Adult Education New Teacher Training
Module 9
Forms & Processes

A) The State Intake Form

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 which the local program director can explain. These forms were discussed in Module 4 and are briefly discussed in this module as well. 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. A discussion on how to complete each of these forms follows.

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

Every student that enrolls in an AE program must be given a pretest **BEFORE** any type of service can be provided to the student. For AE students, this pretest will be a TABE 11 and post testing will be TABE 12. For ELA students this will be both the TABE CLAS-E test. Alternating forms must always be used between pre and post testing. In the event that an alternate form is NOT used between assessments, then the amount of time a student must log between tests doubles. So, instead of requiring 40 hours of instruction before a post test can be given, that number will increase to 80-100 if the same test form is utilized. Instructors should read the WY Assessment Policy found at: https://communitycolleges.wy.edu/ae-policies/ before giving an assessment.

The assessment tools used for pretesting are federally approved tests, which are also sanctioned by the State of Wyoming. No other assessments can be utilized for placement into an Adult Education program in the State of Wyoming.

These assessments tell us a lot of information about the student and help guide the instructional processes we put in place to help each student be successful.

Test results:
1) give us NRS levels which are used to determine how many hours a student has to put in before they can be post tested. NRS levels are also used to measure program performance. The NRS levels are what determine the Educational Functioning Levels (EFL's) on which performance is based. We must show that we meet federally negotiated targets at each EFL.

2) indicate academic strengths and weaknesses so that instructors know where to focus instruction on

Wyoming Adult Education Post-Testing Exception Form
Exhibit E - 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 OF POSSIBLE GAIN</u> TO BE IN COMPLIANCE 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:

Evidence 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:_____

E) Exemption to Post Test

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.

An approved Post-testing Exception for Post-testing is uploaded into LACES. The form can be found in the WY Assessment Policy.

The State allows no more than 3% of NRS level 4 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. Local. Local directors are required to maintain a log of testing exceptions and must complete the Exception to Test form referenced above. This will be monitored by the State.

Instructors wanting to post test a student early MUST complete this form and have local director approval before a post-test can be given.

F) 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
2) School District Withdrawal Form
3) Pre-test Verification

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.

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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:

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.

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 (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.

Updated September 2020

G) 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, on how this is to be completed is provided below.

REGISTERING IN WYOMINGATWORK.COM

Before you begin, please note that in order to be fully registered in the Wyoming at Work system and to receive regular job referrals, you must complete all of the following instructions. If at any time you have questions, please contact a Workforce Staff member.

Please note * Indicates required fields
1. Click on *Not Registered*
2. Click on *Individual* under Option 2-Create a User Account
3. Create *User Name* and *Password*
5. Select and answer a *Security Question*
6. Complete all remaining fields
7. Click *NEXT*

Name
1. Enter your *Name*
    a. First Name, Middle Initial (Optional), and Last Name
2. Click *NEXT*

Residential Address
1. Enter your *Address Information*
    a. Include your mailing address or check the box if the same
2. Click *NEXT*

Phone Numbers
1. Enter your *Phone Numbers*
Note: If you include a Text Message Cell Phone Number then consider messaging rates and/or charges for any correspondence for job notifications.
2. Click *NEXT*

Preferred Notification Method
1. Complete the *Preferred Notification Method* drop-down field
2. Complete the *Site Access* drop-down fields
3. Click *NEXT*

Citizenship/Disability
1. Complete the *Citizenship* drop-down field
2. Select a radio button on the *Disability* section
3. Click *NEXT*

Education Information
1. Complete *Education Information* fields
2. Click *NEXT*

Employment/Farm Worker Information
1. Complete *Employment & Farm Worker Information* fields
2. Click *NEXT*

Job Title/Occupation
1. Complete *Job Title/Occupation* fields
2. Click *NEXT*

Ethnic Origin
1. Complete *Ethnic Origin* fields
2. Click *NEXT*

Military Service
1. Complete *Military Service* fields
2. Click *FINISH*
    a. Continue by selecting the option of *Resume Builder* then follow below for résumé creation
Note: If you're a Veteran then you qualify for Priority of Service. Please notify the Front that you're a Veteran.

RÉSUMÉ

Employers are able to view your résumé in Wyoming at Work. If they are interested in someone with your skills, they can contact you directly for the job.

1. Click on *Résumé Builder*
2. Click on *Create New Résumé*
3. Enter *Résumé Title* as type of job you are looking for (cook, carpenter, etc.)
    a. You can choose to allow employers to view résumé online (We recommend allowing access to employers to maximize job search) or you can choose hide your résumé from employers.
4. Select *Comprehensive Résumé Creation Method*
Note: if you have an existing résumé then select the applicable one and follow the prompts
5. Click *NEXT*
6. Click *OK* on the pop-up box to allow employers to view your résumé online

Desired Location
1. Click on *Desired Location* options (Click on *Statewide* or *County/Counties*)
2. Click *NEXT*

Select an Occupation
1. Select an *Occupational Title*
2. Click *NEXT*

Desired Salary
1. Choose your *Desired Salary*
2. Click *NEXT*

Desired Job Type Profile Information
1. Complete *Desired Job Type Profile Information* such as Employment Category and Desired Work Hours
2. Click *NEXT*

Driver's License Information
1. Enter *Driver's License Information* fields
2. Click *NEXT*

Security Clearance
1. Complete *Security Clearance*, *Language & Proficiency*, and *Typing Speed* fields
2. Click *NEXT*

Resume Layout Templates
1. Complete *Résumé Layout Templates* section with your preference for Chronological, Functional, etc. Select the fields that apply best to your employment & educational background
2. Click *NEXT*

Education and Training
1. Complete *Education and Training* fields
   a. Please note format requirement for completion education/training date, *mm/yyyy*
2. Click to *SAVE*
   a. You can click on the *Add a New Education History* link to add additional Education/Training
3. Click to *NEXT*

Employment History
1. Complete your *Employment History* one job at a time, completing all required fields
   a. Please note the check box to allow employers to see salary history and reasons for leaving
2. Type in *Job Duties* as you want them to appear on your résumé
3. Click *Save* and Click *OK* to save your job skills
4. Click *Add a New Education History* until all previous jobs have been entered
5. When complete, Click *NEXT*

Job Skills
1. Select any applicable *Job Skills* and de-select the ones that don't apply
2. Click on *Modify Skills*
3. Click on all *Job Skill categories* to add your skills. This will provide better job search matches.
4. When finished, Click on *Save Skills and Continue*
5. Click to *NEXT*

Technical Skills and Tools
1. Select any applicable *Technical Skills and Tools* and de-select the one that don't apply
   a. Additional links to add Technical Skills and tools by occupation and keyword are also available at the end of the screen. Click on *Add these Tools and Technology* when completed.
2. Click to *NEXT*

Ability Summary
1. Add any *Abilities or Special Skills* you would like on your résumé; OR
2. Click on *Skip this step* and Click *NEXT*

Objective
1. Type in a *Résumé Objective* if desired; OR
2. Click on *Skip this step* and Click *NEXT*

Honors & Activities
1. Enter any *Honors or Activities* you would like on your résumé; OR
2. Click on *Skip this step* and Click *NEXT*

Additional Information
1. Add any *Additional information* you would like on your résumé; OR
2. Click on *Skip this step* and Click *NEXT*

Contact
1. Review contact information and at the bottom of the page select or de-select the items that you want to appear on your résumé.
2. Click to *NEXT*

Detailed References
1. *Add References* if desired; OR
2. Select the box, *Display "References Available on Request."* on this résumé.
3. Click to *FINISH*

Completed Résumé
1. At the bottom of completed résumé, Click *Save & Return*
Note: You can create up to 20 different résumés.
2. Click on *Return to My Dashboard*
3. Click on *Virtual Recruiter*

VIRTUAL RECRUITER

The Virtual Recruiter will continue to search for jobs for you as often as you like. It will notify you via your message center or email of job openings in the field you have selected.

1. Click on *Create New Job Alert*
2. Enter *Keyword* (type of job looking for; cook, carpenter, etc.)
3. Enter other fields if desired.
4. Click *SEARCH*
Job openings may come up and if so, you can click on the job title to learn more information about the job.
5. At the bottom of page, Click *Save Search*
6. Enter *Title* for Virtual Recruiter (Cook, Carpenter, etc.)
7. Choose how often you would like the search to run.
8. Choose how you would like to be notified.
9. Click *SAVE*
Note: You can create as many different job alerts as you like.

Congratulations! You have now completed your registration in the new Wyoming at Work system.

Wyoming at Work has even more valuable job seeking tools. Be sure and use the system to search for open job listings, labor market information, and training opportunities. It even provides you with your own message center.

ENJOY AND GOOD LUCK ON YOUR JOB SEARCH!

H) 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.

I) 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.
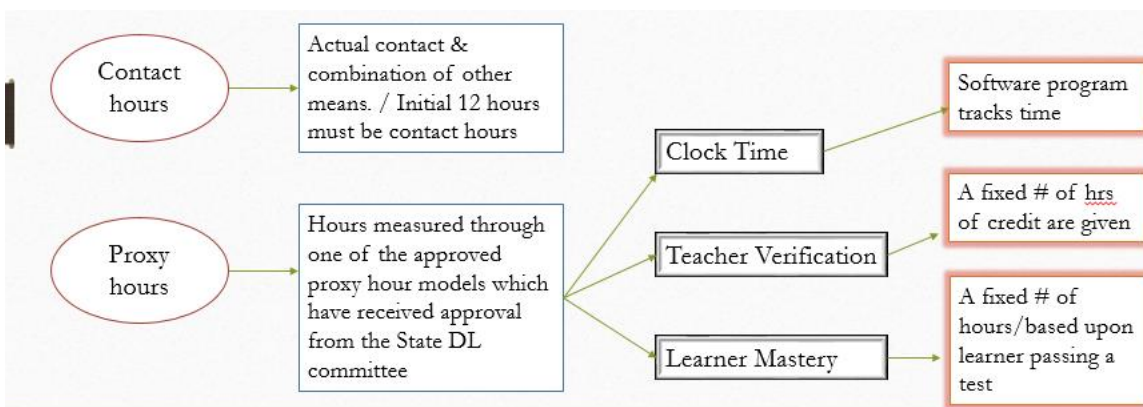
Measuring hours in a virtual classroom

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'.

J) 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.

K) 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.

L) 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.

M) 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.

N) 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.

O) 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.

P) 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

    Note: The State does not data match for high school equivalency credentials earned. Local providers are required to collect this type of data.

  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:
  - ○ *October:* to capture fall enrollments
  - ○ *February:* to capture spring enrollments
  - ○ *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.

Q) 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.

R) 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.

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

	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

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.

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.

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.

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

> It must be signed & dated by the screener.

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 _____

> 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 2 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 0   /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 0   /x1   /x2   /x3

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

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

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 "√" 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.	irrepressible	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.	station	7.	physiology	7.	irrelevance	7.	naive	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   [   ]

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 _____

5

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.

VISUAL FUNCTIONS SCREENING (VF)

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

How is your vision?

Screening									# Correct	Challenge	Strength
Distance Acuity	ш	m	ш	E	m	Ǝ	ш	E			
Right Eye	○	○	○	○	○	○	○	○	☐	0 – 6 ☐	7 – 8 ☐
	ш	m	ш	E	m	Ǝ	ш	E			
Left Eye	○	○	○	○	○	○	○	○	☐	0 – 6 ☐	7 – 8 ☐
Plus Lens	ш	m	ш	E	m	Ǝ	ш	E			
Right Eye	○	○	○	○	○	○	○	○	☐	0 – 6 ☐	7 – 8 ☐
	ш	m	ш	E	m	Ǝ	ш	E			
Left Eye	○	○	○	○	○	○	○	○	☐	0 – 6 ☐	7 – 8 ☐
Near Acuity	8	3	7	2	1	6	4	3	1	5	☐ Check if stereoscope screenings are being administered with colored filter
Right Eye	○	○	○	○	○	○	○	○	○	○	0 – 8 ☐ 9 – 10 ☐
	7	9	8	4	1	6	3	2	5	4	
Left Eye	○	○	○	○	○	○	○	○	○	○	0 – 8 ☐ 9 – 10 ☐
Binocularity	6	9	7	3	2	4	8	5	2	6	
Both Eyes		○		○	○		○		○		☐
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				
Decibel = 25 1000 500 250		0 - 5 ☐		6 ☐
Left Ear				
Decibel = 20 1000 2000 4000 8000				
Decibel = 25 1000 500 250		0 - 5 ☐		6 ☐

Remember the 10 Decibel Rule!

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.**

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) Smarter Strategies

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) Culturally & Linguistically Different Profile

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.

S) 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. Local directors are typically the only ones involved with this, but they may reach out to instructors for information and/or to help in preparing for this site review.

T) 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.
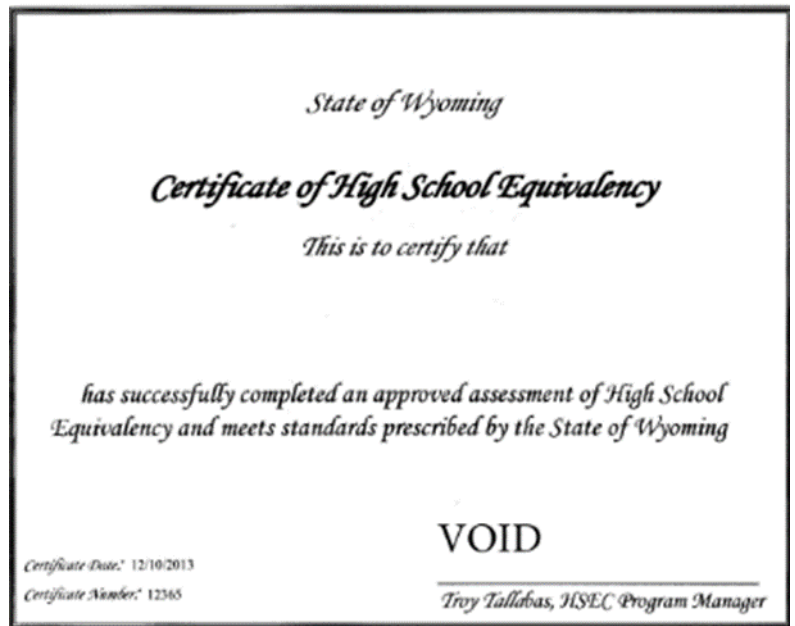
U) Official Practice Tests

HiSET
These tests are replica's of the actual HSE; however practice test times are typically ½ of the actual HSE test times for each of the individual areas. Each year the HiSET test changes in alignment to K-12 common core standards usage in the school systems. Consequently, each year the test becomes harder, which is why new official practice tests are released in the fall of each year.

Official Practice Tests have five areas: Reading, Writing, Social Studies, Math, and Science. These tests **cannot** be given to a student unless the student has:
1) completed a program of study
2) taken a post test (if applicable) and has shown gain. Students who do not show gain on a post test should not be given an OPT in the same subject area. For example, if a student is given a post test in mathematics and both pre and post test scores are at NRS level 2, the student cannot be given an OPT in math. Program success is measured by the number of students who show increases between pre/post testing. It is for this reason that OPT's should NEVER be given to a student who is unable to show EFL gain on the same subject.

OPT's may **not** be used to evaluate initial readiness to enter our programs. TABE or TABE CLAS-E test scores are required for this purpose.
Instructors should give a practice HSE once the instructor believes that the learner has achieved sufficient skills to satisfactorily complete the HSE exam. There are multiple HISET practice tests. Students should NEVER write in test booklets. All answers should be written on the answer sheets provided for these tests. In order to be ready to take the actual HiSET test, students must score 'well prepared' in each subject area.

Answer keys & scoring guides are provided with each test. Writing scores are configured a bit differently than all other tests. Students must earn a 'well prepared' on the multiple choice portion of the test AND must have at least a 2 on the essay to pass the writing portion of the test. The multiple choice section and the essay portion are **not** to be combined in the calculation of a student score.

There are no fees associated with any of the official practice tests for the HiSET exams.

Free Practice Tests (FPT's): Very savvy students can find these tests as they are readily available online. Because of this, they should not be the choice of tests given by instructors and can never be used with an age waiver applicant.

Paid Practice Tests (PPT's): These are more secured tests as AE programs have to purchase them. They are available for purchase in electronic versions only.

PPT 1- PPT 5 are outdated tests and cannot be used as an official practice test
PPT 6A: Still valid.
PPT 7: Still valid.

Official Practice Tests (OPT's):

Like the PPT's, these are very secure tests as they are only available to Adult Education programs who purchase them for use. They are NOT available in electronic version. Once they are purchased, hard copies are typically made for instructors to use.

OPT 1-OPT 3 are outdated tests and can no longer be used
OPT 6A: Still valid
OPT 7: Still valid
OPT 8: Valid
OPT 9: Valid
OPT 10: Valid

Most students in Wyoming take the **HiSET** test and the costs associated with this test vary by type of test.

1. Paper-based testing: $75 for the complete test
   o 5 subjects at $15 per subject for the HiSET exam
   o There are no costs associated with the official practice test for the HiSET as local Adult Education centers provide these for free
   o Local test center fees may also be applicable and vary from site to site throughout Wyoming
2. Computer-based testing: $53.75 for the complete test
   o 5 subjects at $10.75 per test
   o There are no costs associated with the official practice test for the HiSET as local Adult Education cents provide these for free
   o Local test center fees may apply
3. Virtual Testing: $143.75 for complete test:
   o 5 computer based tests at $10.75 per test
   o 5 online proctoring sessions at $17.50 per test
   o Virtual official practice tests can be delivered through a Wyoming Adult Education center.

GED Ready Practice Test
Students who want to take a GED in Wyoming should take the 'GED Ready' practice test to determine if they are ready to take a GED exam. These practice tests are offered online in math, science, social studies, and language arts and cost $6/subject or $24 for all subjects.

The **GED**® battery costs $104 in paper-based, computer-based, and virtual testing formats:

- 4 subjects GED Ready (an online official practice test) at $6 per subject

- 4 subjects for the GED exam at $20 per subject

- Virtual testing is not allowed for 16 and 17-year old students.

V) 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