: OCTAE Publication-Essential Components of Reading
- #3: Math Anxiety Self-Test
- #4: Math Study Skills Inventory
- #5: Test Anxiety Inventory





## Chapter 9: Research & Evidence Based Instructional Practices for the AE Classroom (Pages 1-89)

### I. Helping Adults Learn

- a. Aspects of an Adult Learner

### II. Adult Learning Theories

- a. Andragogy
- b. Transformative Learning
- c. Self-Directed Learning
- d. Experiential Learning
- e. Project-Based Learning

### III. Research & Evidence Based Instructional Practices

- a. Webb's DOK
- b. Differentiated Instruction
- c. Brain-based Learning
- d. Participatory Learning
- e. Universal Design for Learning
- f. Self-Regulated Learning
- g. Research-based Writing Instruction
- h. Teaching Skills That Matter
- i. Minds That Move Us
- j. Star Reading
- k. Adult Numeracy Network

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- #1: Readings on Brain Based Learning
- #2: Participatory Learning Guidebook



## **Chapter 10: Monitoring & Evaluation (Pages 1-57)**

### **I. Introduction**

- a. WIOA's 13 Considerations for AE Programs
- b. What is the State Looking for in a Monitoring Visit?

### **II. Site Visit / Virtual Monitoring**

- a. Purpose
- b. AE Program Fiscal Audits
- c. Site Visits
  - i. The Monitoring Tool Checklist
    1. Chapter One: Intake/ Orientation
    2. Chapter Two: Student Eligibility, Marketing & Retention
    3. Chapter Three: Sufficient Intensity & Duration
    4. Chapter Four: Education/Instruction & Career Counseling
    5. Chapter Five: Program Personnel
    6. Chapter Six: Professional Development
    7. Chapter Seven: Assessment
    8. Chapter Eight: Student Files
      - a. Desk Audit Checklist
      - b. Student File Checklist
    9. Chapter Nine: Cooperative Planning & Partnership Arrangements for Developing Career Pathways
    10. Chapter Ten: Facilities, Equipment, & Supplies
    11. Chapter Eleven: High Quality Data MIS
    12. Chapter Twelve: Internal Program Evaluation
    13. Chapter Thirteen: Fiscal Review
    14. Chapter Fourteen: Reports
    15. Chapter Fifteen: WIOA System Network
    16. Chapter Sixteen: GEPA
  - d. Target Monitoring Process

### **III. Monthly/Quarterly Monitoring**

- a. Local Providers
  - i. Monthly Reports
  - ii. Quarterly Reports
- b. State

### **IV. Internal Program Evaluations**

- a. The Data Quality Checklist
- b. Summative Evaluations
- c. Formative Evaluations
  - i. Elements of the Formative Assessment Process
  - ii. Why Use Formative Assessments?

- iii. Feedback on Student Writing
  - 1. Recommended Strategies for Assessing Student Writing
- iv. Internal Self Evaluations

**V. Student Evaluations**

- a. Career Service Course Evaluations & Certificates

**VI. Staff Evaluations**

- a. Standards in Action Tool
- b. Institutional Evaluation Processes
- c. Instructional Self-Assessment Tools
- d. Manager Competency Evaluation Tool

Appendix

#1: Sample Desk Audit Checklist

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## Chapter 11: Reporting & the NRS Tables (Pages 1-40)

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- a. Monthly Desk Monitoring Report
- b. The Quarterly Report
- c. Mid-Year Program Improvement Goals
- d. Professional Development Report
- e. Referrals Report
- f. End of Year Report

### II. NRS Tables for Reporting Purposes

- a. Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex
  - i. Federal reporting
  - ii. Program enrollment type (definitions)
- b. Table 2: Participants by Age, Ethnicity, and Sex
  - i. Federal Reporting
  - ii. Age (defined)
- c. Table 3: Reportable Individuals by Age, Ethnicity & Sex
- d. Table 4: Participants by Program Type and Age
- e. Table 4: Measurable Skill Gains by Entry Level
  - i. Explanation of Columns
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    2. MSG: Progress Towards Milestones
    3. MSG: Passing Technical/Occupational Knowledge Based Exams
- f. Table 4A: Educational Functioning Level Gain
  - i. Explanation of Columns
- g. Table 4B: Educational Functioning Level Gain & Attendance for Pre/Post-tested Participants
- h. Table 4C: Measurable Skill Gains by Entry for Participants in Distance Education
  - i. Measuring Hours for Participants in Distance Education
- i. Table 5: Primary Indicators of Performance
  - i. Employment Data
    1. 2<sup>nd</sup> Quarter After Exit
    2. 4<sup>th</sup> Quarter After Exit
    3. Median Earnings
  - ii. Attained Secondary School Diploma or Recognized HSEC AND Enrolled in PS/Training within One Year of Exit
  - iii. Attained Secondary School Diploma or Recognized HSEC AND Employed within One Year of Exit
  - iv. Attained PS Credential While Enrolled OR Within One Year
  - v. Attained Any Credential

1. What Credential Attainment is Not
  2. The Postsecondary/Training Credential
  3. The Secondary School or Recognized Equivalent Credential in Wyoming
  4. Credential Attainment: Co-enrollment
- j. Table 5A: Primary Indicators of Performance for Participants in Distance Education
  - k. Table 6: Participant Status & Program Enrollment
    - i. Labor force Status Definitions
    - ii. Highest Degree of Level of School Completed-Defined
    - iii. Federal Reporting
  - l. Table 7: Adult Education Personnel by Function and Job Status
    - i. Teacher Descriptive Measures
  - m. Table 8: Outcomes for Participants in Family Literacy Programs
    - i. Definitions
  - n. Table 9: Outcome Achievements for Participants in ELECE
    - i. Optional CE Measure: Achieve Citizenship Skills
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  - o. Table 10: Outcome Achievements for Participants in Correctional Education Programs
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    - i. MSG vis Secondary/Postsecondary Transcript
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## Chapter 12: Fiscal (Pages 1-33)

### I. Funding

- a. Federal Funds Distributed to States
- b. Local Provider Distribution
- c. The Grant Award
- d. The Grant Contract

### II. The Funding Formula

- a. Purpose
- b. Wyoming's Funding Formula
  - i. Funding Corrections in Wyoming

### III. Budgeting

- a. Budget Compliance Planning
- b. Budget Forms
- c. Indirect Costs
- d. Description of Budget Categories
- e. Budget Changes
- f. Financial Administration

### IV. Allowable/Unallowable Costs

- a. Factors Affecting Allow-ability of Costs
- b. Grant Fund Use & Limitations

### V. Equipment, Materials & Supplies

- a. Equipment
- b. Inventory
- c. Purchasing Equipment, Instructional Materials & Supplies

### VI. The Drawdown Portal

### VII. Adult Education Program Fiscal Audits & Compliance

- a. Annual Fiscal Audit
- b. Non-compliance
- c. Catch Match & In-Kind
  - i. State Match Requirement
- d. Program Income Guidelines
- e. Supplement Not Supplant

### VIII. Financial Status Reports

### IX. One Stop Infrastructure Costs

#### Appendix

- #1: Sample Award Letter
- #2: Sample AE Contract
- #3: Waiver to Increase Administrative Costs
- #4: Allowable/Unallowable Costs



## Chapter 13: AE Policies (Pages 1-173)

### I. AE Policies in Wyoming

Appendix

-Copies of all AE Policies



## Chapter 14: Contacts (Pages 1-9)

### I. Division of Adult Education & Literacy Staff Directory (DAEL-Federal)

### II. Wyoming Community College Commission

### III. Local Directors

### IV. Local Instructors



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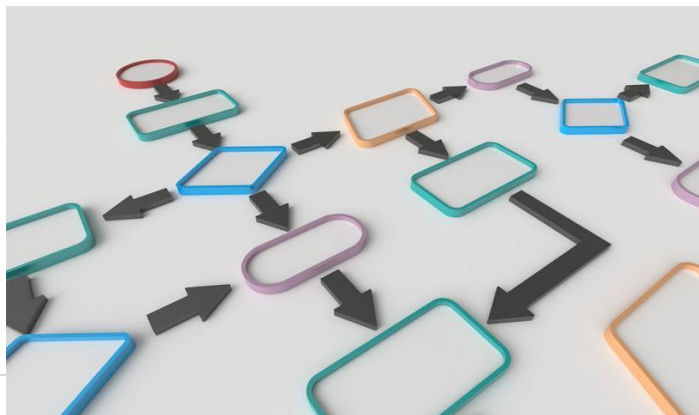
## Chapter 15: Forms & Processes for AE Programs in Wyoming (Pages 1-166)

### I. Processes

- a. The State Intake Process
- b. The State Educational Goal Plan
- c. Career Assessments
- d. Pre/Post Testing
- e. Age Waiver Application
- f. Wyoming at Work Registration
- g. Leave of Absence Form
- h. Reporting Student Hours
  - i. Measuring Hours in a Virtual Classroom
- i. Instructor time & Task Log
- j. Pathways Form
- k. Release of Information
- l. Referral Form
- m. Student Surveys
- n. Exiting a Student
- o. Surveying Students After Exit for Post-Exit Outcomes
  - i. State Data Match
  - ii. Local Program Responsibilities
    1. Surveying Participants with No SSN
    2. Surveying Special Populations
    3. The Survey Instrument
- p. Instructor Evaluations
- q. PowerPath
- r. Bi-annual Site Visit & Compliance Review & Checklist
- s. HSEC Testing Protocols
  - i. The HSE Credential
  - ii. DiplomaSender

### II. Forms

-Copies of all forms are included



## Chapter 16-Misc. (Pages 1-39)

- I. Rapid Response**
- II. Wyoming Profile**
- III. Non-Qualifying Visa's in Adult Education**
  - a. J-1
  - b. F-1
- IV. Commonly Used Acronyms**
- V. The PIACC Study**
  - a. How do the skills of U.S. adults compare to their international peers?
  - b. PIACC Skills Map & Other Products
  - c. Wyoming Skill Estimates

### Appendix:

- #1: Rapid Response Brochure
- #2: Rapid Response Powerpoint
- #3: Wyoming AE Profile for 2019-20
- #4: The American Families Plan
- #5: Article: Americans without College Degrees Are Struggling the Most

