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

Mission

Vision

I. Legislation & Guiding Principles for Adult Education
   a. Legislative Concepts for AEFLA Programs
   b. The One Stop System
   c. EDGAR & OMB Uniform Guidance

II. Wyoming AE Program Concept

III. Roles of an AE Local Program Director

IV. AE Funding Flowchart

V. What is Adult Education?
   a. Required Activities
   b. Intensity & Duration
   c. Enrollment
   d. Assessments
   e. Level Gain
   f. Student Retention

VI. The AE Program in Wyoming
   a. Wyoming Initiatives
      i. ENDOW
      ii. Educational Attainment Initiative
      iii. Next Generation Sector Partnerships
      iv. Perkins V

VII. College & Career Ready

Appendix
#1: AEFLA Resource Guide
#2: ENDOW
#3: Educational Attainment Initiative
Chapter Two: WIOA & Adult Education (Pages 1-192)

I. Building Blocks of WIOA
   a. Shared Responsibility for Performance
   b. Creating a Continuum of Services
   c. Informed Choice
   d. Focusing on Accountability & Program Improvement
   e. Lifelong Learning

II. WIOA Core Programs

III. The Career Pathways System

IV. Career & Training Services
   a. Definitions
   b. Federal Reporting on Career Services

V. The AE Grant in Wyoming
   a. The Grant Application
      i. AE Allowable Activities
      ii. 13 Considerations
      iii. Budgets & the Application
      iv. Scoring the Competitive Grant Application
   b. Reapplications
   c. Risk Assessments

VI. Leadership

VII. The Unified State Plan

VIII. Statewide Initiative Alignments

IX. Integrated Education & Training
   a. The Role of Partnerships in an IET
   b. IET Planning Tool
   c. IET Toolkit and Other Resources
   d. OCTAE Guidance on IET’s
   e. Strategies for Implementation

X. IELCE

XI. Work-Based Learning

XII. The One-Stop Center
   a. Available Services
   b. Roles & Responsibilities of Core Partners
   c. Referrals

XIII. OCTAE Program Memorandums

Appendix
#1 Wyoming IET Planning Tool
Chapter 3: The Career Based System for Adult Education (pages 1-272)

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

II. Career Services

III. Career Awareness/Explorations

IV. Career Assessments

V. Career Clusters

VI. Tying a Career Choice to Regional Economic Needs

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

Appendix:

#1: The Gap Analysis
#2: Postsecondary Providers of Credentials in Wyoming
#3: Supplementary Readings
   1. Career & Technical Education
   2. Building a Strong Middle Class Through Career Pathways Programs
   4. Strengthening Career & Technical Education for the 21st Century
Chapter 4: Partnerships (Pages 1-130)

I. Wyoming Workforce Development Council
   a. Next Generation Sector Partnerships
   b. Next Gen & Adult Education

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

III. Memorandum’s of Understanding

IV. Wyoming’s Community Colleges & Other Training Providers
   a. Financial Aid
   b. Ability to Benefit
      i. Mapping ATB Eligibility
      ii. Federal Financial Aid Definition of an ‘Eligible Career Pathways Program” under ATB
      iii. ATB & Adult Education

V. Perkins V

VI. Community Service Providers

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

Appendix

#1: Ability to Benefit Guidance Letter
#2: Readings-High School Apprenticeships
#3: Reading-Factsheet: Pre-apprenticeship
#4: Office of Apprenticeship-Quality Pre Apprenticeship Program
#5: TEGL 13-12: Pre-apprenticeships
#6: TEGL 31-16: Registered Apprenticeship
#7: Draft State MOU: One Stop Partners (Includes Infrastructure Funding Agreement)
Chapter 5: Program Quality, Performance & Accountability (Pages 1-127)

I. Office of Career, Technical, and Adult Education

II. The National Reporting System
   a. NRS Trainings

III. The AE Accountability System
   a. Six Primary Indicators of Performance

IV. NRS Definitions & Regulations for Accountability
   a. Essential Components of Reading
   b. Types of Individuals
   c. Types of Learning Environments
   d. Educational Functioning Levels
   e. Periods of Participation
   f. Barriers to Employment
      i. Why Collect Data on Barriers to Employment?
   g. Distance Education
      i. Making a Formal Request for New Distance Learning Curricula

V. Measurements of Performance
   a. Measurable Skill Gains
      i. Secondary Diploma/Equivalent
      ii. Secondary or Postsecondary transcript/report card
      iii. Educational Functioning Level Gain
      iv. Progress Towards Milestones
      v. Passing a Technical Exam
   b. Outcome Measures
      i. Surveying for Post-Exit Outcome Measures
      ii. Identifying Who Needs to Be Surveyed

VI. Performance Regulations/Mandates
   a. Performance Measure Targets
   b. State Post-testing Target
   c. Exclusions to Performance
   d. Performance & Sanctions
   e. Statistical Adjustment Model
      i. Why use the Statistical Adjustment Model?

VII. Indicators of Program Quality
   a. Summary of Indicators of Program Quality
      i. Customer Results & Program Accountability
      ii. Supporting a Quality Instructional System
         1. Assessment
         2. Planning
3. Curriculum Framework
4. Instructional Practices & Delivery

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

Appendix
#1: Negotiated Targets for Wyoming PY 2020 & 2021
#2: Functioning Level Table: ABE & ESL
#3: Follow-Up Survey & Contact Log for Interviewers
#4: Application to Use Distance Learning
#5: WY Distance Education Application for New DL Curricula
#6: Presentation: MSG for Employment-Focused Services
Chapter 6: Data, Data, Data (Pages 1-45)

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

II. Data Entry and the Data Collection System
   a. Programmatic Administrative Reviews
   b. State Data System & Reporting
   c. Summary

III. Data Matching

IV. Required Classes for Accurate Data Reporting
   a. Career Services
   b. ABE/ASE 9+

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

VI. Instructors & Tracking Professional Development Data

VII. Data Reporting

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

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

X. Data Dictionary

Appendix
#1: Sample Data Dive Report
#2: Readings
   -Knowing Your Adult Learners: Use Data!
Chapter 7: The AE Instructor & Professional Development (Pages 1-19)

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

II. Teacher Training for Reading, Math & Writing Instruction

III. Dissemination of Best Practices
   a. DWS/AE Meet & Greet Meetings

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

Appendix:

#1: LINCS-Adult Numeracy Project
#2: Reading: A Summary of Wyoming Align & Redesign PowerPath Contributions: Demographics & Outcomes
Chapter 8: The AE Classroom (Pages 1-90)

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

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

III. Tracking Attendance in the AE Classroom
   a. Types of Hours
      i. Measuring hours for Virtual Classrooms in Wyoming’s AE Programs
b. Leave of Absence

IV. The Role of the Core Partners in the AE Classroom
   a. Seamless Integration into a Career Pathways System
   b. Align Trainings to Local Economic Needs
   c. Common Understanding of Core Partner Responsibilities: Cross Trainings
   d. Identifying Barriers
   e. Developing a Common Intake for the WIOA Core Partners
   f. Expanding the Wyoming One-Stop System
   g. Common Reporting & Common Sanctions for the WIOA Core Partners

V. Adults and Learning Disabilities
   a. Learning Disabilities
      i. Behavioral Characteristics of LD Students
   b. Disabilities at the Input Stage
      i. Visual Perceptual Disabilities
      ii. Auditory Perceptual Disabilities
      iii. Social Perceptual Disabilities
   c. Disabilities at the Integration Stage
   d. Disabilities at the Memory Stage
   e. Disabilities at the Output Stage
      i. Language Disabilities
      ii. Motor Disabilities
   f. Effective Instruction for Adults with Learning Disabilities (Article)
   g. Characteristics That May Be Present in Adults With LD

Appendix

#1: Digital Literacy Guidebook
#2: OCTAE Publication-Essential Components of Reading
#3: Math Anxiety Self-Test
#4: Math Study Skills Inventory
#5: Test Anxiety Inventory
Chapter 9: Research & Evidence Based Instructional Practices for the AE Classroom (Pages 1-89)

I. Helping Adults Learn  
   a. Aspects of an Adult Learner

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

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

Appendix:  
#1: Readings on Brain Based Learning  
#2: Participatory Learning Guidebook
Chapter 10: Monitoring & Evaluation (Pages 1-57)

I. Introduction
   a. WIOA’s 13 Considerations for AE Programs
   b. What is the State Looking for in a Monitoring Visit?

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

III. Monthly/Quarterly Monitoring
   a. Local Providers
      i. Monthly Reports
      ii. Quarterly Reports
   b. State

IV. Internal Program Evaluations
   a. The Data Quality Checklist
   b. Summative Evaluations
   c. Formative Evaluations
      i. Elements of the Formative Assessment Process
      ii. Why Use Formative Assessments?
iii. Feedback on Student Writing
   1. Recommended Strategies for Assessing Student Writing
iv. Internal Self Evaluations

V. Student Evaluations
   a. Career Service Course Evaluations & Certificates

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

Appendix
#1: Sample Desk Audit Checklist
#2: Research Article on Formative-Summative Evaluations for Adult Education
Chapter 11: Reporting & the NRS Tables (Pages 1-40)

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

II. NRS Tables for Reporting Purposes
   a. Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex
      i. Federal reporting
      ii. Program enrollment type (definitions)
   b. Table 2: Participants by Age, Ethnicity, and Sex
      i. Federal Reporting
      ii. Age (defined)
   c. Table 3: Reportable Individuals by Age, Ethnicity & Sex
   d. Table 4: Participants by Program Type and Age
   e. Table 4: Measurable Skill Gains by Entry Level
      i. Explanation of Columns
         1. Contact Hours
         2. MSG: Progress Towards Milestones
         3. MSG: Passing Technical/Occupational Knowledge Based Exams
   f. Table 4A: Educational Functioning Level Gain
      i. Explanation of Columns
   g. Table 4B: Educational Functioning Level Gain & Attendance for Pre/Post-tested Participants
   h. Table 4C: Measurable Skill Gains by Entry for Participants in Distance Education
      i. Measuring Hours for Participants in Distance Education
   i. Table 5: Primary Indicators of Performance
      i. Employment Data
         1. 2nd Quarter After Exit
         2. 4th Quarter After Exit
         3. Median Earnings
      ii. Attained Secondary School Diploma or Recognized HSEC AND Enrolled in PS/Training within One Year of Exit
      iii. Attained Secondary School Diploma or Recognized HSEC AND Employed within One Year of Exit
      iv. Attained PS Credential While Enrolled OR Within One Year
      v. Attained Any Credential
1. What Credential Attainment is Not
2. The Postsecondary/Training Credential
3. The Secondary School or Recognized Equivalent Credential in Wyoming
4. Credential Attainment: Co-enrollment

j. Table 5A: Primary Indicators of Performance for Participants in Distance Education
k. Table 6: Participant Status & Program Enrollment
   i. Labor force Status Definitions
   ii. Highest Degree of Level of School Completed-Defined
   iii. Federal Reporting
l. Table 7: Adult Education Personnel by Function and Job Status
   i. Teacher Descriptive Measures
m. Table 8: Outcomes for Participants in Family Literacy Programs
   i. Definitions
n. Table 9: Outcome Achievements for Participants in ELECE
   i. Optional CE Measure: Achieve Citizenship Skills
   ii. Optional CE Measure: Voter Registration
   iii. Optional CE Measure: Involvement in Community Activities
o. Table 10: Outcome Achievements for Participants in Correctional Education Programs
p. Table 11: Outcome Achievements for Participants in IET Programs
   i. MSG vis Secondary/Postsecondary Transcript
   ii. Progress Towards Milestones
   iii. Passing Technical/Occupational Skills Exam
Chapter 12: Fiscal (Pages 1-33)

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

II. The Funding Formula
   a. Purpose
   b. Wyoming’s Funding Formula
      i. Funding Corrections in Wyoming

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

IV. Allowable/Unallowable Costs
   a. Factors Affecting Allow-ability of Costs
   b. Grant Fund Use & Limitations

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

VI. The Drawdown Portal

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

VIII. Financial Status Reports

IX. One Stop Infrastructure Costs

Appendix
#1: Sample Award Letter
#2: Sample AE Contract
#3: Waiver to Increase Administrative Costs
#4: Allowable/Unallowable Costs
Chapter 13: AE Policies (Pages 1-173)

I. AE Policies in Wyoming

Appendix
-Copies of all AE Policies

Chapter 14: Contacts (Pages 1-9)

I. Division of Adult Education & Literacy Staff Directory (DAEL-Federal)
II. Wyoming Community College Commission
III. Local Directors
IV. Local Instructors
Chapter 15: Forms & Processes for AE Programs in Wyoming (Pages 1-166)

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

II. Forms
   -Copies of all forms are included
Chapter 16-Misc. (Pages 1-39)

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

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