

# Wyoming Adult Basic Education

## State Plan

Revised April 1, 2009



Wyoming Community College Commission  
2020 Carey Avenue, 8<sup>th</sup> Floor  
Cheyenne, WY 82002

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## SECTION 1

### 1.0 Eligible Agency Certifications and Assurances

Section 221 (1) requires the State to develop, submit, and implement the State plan, and Section 224 (b)(5)(6) and (8) require assurances specific to the State plan content (next pages) (See Appendix C.)

### 1.1 Certifications

#### **UNITED STATES DEPARTMENT OF EDUCATION Office of Vocational and Adult Education**

#### **The Adult Education and Family Literacy Act Enacted August 7, 1998 as Title II of the Workforce Investment Act of 1998 (Public Law 105-220)**

The Wyoming Community College Commission (State Agency) of the State of Wyoming hereby submits its revised State plan extension to be effective until June 30, 2010. The eligible agency also assures that this plan, which serves as an agreement between State and Federal Governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances.

#### **CERTIFICATIONS**

#### **EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (34 CFR Part 76.104)**

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
- (2) The State agency has authority under State law to perform the functions of the State under the program.
- (3) The State legally may carry out each provision of the plan.
- (4) All provisions of the plan are consistent with State law.
- (5) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan, specified by the title in the certification, has authority to submit the plan.
- (8) The plan is the basis for State operation and administration of the program.

## ASSURANCES

### WORKFORCE INVESTMENT ACT OF 1998 (Public Law 105-220)

#### Section 224 (b) (5), (6), and (8)

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

#### Section 241 Administrative Provisions

- (a) Supplement Not Supplant.—Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- (b) Maintenance of Effort.—
  - (1) In General.—
    - (A) Determination.—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
    - (B) Proportionate reduction.—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—
      - (i) shall determine the percentage decreases in such effort or in such expenditures; and
      - (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.
  - (2) Computation. — In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.
  - (3) Decrease in federal support.—If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.
  - (4) Waiver.—The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or

outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

**ASSURANCES**

**WORKFORCE INVESTMENT ACT OF 1998  
(Public Law 105-220)**

**Signatures**

Wyoming Community College Commission  
(State Agency)

2020 Carey Avenue, 8<sup>th</sup> Floor

Cheyenne, WY 82002  
(Address)

By: \_\_\_\_\_  
(Signature of Agency Head)

Executive Director  
(Title)

\_\_\_\_\_  
(Date)

## SECTION 2

### 2.0 Needs Assessment

#### 2.1 Individuals Most in Need

An objective assessment of individuals in the state or outlying area for adult education and literacy activities. The assessment should include individuals most in need or hardest to serve.

#### 2.2 Populations

Wyoming is a large state geographically, with a small population of 515,004 (2006 American Community Survey, U.S. Census). Wyoming's adult population (ages sixteen and older) is 408,612. Of these 408,612 adults, 11%, or 43,570 (based on GEDTS, 2006 target population) do not hold a high school diploma or General Educational Development certificate.

There are many reasons why individuals needing adult education are not being served by adult education programs. These potential students may be geographically isolated. Because Wyoming is sparsely populated over a large geographical area, outreach services continue to be a high need. Individuals may also be living in unstable situations because of homelessness, non-supportive, or abusive family members. They may be single parents with small children without means of childcare during instruction. They may lack transportation to and from adult learning centers. They may be individuals who are intimidated by institutional environments or who have had negative past school experiences and find any type of instruction foreboding. Individuals who have special learning style needs or learning disabilities may also distance themselves away from formal instruction. Individuals who have been adjudicated to participate in adult education, but who have no desire to do so may also present special challenges.

Those adults in Wyoming without a high school diploma or equivalent have a high chance of not being employed or being employed in low-paying jobs. Based on the 2006 American Community Survey, U.S. Census, Wyoming has an unemployment rate of 3.5% with a median household income of \$47,423. For citizens without a high school diploma or equivalent the median household income drops to between \$15,727 and \$26,594 per year (based on population 25 years and over from the 2006 American Community Survey, U.S. Census). Adult Basic Education programs in Wyoming are needed to give adults a chance to advance into other educational programs and/or to improve their skills to obtain employment and/or advance in employment.

Wyoming has a growing percentage of Hispanic and other minorities who have entered the United States and speak only their native tongue. According to the 2006 American Community Survey, U.S. Census, approximately 7% of Wyoming's population speaks a language other than English. Of this 7%, 62% speak Spanish and 38% speak some other language: with 24% reporting that they do not speak English "very well." According to the 2006 American Community Survey, U.S. Census, Wyoming's population consists of approximately 94% Caucasian, 7% Hispanic, and 8% other races.

As the population of Wyoming continues to grow with non-English speaking people, the number of candidates enrolling in English Language (EL) Civics is increasing. As the 2006 American Community Survey, U.S. Census shows, the U.S. citizenship status reports that out of the 13,929 foreign-born people in Wyoming, 8,592 are not a U.S. citizen. This represents 62% of the foreign-born population in the state.

The Adult Basic Education (ABE) programs in Wyoming strive to provide services to a diverse and most in need population. This population includes candidates who have a reported disability, are low income, single parents, and/or displaced homemakers. The 2006 American Community Survey, U.S. Census, states that 13% of people

between the ages of 16 and 64 have a reported disability, 9% of people are in poverty, 29.3% of households were a female household with no husband present (4% of households were a male household with no wife present), and .04% of the class of workers were unpaid family workers.

The local ABE programs not only serve the local public but also candidates in need of educational services within the correctional institutions and locked facilities around the state. Many of the candidates in the Wyoming Department of Correction facilities receive Adult Basic Education instruction from the Department of Corrections. However, many of the local correctional facilities have the local ABE instructors providing educational services. These services are ever increasing within Wyoming. Wyoming also has several locked facilities, which are under the supervision of the Department of Health and the Department of Family Services that provide educational instruction.

### Wyoming Adult Education Needs Assessment

The last needs assessment in Wyoming was conducted in the spring of 1998. To summarize the needs assessment, the businesses surveyed, identified the top needs for basic skills training as outlined below:

- 76% indicated a need for computer skills training
- 70.7% indicated a need for interpersonal communication training
- 66% indicated a need for math skills training
- 65% indicated a need for writing skills training
- 54% indicated a need for reading comprehension training

Students enrolled in Wyoming Adult Basic Education programs **cited** the following reasons for dropping out of high school were:

- to gain employment,
- pregnancy,
- drug and alcohol abuse, and
- lack of interest.

The first two reasons for leaving school point to a need for workplace literacy programs and family literacy programs.

The State of Wyoming is increasing its awareness of the need to address the current high school dropout rate. The state is beginning to work collaboratively with the Wyoming Department of Education to assess and evaluate the reasons candidates are dropping out at such an early age. The Wyoming Community College Commission has revised the state age waiver policy for candidates between the ages of 16 and 17 who want to complete the GED examinations. The Wyoming Community College Commission, Wyoming Department of Education, and the ABE Director Team implemented one age waiver for 16 year old and 17 year old candidates. The criteria for participating in GED testing are more specific and limited. The goal is to encourage participation within the high school setting versus dropping out.

Students completing the survey indicated their top needs for basic skills training as follows:

- 56% wanted to obtain a General Educational Development (GED)
- 34.8% wanted to improve math skills
- 32.3% wanted to improve reading skills
- 31.6% wanted to improve writing skills

- 22.2% wanted to prepare for job training
- 19% wanted to “increase their wage potential” or “get a better job”
- 16.7% wanted to learn English as a second language

### Further Information

The purpose of Wyoming Adult Basic Education is to assist adults (16 and older) to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; to assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and to assist adults in completion of a secondary school education. Adult Basic Education services available to all clients include assessment, goal counseling, and instruction.

The Assistant Administrator for the Department of Workforce Services serves as the representative of Wyoming's WIA Title II, Adult Basic Education program. The Wyoming Community College Commission Executive Director serves as a member of the Wyoming Workforce Development Council. The Council acts as the state and local Workforce Investment Board under the Workforce Investment Act. In the past, the Wyoming Adult Basic Education Director reported to the Council on an annual basis regarding Wyoming's WIA Title II, Adult Basic Education activities. This activity has been replaced with the Workforce Development Report produced annually by the Wyoming Community College Commission.

Local Adult Basic Education programs have for many years informally partnered with state and local agencies and non-profits in order to provide the appropriate education opportunities so that their clients might move toward self-sufficiency. Two examples of these programs are in Cheyenne (GOAL) and Sheridan (SCOPE). Both programs work closely with the one-stop delivery systems by providing adult literacy skills. Both programs have been successful in assisting candidates achieve educational and workplace skills and goals.

The Adult Basic Education system in Wyoming strives to be as responsive as possible to adults needing its services. Meeting the needs of those students most in need of services and those hardest to serve remains a priority, as does ensuring that the physical instructional environment is conducive to safety, health, and equal access to all. The Wyoming Community College Commission believes that continued collaboration with social services programs throughout the state will better enable Adult Basic Education programs to serve the populations of greatest need and hardest to serve.

The Wyoming Adult Basic Education program currently utilizes the LiteracyPro LACES database within each Adult Basic Education Program. The Wyoming Community College Commission has included within the biennial budget, state funding for Adult Basic Education that was approved by the Wyoming legislature, in 2008.

## SECTION 3

### 3.0 Description of Adult Education and Literacy Activities

A description of the adult education and literacy activities that will be carried out with any funds received under this subtitle.

### 3.1 Description of Allowable Activities

Wyoming plans to provide current service activities as described in this section to adults needing basic education. Current service activities include adult education and literacy services, workplace literacy services, family literacy services, English literacy programs, and General Educational Development (GED) preparation for those adults. Wyoming's Adult Basic Education team has four (4) task forces or committees who focus on various areas of program improvements. They are: Systems Committee, Development Committee, Content Standards Committee, and the Director Team. A field representative from the Adult Basic Education programs chairs each committee. Committee members consist of ABE instructors and selected ABE Program Directors. The committees meet on an as needed basis to accomplish various objectives. The main goal for each committee is as follows:

1. Systems Committee: To provide guidance and direction to the collection of program data that makes up the state data dictionary. This committee has not formally met the last couple of years. As policies and procedures are revised, the committee will have an integral part in reviewing the data collection system and developing a formalized state data dictionary to better ensure consistent data collection between all programs, as Wyoming proceeds to implement the newly developed performance-based funding model.

2. Development Committee: To provide suggestions and guidance to improve the individual ABE programs through a comprehensive evaluation system. As Wyoming progresses in performance-based funding, it is foreseen this committee will become active and work in concert with the Systems Committee to develop a desktop monitoring tool and/or other evaluation tools/methods.

3. The Content Standards Committee: To develop and implement content standards which are consistent between each ABE program. The committee has finished the ESL and Reading content standards this past year and will meet if needed throughout the year.

4. The Director Team: Consists of the local ABE Directors. This team will provide input on the following issues:

- Monitoring process,,
- Data collection and policies,
- Content standards and curriculum,
- Distance Education,
- Performance-based funding model,
- Development of policies and procedures, and
- Program improvement initiatives.

This year the Director Team has been expanded to include two local data managers/instructors for the purpose of developing and/or revising policy and procedure as Wyoming implements its performance-based funding model. This hybrid Policy Committee will likely delegate activities to the other standing committees. The Director's and Policy Committee will meet regularly in person, on conference calls, or video meetings.

In order to meet the various needs in our state, the Wyoming Community College Commission may enter into partnerships with other agencies, other states, and/or the federal government in order to collaboratively fund projects that will meet shared needs and accomplish common goals.

Wyoming's Adult Basic Education programs strive to ensure equitable access to and participation in all activities. This is provided by ensuring that physical environments meet the requirements of laws and regulations dealing with access for individuals with disabilities. Additionally, site visit findings, annual reports, and local program self-evaluations are used to ensure that all programs are available to all participants, regardless of gender, race, color, national origin, disability, age, political affiliation or belief, citizenship, or participation in any WIA Title-I financially assisted program or activity through Wyoming Community College Commission. Maintenance and expansion of services and programs designed specifically to reach the least educated adults (Literacy Level 1 in both Adult Basic Education and English Language Proficiency) is currently and will continue to be a program priority. Reaching adults most in need of services in a state of Wyoming's geographical size and small population will always remain a challenge.

Currently funded activities provided throughout the state are tailored to meet the goals of nine (9) individual Adult Basic Education programs, which are operated through Wyoming's seven community colleges and two Board of Cooperative Education Service (BOCES) centers. A network of outlying satellite programs is in place that connects many of the outlying communities in each community college's geographic area making adult education activities available to most of the larger communities in Wyoming. This system is conducive to local agency and school district collaboration and allows many geographically isolated adults a greater chance to participate in adult education activities. The Wyoming Community College Commission has implemented an aggressive technology plan that connects all school districts in the state. In the future, distance learning for students of all ages may make it possible for geographically isolated adults to obtain needed services more easily.

Wyoming also strives to serve students who may not be most in need or hardest to serve. Adult basic education has also always served those individuals who simply want to improve their knowledge and skills and perhaps obtain a GED just because they never had an opportunity to do so when they were growing up. Some individuals simply want to improve their own lives through education, and local programs will also serve them.

The Wyoming Community College Commission is dedicated to the progression of services being provided to individuals with low-level literacy, not only for post secondary education, but workforce placement. The Department of Workforce Services along with the Wyoming Department of Education has organized steps to bring the Career Readiness Certificate to Wyoming. Through this progressive effort, the Wyoming Community College Commission is actively involved by partnering with the Workforce Service Coordinators statewide and in some agencies implemented the necessary steps required for the Adult Basic Education Programs to offer this certificate and/or provide for instructional remediation related to this certificate. This includes:

- Developing criteria for the use of Work Keys within the Adult Basic Education Programs,
- Following the guidelines based on Equipped for the Future Standards, and
- A database tracking system.

### 3.2 Special Rule [Uses of Funds for Family Literacy]

In accordance with Sec. 231 (d), Wyoming will not make available or award any grant or contract which uses funds available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not individuals described in subparagraphs (A) and (B) of Section 203(1) (definitions requiring that participants attain the age of 16; not enrolled or required to be enrolled in secondary education under State law), except if such programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle, local Wyoming ABE programs will attempt to

coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities.

Family literacy programs that link with Adult Basic Education programs have emerged in Wyoming. A couple of local Adult Basic Education programs currently coordinate adult basic skills instruction with some other funded Family Literacy programs in the state, such as Even Start. Each program collaborates with the Adult Basic Education programs in the state. Adult Basic Education programs will seek to coordinate with family literacy programs not funded under this title before committing to use adult basic education program funds for family literacy. Wyoming has two specific programs that assist young adults with education and workplace skills, GOAL and SCOPE. These programs are utilizing an integrated Adult Basic Education approach to achieve outcomes. These types of programs are expanding through partnerships with the Department of Workforce Services Youth programs.

### 3.3 Descriptions of New Organizational Arrangements and Changes

Effective July 1, 2006, Wyoming's Adult Basic Education (ABE) program was transferred to the Wyoming Community College Commission and began receiving state funds from the general budget. This is now a part of the Wyoming Community College Commission exception budget. Previous moves included being a part of the Department of Workforce Services and Department of Education. Many of the ABE programs are located within the community college system, making this latest move a logical fit for the ABE program. Changes in state director leadership have been one negative result occurring in part from these several moves over the past ten years. This past year, the Wyoming Community College Commission hired a new state director that has been with the program for one year. It is hoped that by hiring a state director that has a history of longevity in state government and this latest move to the Commission will promote continued consistency and stabilization within the program. Attached is a copy of the current organizational chart showing placement of the State Director of Adult Basic Education within the organization (Appendix A).

## SECTION 4

### 4.1 Annual Evaluation of Adult Education and Literacy Activities

Section 224 (b) (3) requires a description of how the eligible agency will evaluate annually the effectiveness of the adult education and literacy activities based on the performance measures described in Section 212.

An annual evaluation of each funded program will focus on the effectiveness of state and local programs in attaining the negotiated core indicator performance levels as described in Sec. 212 of the Act. A variety of activities will take place to evaluate local programs:

1. All adult education and literacy local programs funded under Sec. 231 (regular adult basic education) and Sec. 225 (corrections) will be required to complete a self-assessment each year to evaluate program quality, as measured against Wyoming's Quality Indicators. The self-assessment will also evaluate strategies, processes, and barriers to attaining the performance levels (as specified in Section 5 of this plan) and will evaluate the program's ability to offer instruction for equitable participation and equal access to all, regardless of gender, race, color, national origin, disability, age, religion, political affiliation or belief, citizenship or participation in any WIA Title I financially assisted program or activity. The self-assessment instrument was developed during the 1999-2000 grant year, and is evaluated and revised as needed.
  - a. All programs described above will also be required to collect student performance measures (as specified in Section 5 of this plan) to determine the level of student progress. Local programs must track student progress measures from all students who have attended at least twelve (12) hours of instruction, including assessment and orientation. In addition, students who meet goals with less than 12 hours of instruction, including orientation and assessment, will be included in student performance level data, but not reported to the National Reporting System (NRS).
  - b. Student performance measures must be documented in individual student records which contain the following:
    - i. student identification and demographic information,
    - ii. attendance rates,
    - iii. years of schooling and placement level at program entry,
    - iv. pre- and post-test information,
    - v. initial learning goals,
    - vi. entry and update records, and
    - vii. other information as required by the U.S. Department of Education National Reporting System or as determined necessary by the Wyoming Community College Commission.
  - c. Documented student progress must include:
    - i. literacy skill level improvements in reading, writing, and speaking the English language, English language acquisition, problem solving, or numeracy;

and any of the following that are applicable to the student:

- ii. entered unsubsidized employment; or
  - iii. retained unsubsidized employment or obtained career advancement; or
  - iv. entered post-secondary education or training; or
  - v. obtained a GED or a secondary school diploma.
2. The U.S. Department of Education, Office of Vocational and Adult Education Division of Adult Education and Literacy have established the National Reporting System (NRS), which must be followed by all local and state adult education programs in reporting student performance. At a minimum twenty percent (20%) of the nine (9) Adult Basic Education centers, which includes two community college branch sites, will receive a site visit during the 2009-2010 program year by the Wyoming Adult Basic Education (ABE) Director. The NRS Desk Monitoring tool will be used by the Wyoming ABE Director to assist with providing an all-inclusive evaluating method.
  3. The Wyoming Community College Commission will work with local program providers and partners in WIA to conduct follow-up studies of former adult education program participants at 6-, 9- or 12-month intervals. This year the ABE program would like to implement steps to begin data matching for employment and further refine its data matching capabilities for post secondary education to ensure that all ABE programs within Wyoming are able to consistently perform data matching activities.
  4. The Community College Commission ABE program will gather input from programs and periodically evaluate its teacher training conducted through state leadership activities.
  5. The ABE State Director will reinstitute a monthly summary of monitoring and technical assistance calls, which have occurred throughout the month via e-mail, telephone conversations, and monthly financial draw downs, etc. to ensure that follow up has occurred from both the state and local levels.
  6. The Wyoming Community College Commission will also collect and compile local program data annually to determine program effectiveness and to report the levels of performance for each of the core indicators to the U.S. Department of Education.
  7. Wyoming's Adult Basic Education program is scheduled for a full monitoring visit from the Division of Adult Education and Literacy (DAEL) in September 2009. Any recommendations for improvement will be implemented based on the approved Corrective Action Plan (CAP) and followed through with local programs. Additionally, any other recommendations resulting from monitoring visits or financial audits will be implemented as described.

ABE program directors, instructors, local data managers, and the ABE State Director have identified that further exploration of Wyoming's options should be completed to enhance the state's capability to manage data to ensure uniformity and accuracy among programs as Wyoming progresses into performance-based funding. The Wyoming Community College Commission will want to continue to explore its various options to ensure the work accomplished on the performance-based funding model maintains its integrity, equity, and relevance.

### Further Information

The Wyoming Community College Commission awarded a contract to an outside agency to assist in developing a performance-based funding model. Currently steps are being taken to implement this funding model by July 1, 2010. The proposed funding model will be used to allocate state and federal Adult Basic Education (ABE) funds to all sub-grantees. See Appendix B for proposed performance-based funding model (pending final approval from Commissioners).

## SECTION 5

### 5.0 Performance Measures

A description of the performance measures described in Section 212 and how such performance measures will ensure the improvement of adult education and literacy activities in the state or outlying area.

Pursuant to Section 212, Performance Accountability System, Wyoming's Adult Basic Education program is continually refining a comprehensive performance accountability system. To optimize the return on investment of federal funds in adult education and literacy activities, the accountability system will assess the effectiveness of eligible local programs' achievement in continuously improving their adult education and literacy program delivery funded under this subtitle.

It is the intent of Wyoming's Adult Basic Education program to have an established performance accountability system that incorporates collaboration with other Workforce Investment Act Partners so the core indicators of the Workforce Investment Act can be accurately measured and shared between partners. In the meantime, Adult Basic Education providers throughout Wyoming will track and measure core indicators as defined by the Act (See section 5.1 below).

Effective December 2007, Wyoming transferred to LiteracyPro LACES as the state database. The system will be updated periodically, to meet NRS requirements as they are communicated by the U.S. Department of Education.

### 5.1 Eligible Agency Performance Measures

In accordance with Section 212 of WIA, Wyoming Community College Commission will establish levels of performance for each of the core indicators below:

- (1) Demonstrated improvements in literacy skill levels in reading, writing, speaking the English language, English language acquisition, problem-solving, or numeracy.

Wyoming's federally funded local providers will assess every incoming student. Most students will be assessed using the full battery of TABE 9-10 or Work Keys tests for baseline skill levels in each subject. Incoming ESL students will take the BEST Literacy test, the Best Plus Test, or the TABE Clas-E test to determine educational skill level. Local programs will use National Reporting System (NRS) TABE, Work Keys, Best Literacy, Best Plus, and TABE Clas-E guidelines to document skill mastery. A move from one NRS skill level to another NRS skill level will demonstrate improvements in literacy skill levels in reading, writing, speaking the English language, English language acquisition, problem solving, or numeracy.

In rare instances, the TABE/Work Keys/Best Literacy/Best Plus/TABE Clas-E tests may not appropriately assess the student's baseline skills. In that case, if a local program has a written "other assessment" policy in place, it may assess a student's baseline skills and progress using other assessments. Written criteria may consist of the assessment's guidelines for skill mastery. Assessments may include, but are not limited to: Woodcock Reading Mastery test, Woodcock Johnson Test of Nonverbal Intelligence, and Peabody Picture Vocabulary Test. However, none of these "other assessments" can be used to place students in an Educational Functioning Level.

(2) Entered unsubsidized employment.

Local programs will be required to obtain this information from their students and document the information on the student's management information data record. The Wyoming Community College Commission will work with local program providers and partners in WIA to conduct follow-up studies of former adult education program participants at 6-, 9- or 12-month intervals.

In some instances, students leave programs before this information can be obtained. To address the accurate data collection of both short term and longer term (up to 2 years) student outcomes resulting from participation in adult education programs, the Wyoming Community College Commission would like to implement steps to begin data matching for employment. This will assist to ensure that all Adult Basic Education programs within Wyoming are able to consistently perform data matching activities and follow-up on students who leave the program before completing their goals, as well as, for students who leave the program after completing their goals.

(3) Retained unsubsidized employment or obtained career advancement.

Local programs will be required to obtain this information from their students and document the information on the student's management information data record. The Wyoming Community College Commission will work with local program providers and partners in WIA to conduct follow-up studies of former adult education program participants at 6-, 9- or 12-month intervals.

In some instances, students leave programs before this information can be obtained. To address the accurate data collection of both short term and longer term (up to 2 years) student outcomes resulting from participation in adult education programs, the Wyoming Community College Commission would like to implement steps to begin data matching for employment. This will assist to ensure that all Adult Basic Education programs within Wyoming are able to consistently perform data matching activities and follow-up on students who leave the program before completing their goals, as well as, for students who leave the program after completing their goals.

(4) Entered post-secondary education or training.

Local programs will be required to obtain this information from their students and document the information on the student's management information data record. The Wyoming Community College Commission will work with local program providers and partners in WIA to conduct follow-up studies of former adult education program participants at 6-, 9- or 12-month intervals.

In some instances, students leave programs before this information can be obtained. To address the accurate data collection of both short term and longer term (up to 2 years) student outcomes resulting from participation in adult education programs, the Wyoming Community College Commission would like to implement steps to further refine its data matching capabilities for post secondary education. This will assist to ensure that all Adult Basic Education programs within Wyoming are able to consistently perform data matching activities and follow-up on students who leave the program before completing their goals, as well as, for students who leave the program after completing their goals.

(5) Obtained a GED or a secondary school diploma.

Wyoming currently tracks this information via its Adult Basic Education annual report and its GED annual report and will continue to do so. Participating local programs will track and report the number of students

who pass the GED test, as well as, students who receive a high school diploma after participating in an ABE high school completion program in collaboration with local school districts.

## 5.2 Additional Optional Indicators

In January 2009, the Performance-based Funding Taskforce, made up of local program directors and the Wyoming ABE Director considered optional secondary outcome measures as to its appropriateness for Wyoming ABE programs. The taskforce recommended that at this time Wyoming ABE programs would not incorporate secondary outcome measures into the funding model. During this next year the Director's and Policy Committee, the ABE State Director, and GED State Administrator will identify which secondary outcome measures should be formally tracked for the National Reporting System and which are needed for various state-level reports and activities. Currently programs have been informally tracking:

- Achieved work-based project learning goal
- Left public assistance
- Achieved citizenship skills
- Increased involvement in children's education
- Increased involvement in children's literacy activities

While all programs will track these outcome measures, they will not be reported on the NRS reporting forms until such time as it is determined that Wyoming has accurate and valid data. The Director's and Policy Committee will continue to work with local programs and WIA partners to assess which secondary outcome measures will best benefit Wyoming's programs.

## 5.3 Levels of Performance

Each eligible agency submitting a state plan shall establish levels of performance for adult education and literacy activities authorized under this Act. The levels of performance established shall at a minimum:

- (1) Be expressed in an objective, quantifiable, and measurable form; and
- (2) Show the progress of the eligible agency toward continuous improvement in performance;
- (3) Exceed the actual performance level for each indicator measured in the prior year, when realistic for Wyoming.

### Adult Basic Education Performance Levels

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, speaking the English language, English language acquisition, problem-solving, or numeracy skills.

Definitions: Measures apply to all students in the program (except pre-designated work-based project learners). Learner completes or advances one or more educational functional levels from starting level measured on entry into the program. Although the level covers areas of reading, writing, numeracy, speaking and listening skills, the local program need not assess the learner in all areas, but must assess in the areas where instruction is focused. Skill levels are defined and benchmarked by the National Reporting Service (NRS).

Calculation of Performance Percentages for Reporting:

Take the number of students enrolled during the program year who set as their primary or secondary goal the completion of the skill level based on initial point of assessment and meet that goal; divided by the number of students who enrolled during the program year who set as their primary or secondary goal the completion of the skill level based on student's initial point of assessment.

<b>Skill Level</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Beginning Literacy	24%	37%	60%	33%	37%	49%	33%	34%
Beginning ABE	37%	34%	42%	42%	43%	41%	39%	36%
Low Intermediate ABE	39%	44%	41%	44%	44%	50%	36%	46%
High Intermediate ABE	54%	59%	53%	57%	58%	59%	43%	44%
ASE Low	65%	74%	70%	41%	69%	74%	43%	55%

Table demonstrates actual NRS reported history of performance in areas indicated.

### ESL Performance Levels

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, speaking the English language, English language acquisition, problem-solving, or numeracy skills.

<b>Skill Level</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
ESL Beginning Literacy	25%	41%	36%	45%	46%	48%	48%	41%
Low Beginning ESL	25%	41%	36%	45%	46%	48%	48%	41%
High Beginning ESL	--	--	--	--	--	--	46%	44%
ESL Intermediate Low	39%	31%	43%	58%	55%	56%	40%	42%
ESL Intermediate High	48%	31%	29%	51%	47%	59%	27%	41%
ESL Advanced	52%	45%	28%	40%	40%	50%	38%	24%
High ESL Advanced	44%	29%	9%	N/A	35%	N/A	N/A	--

Table demonstrates actual NRS reported history of performance in areas indicated.

## Employment, Post-secondary Education or Training Performance Levels

### Core Indicator #2: Entered Employment

#### Definitions:

Obtain a Job – Students who are not employed at time of entry in to ABE program and who have a primary or secondary goal of obtaining employment. Student obtains a job before the end of the first quarter after the program exit quarter.

Employment – if measured by follow-up survey: Working in a paid, unsubsidized job, or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student.

Exit quarter – The quarter when instruction ends, the student terminates, or has not received instruction for 90 days and is not scheduled to receive further instruction.

Collection Procedure – At intake, the local program collects the individual learner's employment status and employment goal. Entered employment is measured any time from enrollment until the end of the first quarter after program exit quarter by local follow-up survey or by data matching procedures. Employment can be counted while the student is enrolled if the student obtains employment during that time.

Calculation of Performance percentages for reporting – The total number of students who enter employment divided by the total number of learners who are unemployed at entry and had a main or secondary goal of obtaining employment.

### Core Indicator #3: Retained Employment or Obtained Career Advancement

#### Definitions:

The student remains employed in the third quarter after exit quarter. The student who, at the time of entry was not employed and had a main or secondary goal of obtaining employment, and who entered employment by the first quarter after exit quarter; or learner who was employed at entry and has a primary or secondary goal of improved or retained employment.

Collection Procedure – For students obtaining a job while enrolled, retained employment is measured in the third quarter after obtaining the job. For students who are employed at entry and had a goal of improved employment, retained employment is measured in the third quarter after exit quarter. Data can be obtained either by local survey or by data matching.

Calculation of performance percentages for reporting – The total number of learners who retain employment is divided by the sum of the number of learners who at the time of entry were not employed and had a primary or secondary goal of obtaining employment plus the number of learners employed at entry with a primary or secondary goal of improved or retained employment.

#### Core Indicator #4: Entered Postsecondary Education or Training

Definition: All learners with a goal of placement in postsecondary education or training. Learner enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.

Collection procedure – Local survey or data match such as job training program, adult postsecondary education programs, and community and four-year colleges and universities. Placement is recorded any time during the program year.

Reporting procedure – Total number of learners who enter postsecondary education or a training program who had this as a primary or secondary goal divided by total number of learners who had this as a primary or secondary goal.

#### GED (Recognized Equivalent Completion) or Secondary School Diploma Projected Performance Levels

#### Core Indicator #5: Obtained a GED or secondary school diploma.

Definition: Student obtains certification of attaining passing scores on the General Educational Development (GED) tests, or who obtains a diploma or state recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).

Collection Procedure – Program survey or data match from GED testing. Attainment is recorded any time during the program year.

<b>Skill Level</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Entered Employment	4%	59%	47%	59%	69%	74%	49%	69%
Retained Employment	26%	70%	76%	57%	59%	89%	89%	14%
Obtained GED or Secondary School Diploma	46%	76%	76%	74%	71%	73%	74%	94%
Entered Postsecondary Education or Training	39%	52%	66%	50%	67%	70%	87%	93%

Table demonstrates actual NRS reported history of performance in areas indicated.

Adult Basic Education Projected Performance Levels for 2009-2010:

State	Measure	2007-2008 Performance	2008-2009 Target	2009-2010 Target
WY	<b>Beginning ABE Literacy</b>	34%	38%	35%
	<b>Beginning ABE</b>	36%	45%	41%
	<b>Low Intermediate ABE</b>	46%	51%	49%
	<b>High Intermediate ABE</b>	44%	62%	49%
	<b>Low ASE</b>	55%	50%	56%
	<b>Beginning ESL Literacy</b>	32%	49%	35%
	<b>Low Beginning ESL</b>	41%	50%	42%
	<b>High Beginning ESL</b>	44%	49%	45%
	<b>Low Intermediate ESL</b>	42%	57%	44%
	<b>High Intermediate ESL</b>	41%	40%	42%
	<b>Advanced ESL</b>	24%	44%	32%
	<b>Entered Employment</b>	69%	75%	70%
	<b>Retained Employment</b>	14%	82%	62%
	<b>GED or HS Diploma</b>	94%	78%	88%
	<b>Entered Postsecondary – Ed.</b>	93%	75%	80%

Note: The performance level projections for the 2009/2010 program year (noted above) are in the process of being approved by U.S. Department of Education (DOE). The proposed projected numbers are included in this document for clarity, but may need to be revised pending approval from USDOE.

#### 5.4. Factors

There are several factors that affect student performance and outcome data. One factor is that local Wyoming programs serve very diverse student populations who are most in need of services. For example, programs serve a large number of students who have learning disabilities. They also serve a smaller population of students that require a much longer period of instruction than most. Local programs are committed to and encouraged to serve everyone who needs its services, regardless of the obstacles or the extra time it may take for students to progress. Many students initially enter a program with a short-term goal, but as they make progress toward their goal and experience success, they sometimes remain in the program to reach longer-term learning goals.

Service delivery factors also affect performance. Intensity, duration, and quality of the instruction, the convenience and accessibility of the program, and the ability of the program to address specific learning goals and provide targeted instruction in a competency-based student goal context are all such factors. Changing to a new data system (LiteracyPro LACES) in the spring of 2007 and migrating Wyoming's data collection to the new database structure has contributed significantly to the decrease in success for our Adult Basic Education programs. Definitions and clear procedures for data collection and entry will continue to be evaluated and revised this coming year by the various ABE committees noted previously. Additionally, further examination of Wyoming's options to enhance the state's capability to manage data to ensure uniformity and accuracy among programs should be explored. The Wyoming Community College Commission will want to continue to investigate its various options to ensure that the work accomplished on the performance-based funding model maintains its integrity, equity, and relevance.

As a result of all of these factors, the performance measures must address both short and long-term goals, length of participation, and initial skill levels at program entry. Ranges of progress are allowed within each stated level to address the significant differences in performance for the special and diverse populations served by different local programs.

### Further Information

Student Outcome Measures for Year Eight of the Wyoming Adult Basic Education State Plan (these projections are in the process of approval from the US Department of Education, Office of Vocational and Adult Education.) Approval procedures are as follows:

- a. Background Information on the Process for Reaching Revised Performance Outcomes
- b. How the performance levels involved compare with other eligible agency adjusted levels of performance established for other eligible agencies, taking into account factors including the characteristics of participants when the participants entered the program and the service to be provided, and the services or instruction to be provided, and
- c. The extent to which levels involved promote continuous improvement in performance on the performance measures by such eligible agency and ensure optimal return on the investment of Federal funds.
- d. How each eligible agency's proposed levels of performance compare to its past performance on the core measures.
- e. The Secretary and each eligible agency shall reach agreement of the levels of performance for year eight covered by the State Plan.

Wyoming's projections exceed the actual performance level for each indicator measured in the prior year, when realistic for Wyoming. The projected eighth year outcomes were compared to the national medians for projected outcomes. Wyoming's projections are above the national figures in all outcomes, except in the following:

- Beginning ABE Literacy was lower than the nation's median based on Wyoming's population;
- Low Beginning ESL and Advanced ESL was lower than the nation's median based on Wyoming's ESL population;
- Beginning ABE, Low Intermediate ESL, and Retained Employment outcome was equal to the nation's median;
- Obtain a GED or high school diploma and entered post-secondary education are lower performance targets due to Wyoming achieving the fourth quartile and exceeding the national average.

- Entered Employment and Retained Employment actual targets should increase after consistent goal setting is accomplished and once data matching is in place with Wyoming's Department of Employment, however the target either meets or exceeds the nation's median.

In summary, Wyoming's projected outcome percentages were based on actual performance from prior years, national outcome medians and a sense of what is realistic for Wyoming. When and if the Wyoming Department of Workforce Services data sharing MOU is finished and signed with the Department of Employment, employment outcome measures should go up. Currently, Wyoming is relying on poorly returned follow-up surveys to collect employment outcome measures.

## SECTION 6

### 6.0 Procedures for Funding Eligible Providers

#### 6.1 Applications

The Wyoming Community College Commission intends to extend the current grant awards and not conduct a one-year competition. The competitive grant process will be resurrected after re-authorization or potentially sooner after federal and state funding stabilizes. Currently, Wyoming is planning for a decrease in federal funding and potentially a decrease in state funding of more than 20% total between the two funding streams. To run a competition for proposals during these uncertain economic times could potentially have devastating effects on our existing programs. Wyoming's ten programs are reporting they are experiencing an increase in learners desiring their services. During Wyoming's next competition, it is predicted that three to five new providers would be added to the existing cadre. Trying to maintain existing services at their current scope and quality, while serving more learners with 20% fewer fiscal resources will be Wyoming's focus for this next year. The original grant awards followed the application process described below.

The Title II requirements necessitated changing the criteria within the Request for Proposal (RFP) for local Wyoming Adult Basic Education programs. Currently, the Adult Basic Education state office has in place a uniform process for accepting, reading and scoring all competitive education program RFP's. Because this process is in place, Adult Basic Education (ABE) proposals must follow this RFP process. The ABE proposal, including specific reader rubrics that include the federal requirements for Adult Basic Education programs were released the end of February 2000.

The RFP did:

- a. ensure the continuity of present services to existing and new students;
- b. ensure the collaboration of local and regional entities with adult education and literacy programs as they strive to deliver seamless Adult Basic Education, family literacy, and English proficiency;
- c. support General Educational Development programs;
- d. encourage continuous program improvement; and
- e. foster the continuity of adult and family literacy presence throughout the state.

The adult and family literacy fund distribution areas in Wyoming are divided into seven community college service areas and two Board of Cooperative Education Services (BOCES). Each area currently serves the most populated localities in Wyoming with adult and family literacy needs. Funds currently are and will continue to be distributed to local programs in each of the seven areas, although funded programs are not required to be connected with the community college system. As stated earlier, the Wyoming Community College Commission is in the process of contracting with an outside agency for the development of a performance-based funding model. Once re-authorization is complete, the RFP will include the outcome measures associated with the funding model.

Once re-authorization has been achieved, the new competitive RFP will contain different outcome elements than those indicated above. As mentioned previously in this State Plan, the intention is to gear the adult basic education program to a more performance-driven, data-based program. Through consultation, the performance-based funding taskforce has initially identified thirteen performance-based measures for its funding model. Fifteen percent (15%) of state and federal funds will be based on achieving performance outcomes in the proposed funding model.

The final proposed funding model is pending approval from the Commission. The Wyoming Community College Commission will identify in its next RFP the approved outcome elements, which are based on best practices. (See Appendix B for Proposed ABE Performance-based Funding Model)

## 6.2 Eligible Providers

The Workforce Investment Act specifies that any of the following organizations are eligible to apply to the Wyoming Community College Commission for funding:

- (1) local educational agencies;
- (2) community-based organizations\* of demonstrated effectiveness;
- (3) a volunteer literacy organization of demonstrated effectiveness;
- (4) institutions of higher education;
- (5) public or private nonprofit\* agencies;
- (6) libraries;
- (7) public housing authorities;
- (8) nonprofit institutions that are not described in the list above that have the ability to provide literacy services to adults and families; and
- (9) consortiums of agencies, organizations, institutions, libraries, or authorities described in any of the list above.

\*Community-based organizations and non-profit institutions include non-profit faith-based organizations.

Prior to issuing an RFP and within the limits of the reauthorization of WIA, the Wyoming Community College Commission will establish parameters for all potential providers that will ensure and maintain the current capacity and quality of Adult Basic Education services remain in balance with available financial and physical resources.

## 6.3 Notice of Availability

The Wyoming Community College Commission will announce the availability of funds through the Adult Basic Education web page and direct mailing of applications to all eligible providers that were funded in the previous year. Notice of availability of funds will be sent to those known adult education providers that have programs, but are not participating, district superintendents, administrators of Public Housing Authorities, public libraries, community college presidents, literacy agencies, and other public and non-profit community-based programs, including faith-based organizations. Additionally, notice of availability may be published in major newspapers within Wyoming. The Wyoming Community College Commission will make every effort to contact all available agencies within the state to participate in the award.

## 6.4 Process

Local adult education providers desiring a grant under the Adult Education and Family Literacy Act must submit an application to the Wyoming Community College Commission. The application must follow the requirements in the RFP. The Wyoming Community College Commission's competitive grant process will be followed, including at least three outside readers who will evaluate each proposal according to the criteria that follows. The readers will recommend funding, partial funding or non-funding of each proposal. The Wyoming Community College

Commission makes the final decision on grant awards and their amount, taking into account the reader's recommendations.

The Notice of Availability and the Requests for Proposals will be issued at the end of February. Proposals will be due in to the Wyoming Community College Commission by the end of April. Application reader review, scoring and ranking will be completed by the end of May.

Wyoming has completed its first phase in developing a performance-based funding model for the Adult Basic Education programs. This year policies and procedures will be developed and/or refined to ensure consistency of data as it relates to the proposed model. The proposed model is targeted to go in effect July 1, 2010, provided the Commissioners approve the model and fiscal resources are available to adequately support the proposed model. Under the Act, the Wyoming Community College Commission is required to set aside at least 82.5% of the state allocation for local assistance purposes. Funds will be awarded in an equitable manner that is based on meeting the federal requirements. One or more of the following will be taken into account when proposals are received through the Request for Proposal process:

- (1) the percent of the population residing in each service area who are 16 years of age or older, are not in school and do not have a high school diploma or GED;
- (2) the percent of the population residing in each service area who are 16 years of age or older and who have limited English proficiency;
- (3) the percent of the population residing in each service area who are functioning at literacy levels one or two, as reported by the most recent literacy survey, if this data is available;
- (4) a local program's past success in reaching its stated goals;
- (5) a local program's current plans for program improvement and/or continuance of successful practices that insure continued program success.

## 6.5 Evaluation of Applications

When awarding grants to local programs, the following thirteen points will be considered, according to the requirements stated in the Act. Points (1) and (2) are required before the remainder of the proposal will be considered. Points (3) through (6) will weigh heavier on the RFP reader rubrics than points (7) through (11). Funding applicants will be based on the performance indicators of the RFP, and include:

- (1) The degree to which the eligible provider will establish measurable goals for participant outcomes.

All funded service providers will subscribe to the core indicator performance levels described in this plan and listed in Section 5 of this plan. Wyoming will evaluate student progress using the student assessment system described in Section 5 of this plan.

- (2) The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the one-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy.

Section 212, Paragraph 2: Core Indicators of Performance – The core indicators of performance shall include [one or more of] the following:

Item 1:

- (a) demonstrated improvements in literacy skill levels in reading, writing, speaking the English language, English language acquisition, problem-solving, or numeracy.
- (b) entered unsubsidized employment.
- (c) retained unsubsidized employment or obtained career advancement.
- (d) entered post-secondary education or training.
- (e) obtained a GED or secondary school diploma.

Item 2:

Additional Indicators – An eligible agency may identify in the State Plan additional indicators for adult education and literacy activities authorized under this subtitle.

Additional indicators for Wyoming programs have not yet been identified. If and when additional indicators are identified, they will be added to this plan.

- (3) The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills, including individuals with unique or different learning style needs, learning disabilities, or other disabilities.

Proposals will indicate the populations in their community(ies) that are most in need or hardest to serve and will outline strategies for recruitment and service to those populations.

- (4) Whether or not the program –

- (a) is of sufficient intensity and duration for participants to achieve substantial learning gains; and
- (b) uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read.

Student outcomes will determine if a program is of "sufficient intensity and duration for... substantial gains." After Wyoming has collected pertinent data concerning the intensity and duration of instruction as it relates to student gains, more specific definitions for successful program practices can be defined in this State Plan. Determining these factors will emerge over time and from data analysis.

- (5) Whether the activities are built on a strong foundation of research and effective educational practice.

Proposals will include descriptions of how the program's educational practices are based on research of successful activities.

- (6) Whether the activities effectively employ advances in technology, as appropriate, including the use of computers.

Because the use of technology is central to an individual's basic education, proposals will be required to describe how technology will be used within instructional strategies. Funded providers are encouraged to make use of any computer assisted and distance learning programs that may be available and appropriate for the individuals served.

- (7) Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.

Proposals will describe how proposed activities are practical and contextual. As much as possible, instructional contexts will match student-centered educational priorities, state workforce priorities and family priorities.

- (8) Whether the activities are staffed by well-trained instructors, counselors, and administrators.

Wyoming instructors, counselors, volunteer tutors and administrators are defined as individuals, paid or unpaid, full or part-time, who facilitate learning for adult and family literacy students. Programs with well-trained instructors, counselors, volunteer tutors, and administrators have implemented individual staff-development plans that lead to improved instructional, administrative or other professional skills, resulting in program improvement and student achievement.

- (9) Whether the activities coordinate with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies.

Proposals will describe how programs will integrate their activities with other educational entities, including local adult and family literacy service providers and providers of vocational education. Proposals will describe strategies for transitioning students between basic skills education providers, other community partners that support student's work and family goals. Proposals will describe local provider participation with local One-Stop Center planning boards and other pertinent local planning boards and teams. All funded providers will agree to participate on these local planning boards and teams to foster coordination of basic skill services with providers of other services for the purpose of non-duplication of services.

- (10) Whether the activities offer flexible schedules and support services (such as childcare and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete.

Proposals will describe how they will meet the needs of individuals in order that they may attend and complete programs.

- (11) Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures.

All funded providers will use the LiteracyPro LACES database system for reporting student progress.

- (12) Whether the local communities have a demonstrated need for additional English literacy programs.

Proposals will include a description of the need for English literacy programs in their area.

## 6.6 Special Rule

Whenever the State implements any rule or policy relating to the administration or operation of a program authorized under Section 223 of the Family Literacy Act that has the effect of imposing a requirement that is not imposed under Federal law (including any rule or policy based on the State's interpretation of a Federal statute, regulation, or guideline), the State shall identify to eligible providers the rule or policy as being State-imposed.

## SECTION 7

No revisions

### 7.0 Public Participation and Comment (Sec. 224 (b) (9))

This section describes the process that was used for public participation and comment with respect to the original portion of the State plan (2000-2002).

### 7.1 Description of Activities

This plan builds on the activities implemented to develop the Wyoming State Transitional Plan under Title II - Adult Education and Family Literacy Programs of the Workforce Investment Act of 1998. Input into the Transitional Plan came from a variety of activities. The first process was to involve the State Planning Team for Adult Basic Education in Wyoming by discussing the implications of possible new federal legislation. In anticipation of new legislation, a statewide needs assessment survey was constructed by the Planning Team and distributed throughout the state. A statistician at the University of Wyoming analyzed the completed surveys and pertinent results are given in this plan, Sections 2 and 12.

The second process also involved the State Planning Team. Meetings were conducted during the summer and fall of 1998 for the purpose of setting core statewide goals and priorities for every federally funded local Adult Basic Education program.

Next, a draft was posted of the Transitional State Plan via a list serve for input from the field of adult educators and administrators in Wyoming. Revisions were made according to input received.

Public input into the transitional plan from the public was via compressed video. Local compressed video sites received copies of the plan prior to the meeting for review. The public was notified of the compressed video meeting via newspaper and web site notice. Notice of the meeting was also sent to county public libraries throughout the state along with copies of the plan. Revisions were made according to input received.

The Wyoming Department of Education's Superintendent of Public Instruction approved the transitional plan before sending it to the Governor for approval and comments.

Throughout the unified plan development process, Adult Basic Education (ABE) met with other Workforce Investment Act (WIA) partners, including Vocational Rehabilitation, Older Americans, School to Careers and other programs under the Wyoming Department of Employment, to discuss each participant's role in the WIA process. Drafts of the plan were shared for comment. ABE stakeholder input was requested and ABE local programs were encouraged to comment on the drafts for both Chapter I (Unified Plan) and Chapter II (AEFLA).

Other input into the Unified Plan came from meetings with members of the Unified Plan Task Force, comprised of agency representatives, as well as from an ABE Task Force comprised of some of the state's local ABE Program Directors and the Director of the ABE Leadership Coalition. Additional input processes are described in Chapter I of the Unified Plan.

### 7.2 Governor's Comments

Please see Appendix D.

## Further Information

State Agency Moves – Since the transitional state plan for Adult Basic Education was approved, the Adult Basic Education state office has moved twice. Wyoming's Adult Basic Education first found its home with the Wyoming Department of Education. The first move was to the Wyoming Community College Commission in 2000, the second was to the Wyoming Department of Workforce Services in 2002, and the third was to the Wyoming Community College Commission in 2006. There are no immediate plans to move the program in the future.

## 8.0 Descriptions of Program Strategies for Populations (Sec. 224 (b) (10))

This section describes how the eligible agency will develop program strategies for populations that include, at minimum, low-income students, individuals with disabilities, single parents, displaced homemakers, and individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency.

Wyoming Adult Basic Education programs are currently serving 475+ (with twelve hours or more) individuals with limited English skills, the majority having only minimal or beginning English skills. Staff development training in ESL curriculum and instructional methods has been provided and will continue to be one of Wyoming's top priorities. Strategies for recruitment and instruction include providing an accessible environment (such as offering classes in local restaurants owned and/or operated by individuals with limited English skills) and providing skilled ESL instructors. Where available, local programs also work with the Wyoming Department of Education's summer migrant program. Local programs serve a variety of different populations, as described in Section 2.2 of this plan. These populations have special instructional needs. Strategies for serving these populations follow.

## 8.1 Strategies

### Geographically Isolated and Disadvantaged Adults

Wyoming recognizes the importance of serving the adult population who exhibit specific needs, which include students with low income, adults with disabilities, single parents, displaced homemakers, adults with limited English proficiency and others with multiple barriers to literacy, self-sufficiency, and unsubsidized employments.

The State will continue to place higher priority to fund those projects that address the needs of the hardest to serve individuals and will continue to stress the importance of serving this population to those programs with multi-year grant. Wyoming will also develop and implement related teacher training strategies and professional development programs for the adult educators in the state. Additionally, special efforts will be made to coordinate services with other local, regional, and state agencies that work with these particular populations. Currently, Wyoming Adult Basic Education maintains an excellent rapport with agencies such as Family Services, Vocational Rehabilitation, the Workforce Center one-stop delivery system, and local homeless shelters. This effort will be continued and strengthened wherever possible.

Probably the greatest need for adult basic education services lies among the poor and the hardest to serve. Local programs, WIA partners, one-stop centers and the Wyoming Community College Commission will strive to use any resources they have to help identify and reach this Wyoming population. Distance learning programs and services are being explored. In 2000-2003, the Adult Basic Education program in the Northwest College service area, which covers three isolated counties in northwest Wyoming, offered a pilot GED distance learning program through Wyoming's Education Network (WEN) – an interactive compressed video system. With pending funding reductions, this practice may be rejuvenated at Northwest College as well as other adult education programs throughout the state.

### Single Parents and Displaced Homemakers

Local programs will be encouraged to collaborate with other local programs and/or agencies to make child care available so those single parents with small children can attend adult basic education classes. Local programs serving displaced homemakers will be encouraged to provide or collaborate with other services to provide career counseling and educational counseling. Distance learning programs for this population may be explored and tried on a pilot basis.

## Homeless Adults

Local programs in Wyoming will be encouraged to serve homeless adults in shelters or other homeless "retreats." Local programs will be encouraged to participate in McKinney Homeless Education grant programs wherever possible.

Instructional strategies for the homeless will consider the following:

- a. program locations accessible to homeless

## Individuals with Disabilities

Individuals with disabilities may have developmental or learning disabilities, physical disabilities, medical disabilities, and/or mental disorders. Strategies for providing basic skill instruction include making physical accommodations, such as modifying equipment and materials, making the program physically accessible and making instructional accommodations, which include using a variety of techniques to address different learning styles and abilities.

Program instructors will be trained to identify learning disabilities and adjust their instructional strategy accordingly. Staff development training in accommodating disabilities will continue to be one of Wyoming's top priorities. Wherever possible, disability accommodation training will be coordinated with other agencies.

## Incarcerated Adults

Wyoming Adult Basic Education programs have in the past served more than 600 (about 15% of the total number of adults served each year) incarcerated adults with twelve (12) hours or more each year. Adult Basic Education and Vocational Education programs help to develop productive skills necessary to successfully integrate back into society after release. Local programs will give priority for basic skills instruction to criminal offenders who are most likely to be leaving the correctional system within five years, pursuant to Sec. 225 (c) of the Act.

Collaborative efforts between the Wyoming Community College Commission, partners in WIA, and other community service organizations where feasible, will strive to work together for effective delivery of instruction and transitional services to meet the needs of these adults.

## SECTION 9

No revisions

### 9.0 Integration with Other Adult Education and Training Activities

Section 224 (b) (11) states: "Describe how the adult education and literacy activities will be carried out with any funds received under this subtitle, and how they will integrate with other adult education, career development, and employment and training activities in the state or outlying area served by the eligible agency."

### 9.1 Description of Planned Integrated Activities

The Governor of Wyoming decided late in 1998 to gather agencies together for the purpose of planning and writing a State Unified Plan for the WIA. He has designated the following agencies and programs to work together on the collaborative Unified Plan, which was effective July 1, 2000.

These agencies will draft the Unified Plan:

#### WIA Title 1 (former JTPA)

- a. Trade Adjustment Assistance (a small dislocated worker program in Wyoming)
- b. WIA Title 2 (Adult Basic Education and Literacy Programs)
- c. Employment Services
- d. WIA Title 4 (vocational rehabilitation)
- e. School-To-Careers

To the extent allowable under their programs and governing acts, the following programs will be somewhat involved in drafting the Unified Plan. These programs do not fully overlap in their objectives, but are included so that they can coordinate/link the delivery of services in areas that do overlap:

- a. Community Services
- b. Older American's Community Services (only Title V of their Act)
- c. Temporary Assistance for Needy Families (TANF) (called POWER in Wyoming)
- d. Food Stamps, Employment, and Training
- e. Cooperation for National and Community Service Programs

The one-stop center delivery system will be a partner with Adult Basic Education programs. Memorandums of understanding will be written between each partner in the one-stop system and will include agreed upon fees for any services adult basic education may deliver to other partners. The exact role of one-stops to local programs is still being defined. All mandatory partners of one-stop centers are currently meeting to define what will be the system of operation in Wyoming.

Wyoming is unique in that the entire state is one Local One-Stop. However, geographically local partners (including local adult basic education program directors) are currently submitting their local agreements to the State.

During the early stages of integration and collaboration, the Adult Basic Education Program, as a program under the Wyoming Department of Education, participated in developing an integrated approach to Title I—Title II activities. The move from the Department of Education to the Wyoming Community College Commission has prompted a much greater, and more visible, integrative/collaborative effort on the part of the Adult Basic Education program. Important connections for the integration of Title II activities with other career development, employment and training activities in the State are the Wyoming Workforce Development Council and the State Youth Council. The Commission's Executive Director sits on the Workforce Development Council, and in the past the State Director of Adult Education regularly participated in the State Youth Council meetings. As needed, the State Director of Adult Basic Education, along with the Wyoming Department of Employment Workforce Development Office, will facilitate local one-stop collaboration meetings with partners in the local geographic areas.

Another key area of integration of Workforce Investment Act activities is with the Department of Family Services and other agencies in an effort to develop a comprehensive self-sufficiency program to serve the TANF population.

Wyoming Adult Basic Education and the Wyoming Department of Employment have begun to extend open invitations to attend crossover staff development activities. Conferences and workshops (for both agencies) are becoming available for attendance with the goal to increase WIA-related communications between the organizations and the local providers.

Finally, data-matching efforts continue to be discussed between the WIA partners.

## 9.2 State Unified Plan

Wyoming does have a State Unified Plan. Descriptions of that Plan are mentioned above.

## SECTION 10

No revisions

### 10.0 Description of the Steps to Ensure Direct and Equitable Access (Sec.224 (b) (12))

Section 231 (c) requires: Each eligible agency receiving funds under Title II shall ensure that (1) all eligible providers have direct and equitable access to apply for grants or contracts under this section; and (2) the same grant or contract announcement process and application process is used for all eligible providers in the state or outlying areas.

### 10.1 Description of Steps

The Wyoming Community College Commission has a standardized competitive grant application process in place that all eligible providers applying for section 231 (basic education services) and 225 (corrections education services) grant funds must use to insure direct and equitable access to funds.

The Wyoming Community College Commission also ensures direct and equitable access to section 231, 223 and 225 grant funds by sending out applications to all currently funded programs, notice of availability of funds to all known non funded programs, all Public Housing Authorities, literacy councils, community colleges, and any other known eligible provider. It also sends applications to any eligible provider that requests one. The requesting eligible agency is then added to the list prior to the next multi-year cycle of applications.

The Wyoming Community College Commission publishes notice of the availability of funds in the two major newspapers in the state. The Wyoming Community College Commission will also publish the notice on its web site.

The Wyoming Community College Commission believes that this approach meets the requirements specified in the Act.

### 10.2 Notice of Availability

The Wyoming Community College Commission will ensure that:

- a. All eligible providers have direct and equitable access to apply for grants; and
- b. The same grant announcement process and application process will be used for all eligible providers in the state (refer to Section 6 in this plan).
- c. The State will address the identified needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age. Provisions for equitable access were considered in the evaluation of program grants and will continue to be a critical factor in awarding both new and on-going local and leadership grants and contracts. Wyoming Adult Basic Education will also continue to assess both local and leadership programs' willingness and ability to provide equitable access and, where possible, will offer specialized training in learning disabilities and on other barriers based on gender, race, color, age, and national origin. Currently, seven of nine ABE programs are located in community colleges that follow federal guidelines for access.

## SECTION 11

No revisions

### 11.0 Programs for Corrections Education and other Institutionalized Individuals (Sec. 225)

Each eligible agency is required to carry out corrections education or education for other institutionalized individuals each fiscal year, including academic programs. Not more than ten percent of the funds set aside for local program services (82.5% of total state allocation) can be used to fund the cost of educational programs for criminal offenders in correctional programs in corrections education or for other institutionalized individuals. Priority for service to these individuals must be given to those individuals who are within five years of release from incarceration.

### 11.1 Types of Programs

The Wyoming Community College Commission will ensure that no more than ten (10) percent of the local program service grant funds (82.5%) will be used for corrections programs. These funds will be used to carry out adult basic education services within corrections systems. The funding may supplement a local program with a corrections outreach program or may fund a grant from a correctional institution. Grant applicants will be advised that consideration and priority will be given to individuals likely to leave the system within five years, and that their applications will be evaluated based on the considerations set forth in 6.5, Evaluations of Applications.

### 11.2 Priority

Grant applicants must describe in the application how they will give priority to serving individuals likely to leave the system within five years.

Adult basic education services for correction programs may include basic education, special education programs as determined by the Wyoming Community College Commission, English literacy programs, and/or high school completion or GED programs.

### 11.3 Types of Institutional Settings

Correctional institutions in Wyoming include county jails, the state prison, the Honor Farm, the Women's Center, the Boys' and Girls' Schools and any other detention center, halfway house, community-based rehabilitation center or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

## SECTION 12

### 12.0 State Leadership Activities

Each eligible agency shall use not more than 12.5 percent of the grant funds to carry out state leadership activities.

### 12.1 Description of Proposed Leadership Activities

In the original State Plan, Wyoming's leadership activities were conducted through a contract with The Leadership Coalition, Inc. In 2002, the agreements between the Department of Workforce Services and The Leadership Coalition ended. A new contract was constructed with Laramie County Community College to conduct Wyoming's leadership activities. In 2008 and currently, a single individual was contracted by the Wyoming Community College Commission to coordinate leadership activities. The purpose of this agreement is to provide coordination and leadership to help local adult basic education programs adopt successful practices in data management and professional development that will lead to improved program performance and quality of instruction, as required under section 231 (b), Title II of the Workforce Investment Act. The main goals of this agreement include:

- a. Develop and implement a statewide professional development short-term trainings for adult basic education practitioners at all levels (directors, instructors, and tutors) that will tie improved instruction quality to improved local performance outcomes.
- b. Coordinate, collaborate, and communicate current issues and needs of adult basic education statewide with other programs of adult education.

Past data indicated Wyoming's adult basic education instructors defined their needs through a needs assessment survey conducted in the spring of 1998. Results showed that out of 114 responding instructors, 51 (44.7%) were volunteers, 44 (38.6%) were part-time hourly employees and only 18 (15.8%) were salaried employees. Because the majority of Wyoming's instructors were either volunteer and/or work only part time, and local program budgets were tight, leadership activities often needed to be funded through consortiums or other partners. Since programs with volunteer and part-time instructors often had high turnover rates and because quality instruction needed quality on-going staff development, on-going training opportunities were required. This sentiment is still present today. However, to supplement a self-needs assessment, the Wyoming Community College Commission is eager to help drive training needs. In other words, the Commission is looking to set the bar for minimum training needs much higher than the 1998 data reflects. The Commission will use data-proven methods to make decisions for training needs. These methods will be based on NRS data as well as future Wyoming unemployment insurance data that will help drive training needs in the future. Through a very collaborative and extensive effort, the nine (9) local ABE centers and the Wyoming Community College Commission actively involve all instructional agencies to participate in continued ABE professional development.

Needs for staff development training was found to include the following (according to the needs assessment conducted during the spring of 1998):

- a. 46.5% needed training in instructing students with learning disabilities
- b. 44.7% needed training in teaching strategies for multi-level English as a second language classes
- c. 38.6% needed training in teaching the reading process
- d. 27.2% needed training in teaching computer skills

Leadership activities during the next several years will focus on these stated needs as well as any other needs that are determined by future assessments based on NRS data and Wyoming's unemployment insurance data.

During leadership discussions by the State Planning Team, it was decided to conduct six of the eleven adult education and literacy activities through its leadership activities as described below:

- (1) The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under section 231 (b), including instruction incorporating phonemic awareness, systematic phonics, fluency, reading comprehension, and instruction provided by volunteers or by personnel of a state or outlying area.

The Wyoming Community College Commission, with the assistance of consortiums, collaborative agencies, partners, or resource centers will identify staff development opportunities that will build instructional skills and move Wyoming's local Adult Basic Education programs toward excellence. Staff development planning and subsequent staff development opportunities for providers will focus in areas of need as determined by needs assessments of instructors and program evaluations. Staff development opportunities may be carried out through statewide, nationwide, regional, and/or local conferences and workshops, instructor exchanges and visits, distance learning programs, and through other educational opportunities. Staff development programs will be inclusive rather than exclusive, and will encourage WIA partners and other relevant agencies to participate and share resources whenever possible.

- (2) The provision of technical assistance to eligible providers of adult education and literacy activities.

The Wyoming Community College Commission will offer technical assistance to eligible providers in complying with state and federal regulations as applicable to their local programs, including, but not limited to, data collection, data management and data reporting, and participation in WIA mandated One-Stop programs. The Wyoming Community College Commission may contract or offer grants to appropriate leadership agencies, consortiums or individuals to assist in this leadership activity.

ABE program directors, instructors, local data managers, and the ABE State Director have identified that further exploration of Wyoming's options should be completed to enhance the state's capability to manage data to ensure uniformity and accuracy among programs as Wyoming progresses into performance-based funding. The ABE Program Director and the Wyoming Community College Commission will want to continue to explore its various options to ensure the work accomplished in the conversion to LiteracyPro LACES and on the performance-based funding model maintains its integrity, equity, and relevance.

- (3) The provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities.

The Wyoming Community College Commission will offer technology assistance as needed for the purpose of improving technology for instruction and for data management. The Wyoming Community College Commission may collaborate, contract or offer grants to appropriate leadership agencies, resource centers, consortiums or individuals to assist in this leadership activity, and will continue to look for grant and mini-grant opportunities for local providers.

- (4) The support of state or regional networks of literacy resource centers.

Given the limitation of funds for participation in such programs, the Wyoming Community College Commission will continue to monitor and evaluate benefits provided by these programs.

- (5) Developing and disseminating curricula including curricula incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension.

To the extent possible, the Wyoming Community College Commission will disseminate curricula as requested by local programs or as indicated in current or future needs assessments. The Wyoming Community College Commission may collaborate, contract or offer grants to appropriate leadership agencies, resource centers, consortiums or individuals to assist in this leadership activity.

- (6) Linkages with post-secondary educational institutions.

The Wyoming Community College Commission may coordinate with post-secondary institutions to offer courses for local program instructors. Collaboration may also occur for other leadership endeavors as needed. Additional leadership activities will be considered and possibly implemented if funding allows.

Because Wyoming Community Colleges are integrally involved in the local one-stop activities – it was very easy for Adult Basic Education in its first move to the Commission to become an active member of the local and statewide WIA community.

Adult basic Education programs and services will be coordinated whenever possible to avoid duplication of services and programs of its partners. MOU's will be written between entities whenever possible and as need be to promote a seamless system. Cross-informational training will be provided to all one-stop partners in the areas of services provided, including ABE's comprehensive assessment requirements, and in fact, these cross-training opportunities have already begun. For example, representatives from the Wyoming Department of Employment were invited to attend a Wyoming ABE spring, 2000, data collection and reporting training conference. During that conference, ABE and the Department of Employment agreed to work together to produce a single TABE assessment handbook.

Also at the state level, all local programs funded through AEFLA are required to describe their collaboration and outreach strategies in their annual reports.

## SECTION 13

No revisions

13.0 EL/Civics (this section was approved and added March 2002 as a revision to the original state plan)

13.1 State Plan Revision Procedures under Title II, Workforce Investment Act (WIA) of 1998

Essential information and suggested procedures are stated for the State plan revisions and implementation of the EL/Civics education program.

State Plan revision is not addressed in the original sections of Title II State Plan for Adult Education and Literacy. However, there was discussion at the Wyoming Community College Commission (WCCC) about what revision procedures would be appropriate. It was decided that the EL Civics revision would be written by the ABE Director, approved by the Executive Director of the Commission, and then sent to the Governor for approval and/or comments.

The process below will be followed for any subsequent revisions:

- a. Upon approval of the State Plan revisions by the Director of the Wyoming Community College Commission, the document will be forwarded to the Governor for his comments.
- b. Submit the revision to the Governor for review and comment.
- c. A copy of the letter from the Wyoming Community College Director giving approval for this revision, along with a copy of the letter sent to the Governor for his approval will be forwarded to the USDOE.
- d. Include the Governor's comments, if any, in the materials submitted to the Assistant Secretary.
- e. The Governor reviewed the revision and had no comments to forward to the Assistant Secretary.

13.2 Newly eligible States must conduct a new multi-year competition for these EL/Civics funds.

Wyoming will award multi-year grants, on a competitive basis, to all eligible providers submitting qualifying proposals as described in Section 6.3 of this plan.

Material for a new competition must describe or refer to the section of the State Plan describing the application process and the steps the eligible agency is taking to ensure direct and equitable access for grants or contracts as well as other requirements referred to in Sec. 231 of WIA. Wyoming will use the same procedures described in Section 6.4 of the current State Plan, Title II.

13.3 Local activities describe an integrated program of services that incorporate English literacy and civics education. Activities should address instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members.

The purpose of Wyoming's EL/Civics program is the same as the intent of the federal legislation, "to provide an integrated program of services that incorporates English literacy and civics education."

Programs receiving EL/Civics grants will develop and implement a plan for English literacy and civics education for the purpose of helping students acquire the skills and knowledge to become active and informed parents, workers,

and community members. Immigrants and other limited English proficient adults will be targeted for enrollment into the program.

English literacy and civics instruction will emphasize proven learning techniques, including contextualized learning. Technology will be integrated into instruction where possible. All instruction will focus on assisting students in improving their English skills and understanding and cultivating the rights and responsibilities of citizenship, naturalization procedures, civic participation, US history and government.

All students with twelve hours or more will be assessed using the TABE, Best Literacy, Best Plus, or TABE Clas-E tests, upon entry into the program and upon completion of the program.

Programs receiving EL/Civics funding will report on their best practices and progress to other programs for possible duplication at other sites.

The annual narrative report shall provide a description of successful activities and services supported with EL/Civics funds, including the number of programs receiving EL/Civics grants and an estimate of the numbers of adult learners served.

Wyoming's annual narrative report will contain the required descriptions in a separate EL/Civics section of its annual report.

Projected expenditures may include funds for administrative expenses (not more than 5 percent) to support integrated English literacy and civics education activities and services. These will be included in the Financial Status Report at the conclusion of the grant period.

Wyoming's state leadership and administrative expenses will be reported at the end of the program year on a separate financial status report, along with the regular annual and fiscal report.

SECTION 14

No revisions

14.0 State Leadership and Administration

- 14.1 Describe use of any funds planned for administrative expenses (not more than 5 percent) to support integrated EL/Civics education activities and services to be conducted under this revision.

Administrative funds will be used to support activities at the state office, including notice of availability of funds; RFP development; proposal reader stipends; and monitoring costs. Some dollars may also be used for secretarial and consultant assistance.

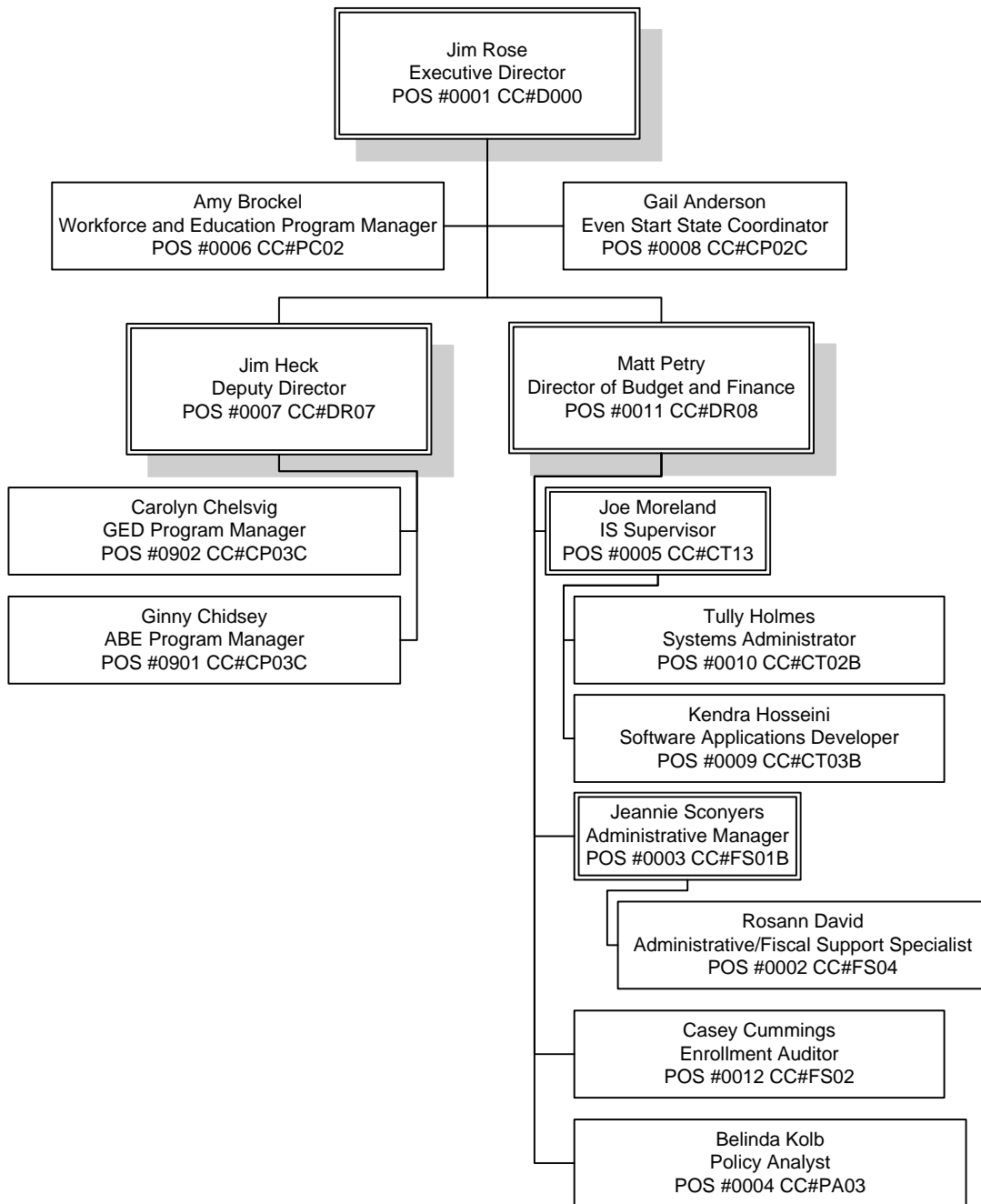
- 14.2 If applicable, describe state leadership activities (not more than 12.5 percent) to support integrated EL/Civics education activities and services to be conducted under this revision.

Leadership funds will be used to support the local grant recipients in carrying out their projects. Support could be in the form of technical assistance, MIS revision assistance (as needed), dollars for training costs including, but not limited to, materials needed for training and/or conducting the local programs via their own ESL instructors. Support could also be in the area of coordinating local projects; visitation of the project sites; and evaluation of the local projects.

EL/Civics programs will be included in the Professional Development system, as it develops in Wyoming.

# Appendix A

## Organizational Chart



## Appendix B

### Proposed Adult Basic Education (ABE) Performance-based Funding Model (approval pending)

## Appendix C

### Certifications and Assurances

## Appendix D

### Governor's Comment