A) The State Intake Form

There are two parts to an intake. The first part consists of the State intake form, the State Educational Goal Plan, the initial placement test, and the Pathways form along with several other documents which the local program director can explain. These forms were discussed in Module 4 and are briefly discussed in this module as well. Part II of the Intake process consists of all other forms required for Adult Education and are to be completed at various intervals throughout the Career Services course. A discussion on how to complete each of these forms follows.

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

B) The State Educational Goal Plan

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

C) Career Assessments

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

D) Pre/Post Testing

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

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

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

Test results:

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

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

There are circumstances when it is permissible to posttest a student before the recommended hours of instruction. The length of time between the pre and post-tests has been established by test publishers in order to allow the test to validly and reliably measure educational gains. When these procedures are not followed correctly or consistently, the determination of educational functioning level is invalid and not comparable across programs or possibly even within programs, making the data validity questionable.

Exceptions to the required minimum number of post-testing hours for TABE are permitted, as long as they are limited, rare, and documented. Examples may include:

- The participant is permanently moving out of the area.
- The participant is permanently leaving the program AND the instructor has determined that the participant has made sufficient progress to warrant post-testing.
- Early post-testing is conducted due to COVID-19 restrictions.

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

The State allows no more than 3% of NRS level 4 students to be post tested before 40 hours of instruction however participants must have logged at least 30 hours of instruction before an exception can be granted. Local directors are required to maintain a log of testing exceptions and must complete the Exception to Test form referenced above. This will be monitored by the State.

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

F) Age Waiver Application

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

The age waiver forms consist of three parts:

1) A demographics form
2) School District Withdrawal Form
3) Pre-test Verification

All 16 & 17 year old students MUST be withdrawn from school before enrolling in an AE program. As such, the local program is required to have a completed `School District Withdrawal Form’ uploaded into a student’s LACES account before a program of study commences.
The **Demographics** form must be completed by the student and the guardian. All sections of this page must be completed as directed. The only sections on this page that the student does NOT complete are:

- **Type of test**
  - CBT=Computer Based Test
  - PBT=Paper Based Test
  - Virtual-A virtual test proctored by the test manufacturer or a hired proctoring service

- **Test Vendor**
  - ETS ID: This number must be written in for all students. It can only be obtained once a student has created an account on the HiSET website. Without this number, age waiver applications cannot be approved.

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

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

---

### 16 and 17 Year Old Waiver Application

#### Demographics

<table>
<thead>
<tr>
<th>PLEASE TYPE OR PRINT IN INK (Candidate Information)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: [ ] Mr [ ] Ms [ ] Date: __________________________</td>
</tr>
<tr>
<td>Mailing Address: ______________________________________</td>
</tr>
<tr>
<td>Social Security #: __________________________</td>
</tr>
<tr>
<td>City, State Zip: ______________________________________</td>
</tr>
<tr>
<td>Phone Number: __________________________</td>
</tr>
</tbody>
</table>

**Type of Test:**
- [ ] CBT=Computer Based Test
- [ ] PBT=Paper Based Test
- [ ] Virtual Testing

**Test Vendor:**
- [ ] ETS ID: This number must be written in for all students. It can only be obtained once a student has created an account on the HiSET website. Without this number, age waiver applications cannot be approved.

Mark the reason for the waiver request:

<table>
<thead>
<tr>
<th>Home Schooled</th>
<th>♦</th>
<th>Court Ordered</th>
<th>♦</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Academy</td>
<td>♦</td>
<td>Wyoming Cowboy Challenge Academy</td>
<td>♦</td>
</tr>
<tr>
<td>OR School withdrawal</td>
<td>♦</td>
<td>Wyoming Army National Guard</td>
<td>♦</td>
</tr>
<tr>
<td>Required documentation</td>
<td>♦</td>
<td>Wyoming Army National Guard</td>
<td>♦</td>
</tr>
<tr>
<td>Completed school district withdrawal verification</td>
<td>♦</td>
<td>Wyoming Army National Guard</td>
<td>♦</td>
</tr>
</tbody>
</table>

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

---

X __________________________ X __________________________

**Applicant’s Printed Name**

X __________________________

**Parent’s or Legal Guardian’s Printed Name**

X __________________________

**Applicant’s Signature**

X __________________________

**Parent’s or Legal Guardian’s Signature**

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

**FOR WYOMING COMMUNITY COLLEGE COMMISSION ADMINISTRATIVE USE ONLY:**

- Approved [ ]
- Partially Approved [ ]
- Denied [ ]
- Additional Information Required [ ]

Reviewed by: __________________________ Date: __________________________

Comments:

Authority: The Privacy Act of 1974 (5 USC 552a) authorizes the collection of this data. Purpose: The Wyoming High School Equivalency Certificate (HiSET) Program will use this data to process and track an Age Waiver Application for approving an acceptance to undergo testing. Release: This information will be used by and disclosed to Adult Education and HiSET staff who need the information for activities related to your education. HiSET staff may share the data with other agencies or organizations as necessary for federally approved information requirements. Disclosure: Providing this information (including your SSN) is voluntary. Federal law permits the use of this data only to process the approval of your Age Waiver Application as part of your Adult Education activity for which it has been requested.
Page Two of an Age Waiver Application is the ‘School District Withdrawal Form’. This must be taken to the local school district and school officials are asked to verify that the student is not currently enrolled in said school district. All sections of this form must be completed by the local high school. Incomplete forms will not be processed by the Wyoming Community College Commission and the age waiver will not be approved.

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

Submit this form to the local school district office.

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

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

Candidate’s name: _______________________

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

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

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

Is the candidate incarcerated?: □ Yes □ No Where?: ____________________________

School name, address and phone: ____________________________________________

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

______________________________

______________________________

______________________________

Verified by: ____________________________
Title: ____________________________
Date: ____________________________
Email: ____________________________

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

______________________________

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

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

This form may be completed in different ways.

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

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

All students with social security numbers are required to register at wyomingatwork.com. This requirement is clearly identified on the intake form. Step by step instructions, provided by the Wyoming Department of Workforce Services, on how this is to be completed is provided below.

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**REGISTERING IN WYOMINGATWORK.COM**

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

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

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

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

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

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

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

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

---

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

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

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

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

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**RéSUMÉ**

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

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

**Desired Location**
1. Click on **Desired Location** options (Click on **Statewide** or **County/Counties**)
- 2. Click **NEXT**
Select an Occupation
1. Select an Occupational Title
2. Click NEXT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Detailed References
1. Add References if desired; OR
2. Select the box, Display "References Available on Request," on this résumé.
3. Click to FINISH
H) Leave of Absence Form

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

I) Reporting Student Hours

Because Adult Education is a grant program programs are held highly accountable for everything they do. This includes recording the number of hours students participate in our program. As such, programs are mandated to record student hours on a weekly basis. Your local program director will provide you with instructions on how student hours are to be reported and to whom.
OCTAE has approved two types of hours for all AE programs in the U.S.A.: Contact hours and proxy hours.

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

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

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

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

**Measuring hours in a virtual classroom**

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

**J) Instructor Time & Task Log**

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

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

L) Release of Information

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

M) Referral Form

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

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

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

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

N) Student Surveys

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

O) Exiting a Student

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

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

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

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

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

P) Surveying Students After Exit for Post-exit Outcomes

State Data Match

In order to obtain appropriate data for the WIOA indicators of employment and postsecondary, the State conducts multiple data matches, using participant social security numbers, at different times throughout a year.
➢ **Employment Indicators:** The State data matches employment records for students who have exited Adult Education programs in Wyoming for the second and fourth quarter after exit.

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

➢ **Post-secondary Indicators (Credential Attainment):** In accordance with NRS guidelines, the State allows two methods for completion of this indicator.

- Attainment of secondary school diploma or its recognized equivalent: Student must have completed a high school equivalency certificate or earned a high school diploma AND
  - Became employed within one year of exit OR
  - Entered into postsecondary education within one year of exit

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

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

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

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

### Local Program Responsibilities

#### Surveying Participants with No Social Security Number

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

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

#### Surveying Special Populations

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

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

*The Survey Instrument*

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

*Information Collected for Postsecondary*

**A. Data Matching**

Local providers are only required to conduct data matches for postsecondary credentials as follows:
➢ **National Student Clearinghouse:** local programs are required to data match eligible student records through the National Student Clearinghouse at least three times per year:
   - **October:** to capture fall enrollments
   - **February:** to capture spring enrollments
   - **June:** to capture summer and/or any late student registrations which have not been picked up by previous data matches

➢ Because non-credit training / workforce courses are not tracked through the National Student Clearinghouse or through the State’s database system, local programs are required to data match eligible student records at the **local community college** at least three times per year following the timeline outlined above.

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

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

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

**Q) Instructor Evaluations**

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

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

**R) PowerPath**

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

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

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

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

All documents for PowerPath screenings can be obtained in your local program. Instructors should read the User’s Guide before giving any screenings.
The process to begin these screenings starts by having the student (or instructor) complete a two page Personal Profile. Most of the information found on the first page of this profile can be transferred from the intake form. However, there are some sections that cannot. These are discussed below.

**Section 1: Intake Information**

**Service Location:** Select the appropriate answer.

**Program Enrollment Type:** Select the most appropriate response.

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

<table>
<thead>
<tr>
<th>Educational Functioning Level</th>
<th>NRS Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Literacy</td>
<td>1</td>
</tr>
<tr>
<td>Beginning Basic Education</td>
<td>2</td>
</tr>
<tr>
<td>Low Intermediate</td>
<td>3</td>
</tr>
<tr>
<td>High Intermediate</td>
<td>4</td>
</tr>
<tr>
<td>Low Adult Secondary Ed.</td>
<td>5</td>
</tr>
<tr>
<td>High Adult Secondary Ed.</td>
<td>6</td>
</tr>
</tbody>
</table>

**Section 2:**
All of the information in this part can be transferred from the intake form except:
- Glasses or Contact
- Right or left handed
- Whether or not they are a veteran
- And information regarding Citizenship

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

**Section 3:**
**Primary reason for screening:** In most cases, this should be ‘Intake into basic skills or literacy program.’

**Goals:** Check all that apply.
How many children are currently living with you?
This means, how many people between 0-20 are living in the home.

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

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

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

Social Support: Answer as directed.

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

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

Transportation & Childcare: These should be self-explanatory.
Response Booklet

AGREEMENT TO PARTICIPATE IN SCREENING

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

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

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

1. Attention Challenges
2. Visual Stress Syndrome
3. Reading of Single Words
4. Visual Functions and Auditory Functions

Do you have any questions?

Screener Signature

The screeners’ signature indicates that the PowerPath screening process has been carefully explained to the participant.

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

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

Participant Signature

This is the page where PowerPath is initially explained to students. It must be signed & dated by the screener. Student’s must either consent or decline the screening. Student must sign and date this form.

PowerPoints for Administering Basic PowerPath

Before beginning the screenings...
- Find a quiet place and time of day to administer PowerPath’s Engagement Inventory and Basic Screenings. Be sure to select a location that is free from loud outside noise and traffic.
- For the Visual Function Screening: Distance Acuity, a 20-foot long table will be required.
- Use alcohol wipes or a spray disinfectant to clean visual and auditory screening equipment between uses.
- Payment information (from the basic PowerPath program) will be required for participants who will need reimbursement to stay focused.
- If administering the screenings to an individual (as opposed to group screenings) then the instructions above are to be followed in the participant.
- Be sure to have two complete sets of visual screening materials at the beginning site to be used by the participant for selecting a color.
- You will need to have several sample reading materials at the participant’s reading level available for completing the fill-in sections. In addition, have a variety of sample paper with text to select a preferred color paper.

Steps for Administering PowerPath’s Basic Screenings

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

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

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

3. Record the information for each participant’s report. The information may be shared with the participant.

4. Follow the PowerPoints for Using the Response Feedback Form. Then complete the form in the booklet. The participant can review and sign the feedback form. Schedule the date and time of your next meeting to review the individual report.

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

Summary of Basic Screening Results - Strengths, Challenges and Levels

This is a summary of screenings and should be completed after all sections are completed.
**Page Two: Attention Challenges**

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

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

Add column numbers to get a subtotal for each column. Multiply column subtotal by column weight: 0 = 0, 1 = 1, 2 = 2, 3 = 3. Add all weighted subtotal scores. Add together all 3 weighted subtotal scores to obtain the final score. Therefore, circle the degree of challenge noted.

**Circle Degree of Attention Challenges**

Total = Degree: 0 - 14 = None | 15 - 33 = Mild | 36 - 55 = Moderate | >55 = Severe

**TOTAL Score**
**Page Three: VSS**

**Visual Stress Syndrome Screening (VSS)**

Instructions are found on the screening plates.

**Page Four: Reading of Single Words**

**Reading of Single Words**

- Make sure to read aloud the part you say "MW" on your screening plate.
- As the participant reads the words, place a "V" in the box if the word is read correctly.
- If the participant misspells a word, place a "X" in the box next to that word.
- If the participant reads the word incorrectly, use a consistent resolution or write down the word as read by the participant to indicate exactly how the word was read.
- After completing each level, mark the subtotal scores for the correctly read words.
- Stop the screening when the participants demonstrate five (5) consecutive errors in one level. Allow the participant to finish that level and include any additional words that were read correctly after the five consecutive errors. The total score is the total number of correctly read words in the TOTAL CORRECT column.
- Subtract 20 points from the TOTAL CORRECT if you place a decimal in front of the last digit (for example: TOTAL CORRECT is 89.20; deduct 20 points = 69). Independent Reading Level.
- Enter the TOTAL CORRECT on the Independent Reading Level into the PowerFish software.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. go</td>
<td>2. set</td>
<td>3. why</td>
<td>4. can</td>
<td>5. are</td>
<td>6. is</td>
</tr>
<tr>
<td>7. of</td>
<td>8. me</td>
<td>9. to</td>
<td>10. in</td>
<td>11. on</td>
<td>12. for</td>
</tr>
<tr>
<td>1. see</td>
<td>2. read</td>
<td>3. write</td>
<td>4. go</td>
<td>5. am</td>
<td>6. in</td>
</tr>
<tr>
<td>7. of</td>
<td>8. me</td>
<td>9. to</td>
<td>10. in</td>
<td>11. on</td>
<td>12. for</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subtotal</th>
<th>Subtotal</th>
<th>Subtotal</th>
<th>Subtotal</th>
<th>Subtotal</th>
<th>Subtotal</th>
<th>Subtotal</th>
</tr>
</thead>
</table>

**TOTAL CORRECT:** 20 points + Decimal Point = Independent Reading Level

Add together all subtotal scores: **TOTAL CORRECT**
Steps to Selecting Colored Filters

Before beginning the process of selecting a colored filter:
- Cut filters in half, making two complete sets of the filters, approximately 8.5" x 11".
- Have a selection of reading materials at the participant’s independent reading level.
- Make sure all reading materials are black print on white paper.
- Locate a quiet space with bright overhead lighting.
- Use the matte side of each filter, putting the glossy side down.
- Have a wide selection of colored paper with text printed on the paper in 12 pt. font. Include colors that include pastel and deep shades in the selection.

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

Selecting Colored Filters

- Place the ‘most comfortable’ filter over the previously read portion of the reading selection and continue with the next color filter.
- As the participant reads, listen for which filter seems to:
  - Increase rate of reading
  - Increase fluency
  - Increase ability to decode (including self-corrections)
  - Increase overall confidence in a reader
- Look for physical indications that the reading is more comfortable.

Offer feedback to the participant such as, “That sounded as though it was less difficult for you to read. Is that true?” or “Your reading speed seemed to increase. Why was that?”

3. Continue this process of elimination, moving the colored filter that is most comfortable over the previously read passages and placing a new colored filter over the next section of reading.

Find the most comfortable filter and continue with Step 4 to determine if more than one filter will make it even more comfortable for the participant to read.

4. Place the ‘most comfortable’ filter over the next reading passage. Add each of the second set of filters on top of the selected ‘most comfortable’ color filter. Have the participant continue to read additional passages out loud with different combinations of filters—always using the first preferred color as the base. If a combination of two filters is selected as most comfortable, continue the process again to determine if these filters would be an improvement.

5. When all of the filters have been tried Steps 1-4 and the participant has selected the most comfortable filter or filters, ask him/her to read the next set of paragraphs out loud with the selected filters.

Then have the participant read without any filter (baseline) and ask the participant to compare the readings. Make notes, using the participant’s own words, on participant’s original Visual Stress Screening Form about the differences between reading with and without filters.

6. Give the participant the filters he or she has selected as most comfortable. Make sure that the participant has two sets of filters at home.

Have the participant review the reading selections printed on five colored paper options. Assist, as needed, with helping the participant choose the color paper that is most comfortable for reading back to back.

Pages Six & Seven: Screening for Visual Challenges

Not all outreach sites will have the vision and hearing screening capabilities. If your site has been given an audiometer you will also have been given the screening tools you need to complete the vision screening.
Please refer to the User’s Guide for step by step instructions on how to administer the vision and hearing components of the PowerPath screenings.

Page Eight:
This page is VERY important and should not be forgotten.

Release of Information

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

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 

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

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

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

Participant ____________________________

Screener ____________________________

Date ____________________________

All students who complete this screening should be asked if they care if the information is released to the creator of PowerPath, Dr. Laura Weisel. If they give their consent, her name should be written in line 1. If the student is to be co-enrolled with DVR or DWS, the name of the contact person with that agency should be listed on lines 2 and/or 3.

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

The form must be signed and dated by both the student as well as the screener.
a) Smarter Strategies

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

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

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

b) Culturally & Linguistically Different Profile

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

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

d) **PowerPath Reports**

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

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

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

S) **Bi-annual Site Visit & Compliance Review & Checklist**

Every other year, AE programs in Wyoming must undergo a site review and audit by the State agency responsible for administering the Adult Education grants. This is a comprehensive review of an entire program to ensure that the program is in compliance with all grant requirements. Local directors are typically the only ones involved with this, but they may reach out to instructors for information and/or to help in preparing for this site review.

T) **HSE Testing Protocols**

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

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

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

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

U) Official Practice Tests

HiSET

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

Official Practice Tests have five areas: Reading, Writing, Social Studies, Math, and Science. These tests cannot be given to a student unless the student has:

1) completed a program of study
2) taken a post test (if applicable) and has shown gain. Students who do not show gain on a post test should not be given an OPT in the same subject area. For example, if a student is given a post test in mathematics and both pre and post test scores are at NRS level 2, the student cannot be given an OPT in math. Program success is measured by the number of students who show increases between pre/post testing. It is for this reason that OPT’s should NEVER be given to a student who is unable to show EFL gain on the same subject.

OPT’s may not be used to evaluate initial readiness to enter our programs. TABE or TABE CLAS-E test scores are required for this purpose.

Instructors should give a practice HSE once the instructor believes that the learner has achieved sufficient skills to satisfactorily complete the HSE exam. There are multiple HISET practice tests. Students should NEVER write in test booklets. All answers should be written on the answer sheets provided for these tests. In order to be ready to take the actual HiSET test, students must score ‘well prepared’ in each subject area.

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

There are no fees associated with any of the official practice tests for the HiSET exams.
**Free Practice Tests (FPT’s):** Very savvy students can find these tests as they are readily available online. Because of this, they should not be the choice of tests given by instructors and can never be used with an age waiver applicant.

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

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

**Official Practice Tests (OPT’s):**
Like the PPT’s, these are very secure tests as they are only available to Adult Education programs who purchase them for use. They are NOT available in electronic version. Once they are purchased, hard copies are typically made for instructors to use.

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

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

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

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

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

- 4 subjects GED Ready (an online official practice test) at $6 per subject
- 4 subjects for the GED exam at $20 per subject
- Virtual testing is not allowed for 16 and 17-year old students.
V) DiplomaSender

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

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