

Wyoming Adult Education Profile for 2016

Workforce Innovation & Opportunity Act Title II –Adult Education and Family Literacy

The Workforce Innovation and Opportunity Act (WIOA) has been unfolding since July 2014. The core partners in Adult Education (AE), workforce services and vocational rehabilitation have been strengthening our partnership as we work on clarifying what is meant by the legalese in the law. The core partners and the Workforce Development Council have their eyes set on the target: a workforce system that works for businesses, employees, prospective employees, and the economic development of our state and local areas.

Partnership building activities can be seen at all levels of involvement from the Workforce Development Council and state agencies down to local providers. During the last year, AE worked with community advisory groups to create a gap analysis for Career Pathways implementation. Throughout this year we directed our attention to the development of local Workforce Advisory Groups (WAGs) which will assist the Workforce Development Council in implementing the requirements of WIOA. Many details are still being worked out.

The six federal programs which make up the WIOA Core partners are Adult Education and Family Literacy (AEFLA), Vocational Rehabilitation, Employment Services, and Workforce programs of Adult, Dislocated Workers, and Youth programs. While the core partners are at the center of this law requiring the development of a new workforce system, there are additional partners being aligned to this same vision. Some of these partners include Career and Technical Education, Department of Family Services, registered apprenticeship personnel, training providers, the community college system, business and industry partners, economic development, Housing and Urban Development, and other organizations from local communities across the

state. All of these partners will be stakeholders in the WAGs.

WIOA requires state agencies to collaborate with AE, postsecondary education, and other partners to establish a Career Pathway system that makes it easier for adults to obtain the skills and credentials needed for jobs in their local economy. Development of a one-stop system to educate and train adult for Career Pathways is the underlying focus of the Unified State Plan required by WIOA.

There are six key elements of Career Pathways being worked on at both the local and state levels as indicated in the diagram. Different communities will be contextualizing this work to fit the unique needs of their community. To help with the implementation of



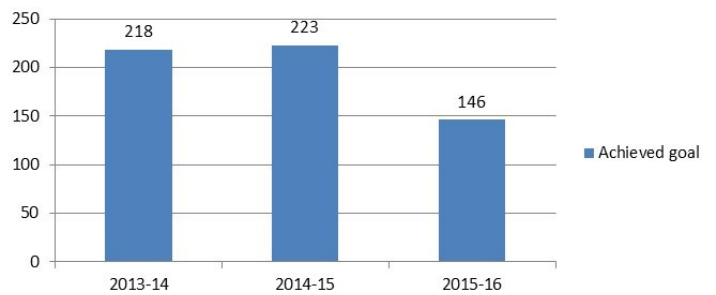
Career Pathways a new enhanced Career Pathways Toolkit has been developed by the US Department of Labor with individual focus on each of the six elements.

WIOA provides an extraordinary opportunity to improve job and career options for our state through an integrated, labor market driven, public workforce system.

EDUCATION AND POST-SECONDARY OUTCOMES

Post-Secondary Educational (PSE) outcomes are collected by the various community colleges through the National Student Clearinghouse. This tracking data is necessary for federal reporting and are required in the new WIOA Performance reports for 2016-17 and beyond. Examples of PSE outcomes include enrollment into: credit bearing college classes, a Registered Apprenticeship program, a certificate issuing trade-school or a CTE program, and must be started within 1 year of exit from a partner program.

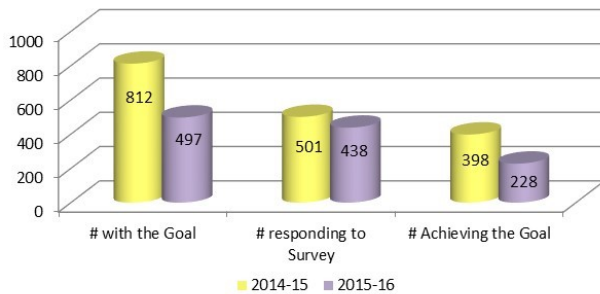
Students Entering Postsecondary Education



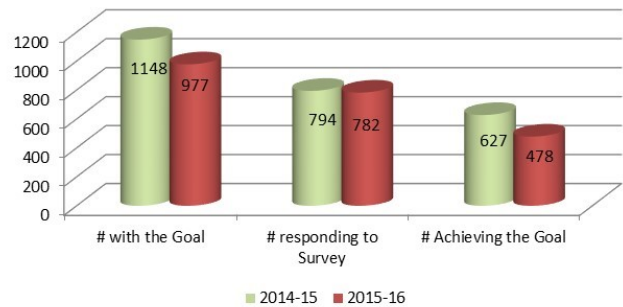
EMPLOYMENT OUTCOMES

The employment information provided below includes data from 2014-15 through 2015-16. It displays the marginal differences in the federal reporting metrics “Entered” and “Retained” employment for AE students. These are verified in the first and third quarter after exit respectively. An important employment information rule change for WIOA reporting is the shift to the second and fourth quarters after exit, and more stringent rules for being included in the cohorts who are tracked. Additionally, the WIOA law also requires the state Workforce Board to provide overall leadership and guidance of Career Pathways development in high demand job sectors.

Entered Employment Outcome



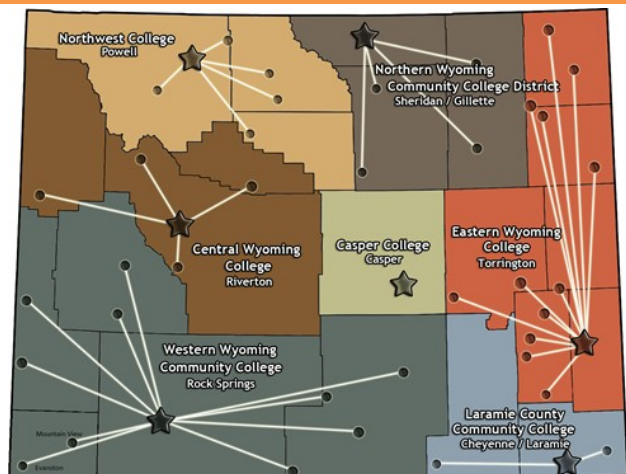
Retained Employment Outcome



WYOMING ADULT EDUCATION PROGRAM LOCATIONS

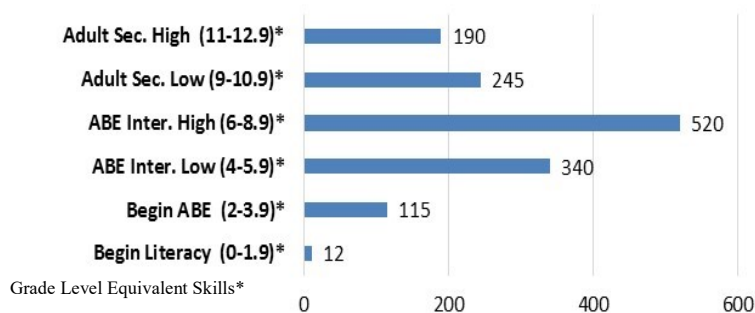
AE Main Campus Locations:

- Casper
- Cheyenne/Laramie
- Evanston
- Powell
- Riverton
- Rock Springs
- Sheridan/Gillette
- Torrington

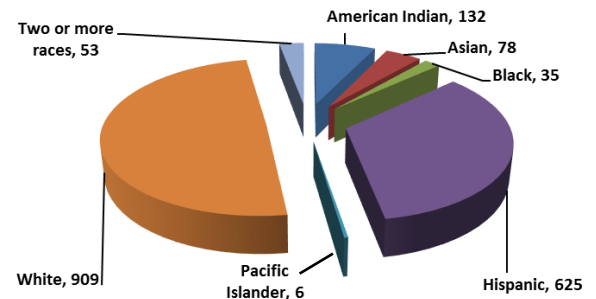


WHO DO WE SERVE BY ETHNICITY, EDUCATIONAL LEVEL AND GENDER?

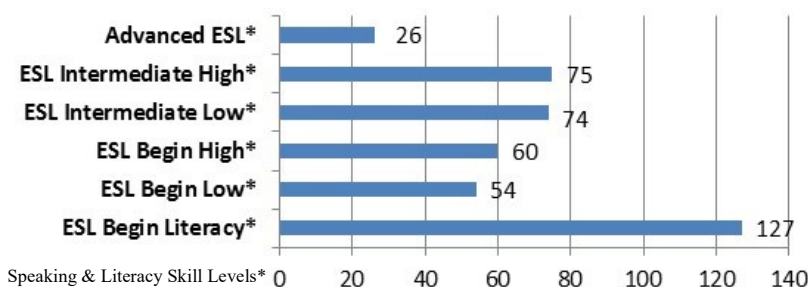
AE Educational Functioning Levels 2015-16



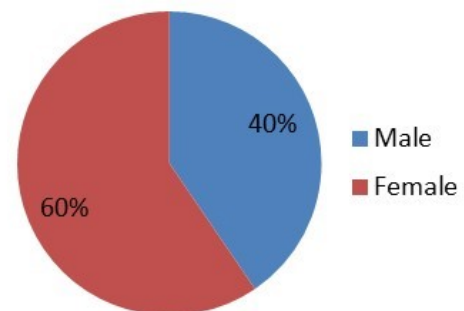
AE Student Ethnicity



English Language Learners 2015-16



Gender



Challenges of the Adult Education Program

- The percentage of English language learners continues to increase each year.
- Funding decreases from the state and federal levels have reduced the number of teachers, limiting the number of hours offered. Seventy-nine percent of AE teachers are part-time.
- College and Career Readiness Standards demand greater rigor and complexity of instruction. New and deeper professional development for instructors is required to meet this higher quality instruction.
- The downturn in the economy brings the focus back to the higher level skills needed for dislocated workers to regain employment at salaries at or above their previous pay scale.
- Ever changing rules, regulations, and performance measures increase stress on the system.
- The loss of WY Family Literacy Programs has decreased wrap-around services that allowed parents to complete their high school equivalency certificate, gain skills to become self sufficient, and learn to be their child's first teacher and positive role models. AE continues to serve these parents when they can find suitable child care.

Adult Education Facts

- Participatory learning strategies engage the learner and promote persistence.
- Wyoming AE is engaging students to transition into college, certificate programs and apprenticeships. An AE goal is to have students enter directly into credit bearing classes and be ready to succeed in training. Integrated education and training pilot classes began winter 2016.
- AE has incorporated a student success course for all new students.
- AE uses contextualized learning to add greater meaning and increase comprehension.
- AE is the non-traditional pathway to college & careers.
- AE is developing articulated educational Career Pathways templates to use as guides in helping adults chart their individual career plans.
- Local WAGs are forming to help guide AE programs as they grow and expand their services.
- Managed enrollment classes have reduced the number served but offer greater educational gain.

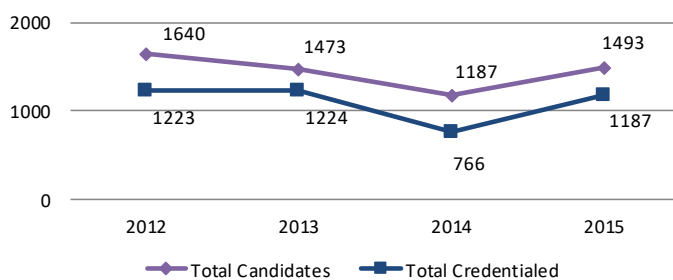
WYOMING HIGH SCHOOL EQUIVALENCY CERTIFICATION (HSEC)

The diagrams below show volume and test performance information for examinees who took the HiSET between January 1, 2015, and December 31, 2015. Because HSEC test vendors observe a calendar based testing year, no 2016 data is available. In the state of Wyoming, the downward trend in overall test volume and completers appears to have reversed, somewhat, to just above 2013 levels and with average scores down only slightly, even though HiSET effectively increased the perceived difficulty to pass the test in 2015. For 2015 WY had a 79.5% pass rate, compared to 77.6% nationally. HiSET requires all subject test scores to be above 8, and at least a 9 average to pass the battery.

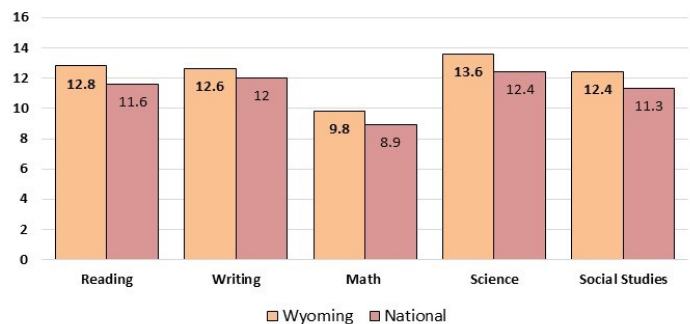
For 2015, Wyoming also saw the full completion of the **TASC** contract and had four sites volunteer to become pilot testing centers. This effort was less than effective, however, due to the universal budget cuts experienced from the decrease in coal and natural gas revenues, which resulted in all programs suspending any further expansion of services. TASC is now owned by Data Recognition Corporation (DRC) and is only offered in 6 states.

GED Testing Service and the GED Program continues to rebound from significant losses in testing volume nationwide and changed their passing criteria for 2015 allowing a lower passing score. Additionally GEDTS launched GEDWorks, a program that allows employers to participate in HSEC credentialing for their employees who do not have a High School Diploma and want to improve their overall educational attainment and employability.

Total HSEC Candidates Tested and Credentialed in Wyoming 2012-2015



2015 HiSET WY vs National Average Scores by Subject



NEW HSEC RULES UNDER WIOA PERFORMANCE

Under the new Workforce Innovation and Opportunity Act, the federal government requires AE programs and partner agencies to report on students when, “A participant who has attained a **secondary** school diploma or its **recognized equivalent** is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent **only if** the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.” (p. 10) Federal regulations further state that “Examples of secondary school diplomas, alternate diplomas, and recognized equivalents recognized by individual States include: obtaining certification of attaining passing scores on a state-recognized high school equivalency test and earning a secondary school diploma or state-recognized equivalent through a credit bearing secondary education program sanctioned by state law, code, or regulation” (p. 12).

Due to these new joint reporting requirements, partner agencies are now authorized to do data matching and student tracking by DOL Unemployment Insurance (UI) and AE student-data matching to validate outcomes in the second and fourth quarters after program exit.

For further details see the link below or contact Adult Education at 307-777- 7885

Reference: PROGRAM MEMORANDUM OCTAE 17-2, December 19, 2016. Retrieved from, <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>