

Wyoming Adult Education Profile for 2014

Workforce Investment Act Title II –Adult Education and Family Literacy

The Align and Redesign Initiative: Transformation—Sustainability—Success

During Program Year 2013-2014, Adult Education (AE) initiated changes to meet the reported business demands of higher academic and work readiness skills. With the national emphasis on economic growth and investing in the people of our state *and* the work being done on the reauthorization of the Workforce Investment Act by the US Congress, AE began to plan for the future.

Major factors moving us forward include the US Department of Education’s adoption of the College and Career Readiness (CCR) Standards in April 2012 and the Career Pathways Initiative in April 2014. Pilot states were trained to embed these activities into state AE programs. While Wyoming was not a pilot, we advanced our state by using experts in these fields. The training team consisted of Dr. Laura Weisel (participatory learning from brain-based research), Jeff Fantine (Career Pathways development), and Meryl Becker-Prezocki (integrating CCR standards into instruction).

Other major forces also driving our change included:

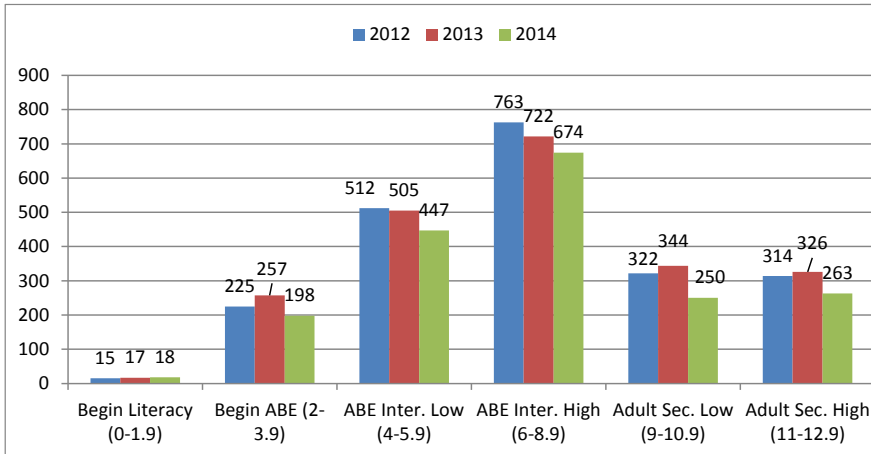
- **Program for the International Assessment of Adult Competencies (PIAAC)** – U.S. continues to fall behind most industrialized countries in terms of basic skills
- **Career Pathways** – a need for integrated academic skills and job training along career paths
- **High School Equivalency Certificate (HSEC)** – more demanding and rigorous testing for the high school equivalency certificate based on CCR Standards
- **Work Readiness** – lower skilled workers needing stronger social capital skills

Wyoming AE needed a way to transform and sustain the AE system. Our partnership with Family Literacy needed to move ahead to keep pace with the changes. AE began the “Align and Redesign” initiative. This initiative is an innovative hybrid systemic professional development effort to improve student progress targeting college and career outcomes. Wyoming is the first state to work with highly qualified national leaders, researchers and professional developers to integrate career pathways, participatory learning from brain-based-research, and the CCR standards. This has created a climate of innovative change toward more effective programming.

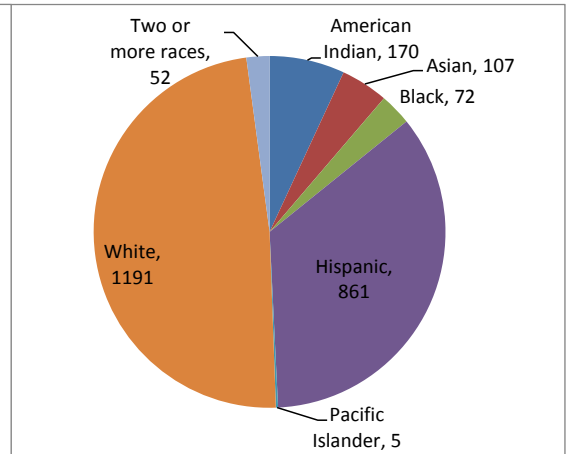
When we say “Align and Redesign” we mean transforming learning. Align and Redesign is projected to improve the persistence of our adult students to complete their goals for earning high school equivalency certificates, entering college at the credit bearing level, entering training programs ready to succeed, and moving into employment. With this new climate of innovative change and more effective programming, AE is on track to meet the newly passed (7/22/14) requirements of the Workforce Innovation and Opportunity Act (WIOA) – and the Adult Education and Family Literacy Act (AEFLA) by offering a strong partnership to the other primary federal programs (known as the core partners) of Vocational Rehabilitation, Employment Services, and Workforce Development.

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

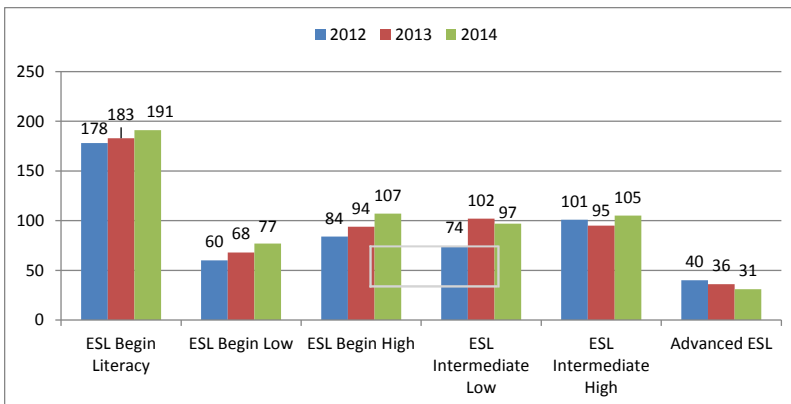
Adult Education Students by Functioning Level



Students by Ethnicity in Adult Education



English Language Learners



Gender Mix and Factors Influencing Success and Challenges of the Adult Education Program

- ◇ Gender mix is 58% female and 42% male.
- ◇ Managed enrollment and classes have reduced the number served.
- ◇ The percentage of English language learners has increased from 537 in 2010-11 to 608 in 2013-14.
- ◇ Continued funding decreases from the state have reduced the number of teachers, limiting the number of hours offered. Eighty-three percent are part-time teachers.
- ◇ Demand for greater rigor and complexity in the classroom requires higher quality instruction which challenges the one room school house environment in rural areas.
- ◇ Though fewer students are served, they are staying longer and completing their goals at a higher rate.

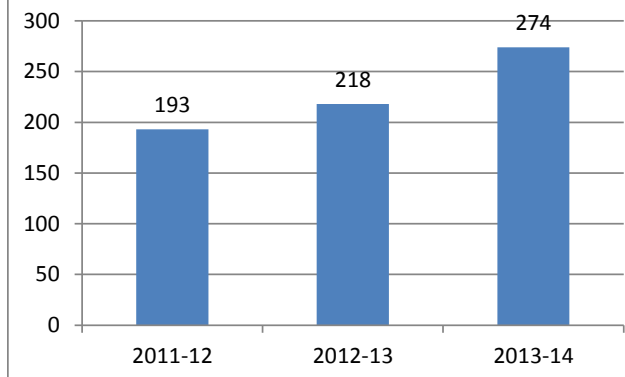
A participant is an adult who receives at least twelve (12) hours of instruction.

STUDENTS TRANSITIONING TO POST-SECONDARY EDUCATION

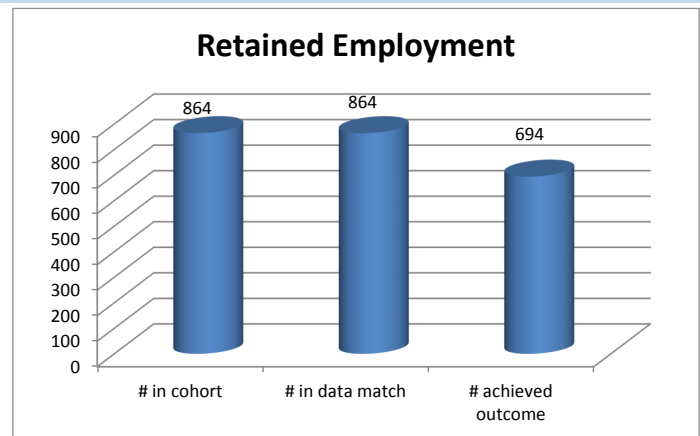
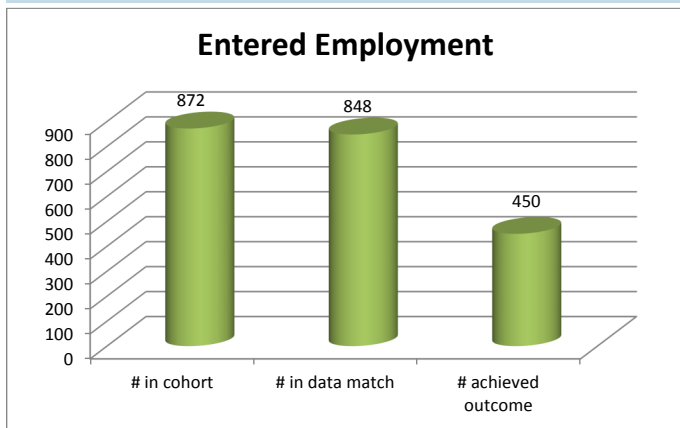
Adult Education

- Wyoming AE is raising the standard. It is our goal to have students enter directly into credit bearing classes. Bridge classes have been added to assist.
- AE has incorporated College and Career Readiness Standards.
- AE uses contextualized learning to add greater meaning and prepare for college or training.
- AE is the non-traditional pathway to college.
- AE addresses the following students goals:
 - Workforce readiness skills
 - College readiness skills
 - Computer/technical skills
 - Self-sufficiency

Entered Postsecondary Education or Training



EMPLOYMENT

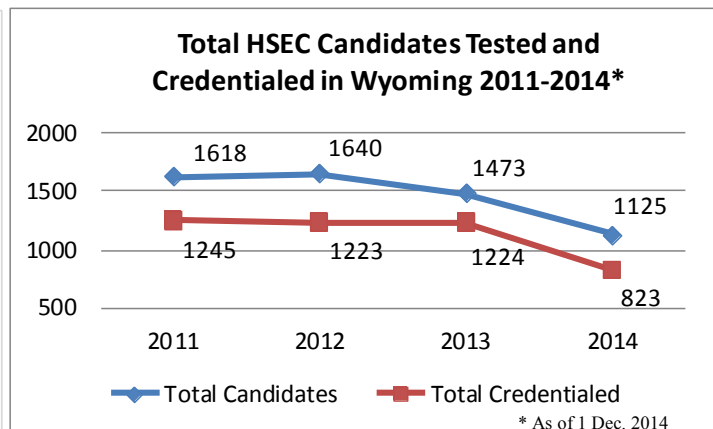
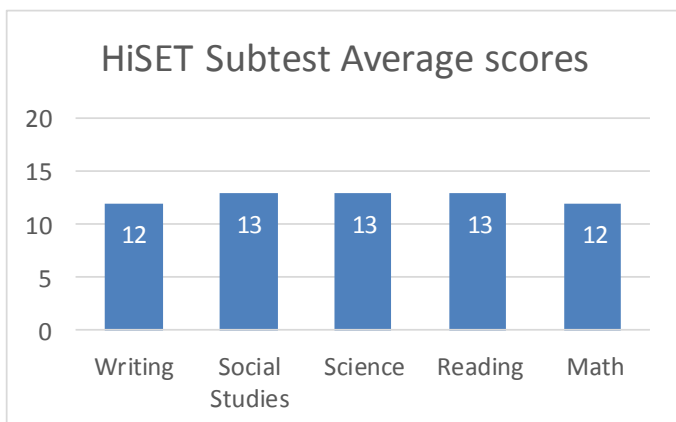


To get a broader picture of AE’s affect on the employment of our adult students, all students eligible for work are included in the cohort for “Entered Employment” and the metric is measured one quarter after they leave the program. “Retained Employment” includes the students who were employed upon entry in to the program and those obtaining jobs after entry and employed in the third quarter after exit. Forty percent (40%) are employed upon entry into AE, thirty-two percent (32%) are unemployed upon entry, and twenty-seven percent (27%) are identified as “Not in the Labor Force“ for various reasons. Prior to this only those setting a goal were counted in the employment reporting, but now all students without a diploma are in the cohort.

WYOMING HIGH SCHOOL EQUIVALENCY CERTIFICATION

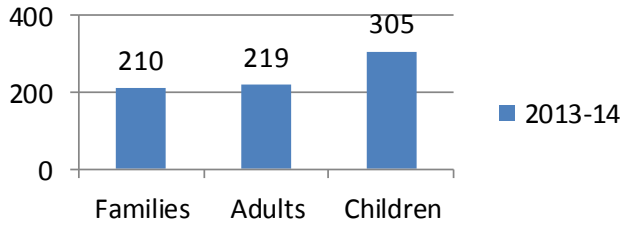
In 2014, the entire country faced the realities of implementing the first new high school equivalency assessment in more than a decade. GED Testing Service (GEDTS), Educational Testing Service (HiSET) and CTB McGraw Hill (TASC) all offered completely new certification tests and the competition for students has been fierce. States faced the reality of having to find a way to produce transcripts and certificates for students who may have taken tests from multiple vendors and Wyoming authorized multiple vendors, so the problem also existed here. This required the ability to manage data feeds from three different vendors, to have a no-cost to the state contract, to maintain a cost to the student competitive with other service providers, to print certificates for the Wyoming Combined Transcript program and have excellent customer service. In March 2014 the WY HSEC program selected Diploma Sender for exclusive fulfillment of all Wyoming issued high school equivalency credentials. Since then, the HSEC program has focused on monitoring and expansion of the state’s network of authorized testing centers. With a focused effort since 2012 to complete as many HSEC students as possible before the end of the GED 2002 Series test in December 2013 and all the other changes, testing volume was down for the entire country and Wyoming was not immune. Total Wyoming HSEC volume is currently at a record low. With all new and more difficult tests on the market, student completion rates were of great concern in 2014 and Wyoming AE teachers and students have done exceptional work, maintaining the state completion rate at 73% almost identical to the national average of 75% for the 2013 GED.

Currently Wyoming offers the GED computer based test, the HiSET paper and computer based tests and beginning in 2015, the TASC paper and computer based tests. The following graphs illustrate 2014 average scores for the five primary subtests and testing volume for 2014 compared to the preceding three years.



WYOMING ADULT EDUCATION PROGRAM PARTNERSHIP WITH WYOMING FAMILY LITERACY

Family Literacy Service Levels



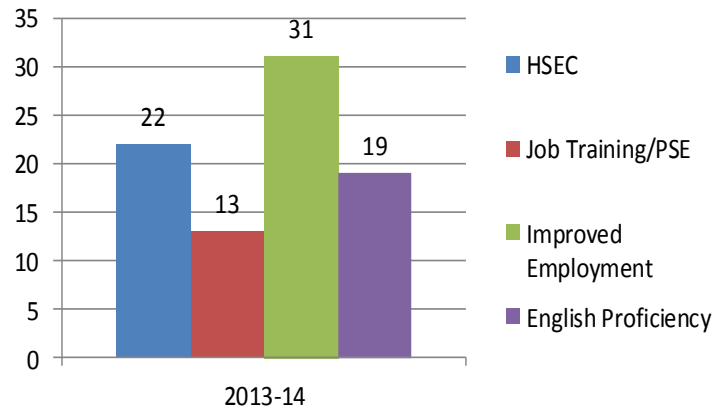
For 2013-14 the Wyoming Family Literacy Program (WyFLi) continued development of its student data tracking and management software and began a pilot to attain full integration with WY Adult Education's Align and Redesign initiative. We maintained eight fully state-funded sites, currently operating in Casper, Cheyenne, Evanston, Gillette, Jackson, Laramie, Powell and Torrington. AE centers are strong partners of WyFLi. Parents served through the family literacy program receive instruction from their local AE program and children are served in-house and with partner agencies. Three sites underwent major realignments including service location, staffing and Early Childhood program partnerships.

Family literacy focuses on serving the most-in-need families in each community to break the cycle of inter-generational poverty and illiteracy. By focusing on the four pillars of the National Center for Family Literacy model; adult education, parent literacy, early childhood education, and the hallmark of our program, interactive parent and child together time or PACT.

Parent literacy includes parenting skills, health, financial and workplace literacies to train parents to be capable first teachers for their children.

Early childhood education (much like Headstart) includes infant/toddler care (0-3 year old), diagnostics and assessment. Pre-school (3-4 year old) and pre-kindergarten (5 year olds only) are offered at all centers and school age (K-6) activities may be offered. PACT includes teaching parents safe, age-appropriate interactions with their students. We help parents learn skills to effectively engage their children in reading and numeracy activities.

Family Literacy Outcomes



WYOMING ADULT EDUCATION PROGRAM LOCATIONS

AE Main Campus Locations:

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

