

Adult Education New Teacher Training

Module 4

Enrollment, Persistence, & Retention

Overview of Enrollment

Upon completion of an accurate assessment, the student will need to be guided through the intake process. In addition to completing the intake form, the student will need to be informed about program policies, attendance requirements, and the Career Services course. The student's goals will need to be discussed and barriers to employment/instruction will have to be identified.

Forms Needed for New Enrollments



There are many forms that new students have to complete, some are State required forms, while others may be local requirements. Chances are your local program has already prepared intake packets that contain all of the forms required to complete an intake. Forms used only by your local program can be obtained through your local director or other relevant staff. All State level forms are available on the Commission's website at: <https://communitycolleges.wy.edu/adult-education/directors/#forms>.

- 1) **The Intake Form:** This State level form collects all of the data needed for reporting purposes. There are several things new instructors need to understand about items on the intake form.
 - A) **Survey:** on the top right hand side of the form are 'Yes'/'No' boxes for surveying. If your student does not provide a social security number or if the student is a rancher/farmer, works for the railroad, the military, the federal government, is self-employed, or has any type of job where they are paid in cash, then this box must be marked 'Yes'. Students without a social security number and the special populations mentioned do not report wages to UI; consequently, the State is unable to conduct a data match for employment. This means that the local program must conduct surveys on the student during the 2nd and 4th quarter after exit.
 - B) **New Student:** Indicate yes/no.
 - a. **PoP:** This means Period of Participation. If the student is new to your program, you should indicate PoP 1. If the student is a returning student, please consult your local director to identify the correct PoP.
 - C) **Residence Area:** All AE sites in Wyoming are considered 'Rural'
 - D) **Social Security Number:** Because the State utilizes data match for the collection of employment and postsecondary/training, it is crucial that programs obtain a social security number from students whenever possible.



The data match system utilizes a social security number in conjunction with Wyoming at Work Registration to determine whether a student is employed and how much their median income is. Without a social security number instructors will be required to individually survey students two times after they have been exited; once at second quarter after exit and again in the fourth quarter after exit.

Non-native speakers of English may not have a social security number, so it will be important to let the student know that if they obtain a SS#, they should let us know so that we can record it.

Some students may not feel comfortable providing us with a social security number. If this occurs, instructors should not press the issue as it is not a federal mandate to obtain it.

Students who are not able/willing to provide may be required to sign an additional local form, so that they understand the consequences of not providing this to our program. Once signed, the form must be transmitted to the main office with a copy being kept locally.

- E) **Birth Date/Age at Enrollment:** Enrollment in AE requires that the student be at least 16 years of age or older and not in school. Instructors are expected to verify this age requirement when students complete an intake form.
- F) **Contact information:** Although it may seem obvious that this information is collected, it can be beneficial to the local instructor, particularly if the student stops coming to class and the instructor needs to get hold of the student. Many AE students do not have or do not want to share an email address with a local program. Instructors are encouraged to obtain this information or create a new one so that electronic communication can occur. Many of the younger students prefer that communication occur through social media platforms and instructors are advised to collect this information when possible.
- G) **Emergency Contact information:** This information becomes useful in emergency situations or when a participant changes their telephone number, moves residence and stops coming to class.
- H) **Ethnicity:** This is a two part question and both parts must be answered.
 - a. **Hispanic/Latino or Not Hispanic/Latino:** students must choose one or the other. If they mark ‘Hispanic/Latino’, then under part two, they must also answer ‘White’ in addition to any others that may apply.
 - b. **Not Hispanic/Latino:** If the student indicates that they are not Hispanic/Latino, then they must mark all that apply under section two.
- I) **Barriers To Employment:** The Workforce Innovation and Opportunity Act of 2014 serves as a catalyst for the publicly funded workforce system to expand access to employment, training, and support services for individuals defined as “having barriers to employment”. State and Local public workforce systems must make deliberate decisions with regard to resource allocation and prioritization of adults and youth facing barriers to employment. WIOA Section 116 requires a statewide report that includes a breakout by those with barriers to employment. WIOA specifies new reporting requirements, including data reporting related to barriers to employment. The definition of an “individual with a barrier to employment” encompasses mandatory populations, as defined in WIOA Section 3(24).

Because the collection of ‘Barriers to Employment’ is so critical for reporting purposes, instructors are advised to utilize the definitions provided by the State on pages 3 & 4 of the intake form. Barriers to Employment are defined in Module 2 and consist of:

- A) *Cultural Barriers*
- B) *Disabled*
- C) *Displaced Homemaker*
- D) *Economic Disadvantage*
- E) *English Language Learner*
- F) *Ex Offender*
- G) *Exiting TANF Within Two Years*
- H) *Foster Care Youth*
- I) *Long Term Unemployed*
- J) *Low Literacy Levels*

Note: ALL enrolling AE students MUST indicate low literacy as federal requirements state that anyone who tests into an AE program below the 12th grade level is considered ‘low literacy’. Students who test into an AE level above 12th grade cannot be served by an AE program.

- K) *Migrant Farmworker*
- L) *Single Parent or Guardian*
- M) *Homeless*



- J) **Work Status:** Because AE programs are part of a unified workforce system, the collection of employment data at intake is important. As is typical for reporting purposes there are several work status options. Each participant is required to identify ‘one’.

Employed: The participant, at program entry, (a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her

own business, profession, or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or

business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.

Employed, but Received Notice of Termination of Employment or Military Separation is pending: The participant, at program entry, is a person who, although employed, either (a) has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or

other notice that the facility or enterprise will close, or (b) is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement).

Not in the labor force: The participant, at program entry, is not in the labor force (i.e., those who are not employed and are not actively looking for work, including those who are incarcerated).

Unemployed: The participant, at program entry, is not employed but is seeking employment, makes specific effort to find a job, and is available for work



- K) **Wyoming at Work Registration:** In order for the State to conduct data matches appropriately, all AE students are required to register on this website.
 - L) **Public Assistance:** Mark all that apply to the student
 - M) **Family Information:** Select the appropriate answer
 - N) **Immigration Info:** Adult Education programs are not allowed to serve students who are not in the United States legally. This information is typically collected on ESL students.
 - O) **Family Income:** This pertains to the student's own income. If the student is 16/17 years of age and not working, then income would be zero. If the student is married to a working wife and has two children, then the income amount reported would be both husband and wife's.
 - P) **Disability:** Students who enroll in an AE program may 'self-report' any disability; although they are not required to do so. Those who declare a disability and would like to request accommodations, particularly for a high school equivalency examination may do so. The process for requesting accommodations for a high school equivalency exam is arduous and time consuming. Instructors should talk to their local directors about this as soon as a student indicates they would like to request testing accommodations.
 - Q) **Referral Source:** How did the student hear about the Adult Education program? Who or what agency referred them to AE?
 - R) **Education:** This information collects data on the 'highest' education levels the student **completed**, both in the United States and abroad, if applicable.
 - a. **Last School Attended:** Instructors should ensure that the name of the school, location and the reason for leaving that school is completed.
 - S) **Reason for Attending the Program:** Why is the student enrolling in the AE program? Mark all that apply.
 - T) **Survey Follow-up Information:** Students who do not supply a social security number OR are in one of the special populations noted previously will have to have a survey conducted on them. This section asks the student how they would like to be contacted for that survey.
 - U) **Notice of Status:** Adult Education programs in the United States are not allowed to provide services to individuals who are in the United States legally on either a J-1 visa of an F-1 visa. If a student indicates that they have one of these types of visas, they may not be enrolled in an Adult Education program.
 - V) **Release of Information:** Students are required to read and sign this release form so that data can be collected and shared as indicated for federal reporting purposes.
 - a. **Signatures:** Students who are 16/17 years old also require a parent/guardian signature on this form
- 2) ***Age Waiver Applications:*** All 16 & 17 year old students are required to complete an age waiver application in order to take a high school equivalency assessment. There are three parts to this form.
- A) **Demographics:** This page collects demographic information AND specific test related information.

- i. **Test Vendor:** This item is to be completed by the ‘instructor’ after the student begins the registration process for the test. (Test registration on the vendor site should NOT occur until a student has completed a program of study with an AE center). If the student is going to take the HiSET test, the instructor must record the ETS ID number.
- B) **School District Withdrawal Verification:** This form must be completed AND uploaded into the student’s LACES record before a program of study commences. Because federal regulation prohibits AE programs from enrolling students who are still in school, evidence must be in place that the student has withdrawn from school before they enroll in an AE program of study.
- C) **Pretest Verification:** This form requires that the instructor record the passing scores earned on official practice tests. Official practice tests may not be given to a student until they have shown a readiness to test as evidenced by an NRS post-test or by local director approval for extenuating circumstances. Students who have earned comprehensive NRS level 6’s on a pre-test will not need a post-test and can take an official practice test after completing a program of study.

Some local AE providers are currently utilizing their own electronic PDF version of the intake form while others continue to utilize a paper-based intake form. In FY 2021/22, all AE sites in Wyoming (except for correctional facilities) will be required to utilize a new electronic intake form that automatically feeds into the State’s LACES database.

- 3) **Pathways Form:** The Pathways form must be completed by all students who want to take a high school equivalency test. The form is also attached to the age waiver application, but is applicable to ‘ALL’ students. This form gives students the option to take either a GED or a HiSET test. The choice is theirs. The form must be signed by the student and the local instructor at a minimum. Some centers also require the signature of the local test center.
- 4) **The Request for Referral Form:** Referrals play an important part of a unified workforce system in Wyoming. Each local program is required to track the number of referrals made and the State must report these referrals to the Wyoming Workforce Development Council on an annual basis so that the fees associated with the Infrastructure Agreement can be assessed.
- 5) **Educational Goal Plan:** The Goal form identifies the broad educational, economic, social, and other goals the student has. Please check all that apply. Once completed, both the student and the instructor are expected to sign this.

Getting Started Electronically



COVID-19 changed the way in which Adult Education programs were able to operate and this included the ability for a student to establish initial contact with a program. Each local provider has its own website where students can gain information about the program. In addition, the State has provided support to local programs by creating a student friendly website that provides students with a wealth of information about Adult Education programs in Wyoming. Instructors are encouraged to review this website at: <https://communitycolleges.wy.edu/adult-education-student-home-page/>.

Guiding the New Student Through Enrollment and Study

- 1) Guide the student in filling out the intake form, and discuss the program’s attendance policy and class schedule. This is the best time to create a good first impression. Try to keep your classroom nonthreatening and comfortable.
- 2) Schedule a time for the student to complete the Career Services course.

- 3) When discussing assessment results with students, use as much sensitivity as possible to explain the student's assessment results. Be sure to mention strengths as well as weaknesses.
- 4) Discuss both short term and long term educational and career goals with students. Foster a sense of motivation in the student and try to build the student's confidence. Talk about how contextualization of instruction will help make learning more meaningful to the student so that goals can be easily achieved.
- 5) Identify any barriers the student may have and make appropriate referrals to agencies that can help with such things as childcare, employment, transportation, and other services. The identification of barriers/challenges the student may have will help with persistence and completion in the program.

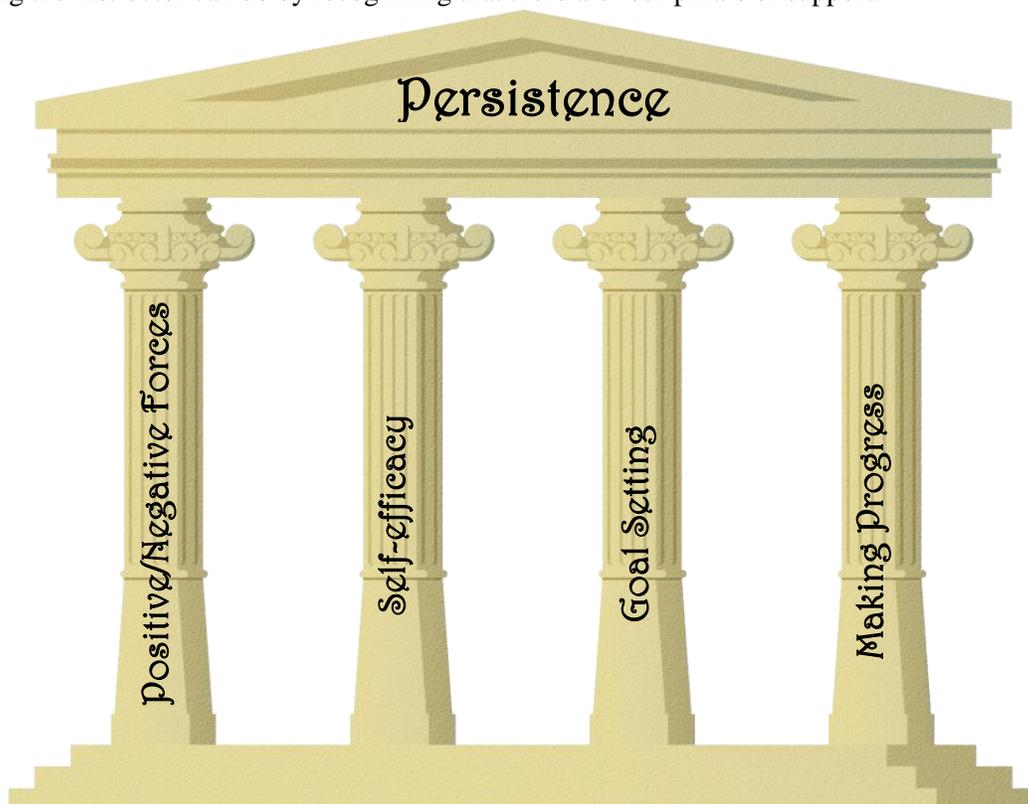


Allan Quigley (1998) has identified three types of barriers students may have and these have a direct impact upon whether a student is even able to participate in a program much less complete one.

- *Situational Barriers:* These include transportation, family responsibilities, financial obligations, and related issues that impede a learners' ability to enroll and stay in classes.
- *Institutional Barriers:* These include program fees, 'red tape', scheduling problems, and other roadblocks inherent in institutional structures.
- *Dispositional Barriers:* These barriers include learners' attitudes, negative experience with schooling, values, and perceptions about schooling that Quigley suggests affect learner's motivation to enroll and stay in school.

Instructors are encouraged to identify these types of barriers and help the student overcome these barriers whenever possible.

- 6) Persistence in the program can at times be a struggle. Students may be overwhelmed by life issues and feel that they need to direct their energies elsewhere. Consequently, they may give up. Helping students persist is something the instructor can do by recognizing that there are four pillars of support.



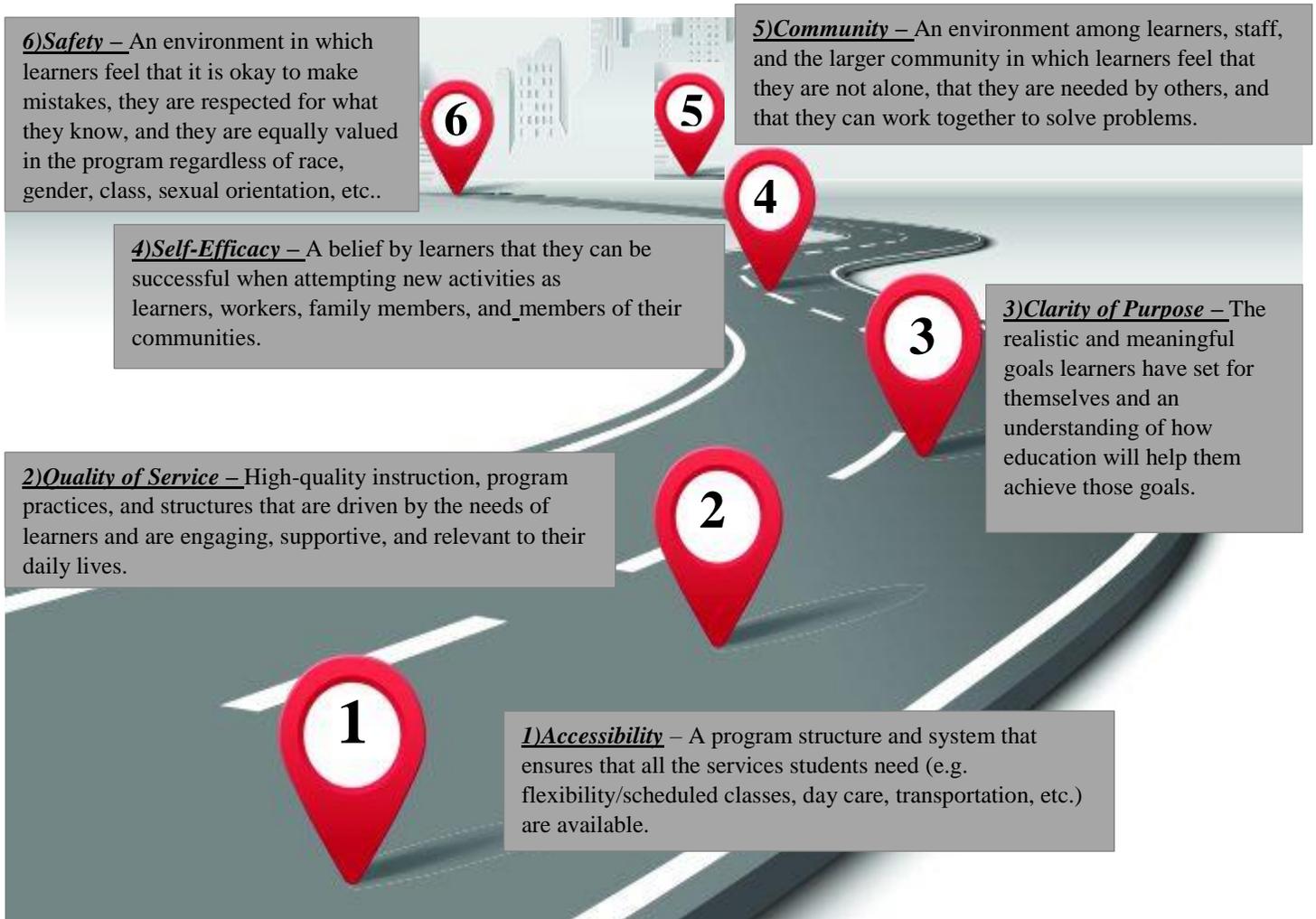
The first support is the awareness and management of the positive and negative forces that help and hinder persistence. (e.g. desire for a higher income/lack of time to study). This is often discovered in the orientation process or at intake when instructors talk about barriers to success.

The second support is self-efficacy—a belief by learners that they can be successful when attempting new activities. Adult Education should provide mastery experiences and vicarious experiences of people like the students who have succeeded which may be guest speakers or a book/video of success stories. Most Career Services course have a video that reflects success stories. Instructors should address physiological and emotional states that can result in low self-esteem and poor self-efficacy, when possible.

The third support is the establishment of a written goal by the student. Setting a goal for educational/career purposes helps establish both short term and long term motivation. It provides the opportunity to focus on the acquisition of knowledge in small manageable chunks and helps to organize time and resources for success.

The final pillar of support is demonstrable or measurable progress towards reaching a goal. Students need to feel as if they are making progress. Instructors should help student celebrate the mastery of both short term and long term goals.

- 7) Motivation, Retention, and Persistence are crucial factors that play a strong role upon student success/failure in a program of study. It is quite likely that all students have felt their impact at one time or another. The NCSALL Study Circle Guide of 2003 suggests six strategies instructors can use to address these on the road to success.



Maintaining Student files



Part of an instructor's responsibilities as an AE instructor includes maintaining reportable information in a student's local file. This is both for monitoring purposes as well as for reporting purposes. Every two years, the local program is monitored by the State for compliance. This is a very arduous task where the local director must submit sample copies of evidence maintained in student files. So it is a very good idea to start good practices early by ensuring that the following documentation (at the least) is kept in each student's file.

- 1) Intake paperwork: All paperwork completed as part of a student intake process and the Career Services course must be maintained in a student files, This is to include, but is not strictly limited to intake forms, career assessments, career explorations, learning styles inventories, co-enrollments with WIOA core partners, co-enrollment in postsecondary/training programs, Pathways forms, age waiver applications, and others as detailed below.
- 2) Quarterly samples of student work: Once per quarter a representative copy of student work must be placed in the student file. This could include samples of writing, math worksheets, Civics homework, or other instructor created materials.
- 3) Progress notes: Each local program has their own system of tracking student progress, but each file should contain brief instructor notes as to the progress each student has made/is making. This could be done on a weekly basis or after each class period. Your local director will provide you with the guidance you need for this.

The purpose of maintaining student progress notes is so that in the event of an emergency where the assigned instructor is not able to teach a class/student, the substitute/replacement instructor is able to read the progress notes and get an idea of what each student has accomplished thus far and what they need to work on.

- 4) Referrals: Copies of all referrals made for any student should be maintained in the student folder. If/when there is an update/follow up on a referral a notation can be made in the folder and the local director notified.
- 5) Attendance records, when applicable: Here again, each AE center has their own system of recording attendance and new instructors should consult with their local program director. All attendance hours must be tracked, either through student sign in sheets, instructor attendance records,
- 6) Assessments with locator and diagnostic sheets: All formal NRS approved assessments with locator results and diagnostic sheets must be maintained in student files.
- 7) Goal sheets: Tracking the reason(s) why a student enrolls in an AE program is very important; consequently, goal sheets need to be in each student file.
- 8) Integrated learning plans/maps, when applicable: Some programs utilize integrated learning plans/maps to help delineate goals and to identify the standards in which a particular lesson may refer to. New instructors should consult with the local director about these. (See Module 7 for examples)
- 9) Powerpath results when applicable: Powerpath is a useful tool in helping learners identify and address specific learning challenges. Each program in Wyoming has the tools needed to complete a PowerPath screening with students and all students should be given the opportunity to be screened. Local directors/qualified staff can provide new instructors with the training needed to appropriate utilize this tool. (See Module 9)
- 10) Credentials earned and enrollments in postsecondary/training when applicable: Copies of all credentials earned must be maintained in a student's file. This includes a copy of a high school equivalency certificate, copies of occupational certificates earned as well as any other type of certificate a student may have completed. Of particular importance is transcripts and credentials earned for students involved in an Integrated Education and Training program.

WIOA Definitions Pertaining to Adult Education Sections 3 & 203

| | Definitions |
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| Adult Education & Literacy Activities | Programs, activities, and services that include adult education, literacy, work–place adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training. |
| Basic Skills Deficient | The term ‘basic skills deficient’ means, with respect to an individual: <ul style="list-style-type: none"> (a) Who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test: OR (b) Who is a youth or adult, that the individual is unable to computer or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual’s family, or in society. |
| Career & Technical Education | The term ‘career and technical education’ has the meaning given the term in section 3 of the Carl D. Perkins Career & Technical Education Act of 2006 (20 U.S.C. 2302) |
| Career Pathway | The term “‘career pathway’” means a combination of rigorous and high-quality education, training, and other services that— <ul style="list-style-type: none"> (a) aligns with the skill needs of industries in the economy of the State or regional economy involved; (b) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships; (c) includes counseling to support an individual in achieving the individual’s education and career goals; includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; (d) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable; (e) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and (f) helps an individual enter or advance within a specific occupation or occupational cluster. |
| Career Planning | The term “‘career planning’” means the provision of a client-centered approach in the delivery of services, designed— <ul style="list-style-type: none"> (a) to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and (b) to provide job, education, and career counseling, as appropriate during program participation and after job placement. |
| Eligible Individual | In accordance with WIOA <i>Title II (Sec. 203 (4))</i> , the term ‘adult education’ means services or instruction below the postsecondary level for an individual: <ul style="list-style-type: none"> (a) who has attained 16 years of age; (b) who is not enrolled or required to be enrolled in secondary school under State law; and (c) who— <ul style="list-style-type: none"> (i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or (iii) is an English language learner. |
| English Language Acquisition Program | A program of instruction— <ul style="list-style-type: none"> (a) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (b) that leads to— <ul style="list-style-type: none"> (i) attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or (ii) employment. |
| English Language Learner | An eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and— <ul style="list-style-type: none"> (a) whose native language is a language other than English; or (b) who lives in a family or community environment where a language other than English is the dominant language. |

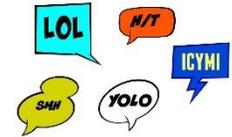
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| Essential Components of Reading Instruction | The term ‘essential components of reading instruction’ has the meaning given the term in section 1208 of the Elementary & Secondary Education Act of 1965 (20 U.S.C. 6368) |
| Family Literacy Activities | Activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities: (a) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency. (b) Interactive literacy activities between parents or family members and their children. (c) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children. (d) An age-appropriate education to prepare children for success in school and life experiences. Family Literacy activities are not a required component to Wyoming Adult Education programs. |
| In-Demand Industry Sector or Occupation | The term “in-demand industry sector or occupation” means— (a) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or (b) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate. DETERMINATION —The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business and labor market projections, including the use of labor market information. |
| Industry or Sector Partnership | The term “industry or sector partnership” means a workforce collaborative, convened by or acting in partnership with a State board or local board, that— a) organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that includes, at the appropriate stage of development of the partnership— (i) representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable; (ii) 1 or more representatives of a recognized State labor organization or central labor council, or another labor representative, as appropriate; and (iii) 1 or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster; and b) may include representatives of— (i) State or local government; (ii) State or local economic development agencies; (iii) State boards or local boards, as appropriate; (iv) a State workforce agency or other entity providing employment services; (v) other State or local agencies; (vi) business or trade associations; (vii) economic development organizations; (viii) nonprofit organizations, community-based organizations, or intermediaries; (ix) philanthropic organizations; (x) industry associations; and (xi) other organizations, as determined to be necessary by the members comprising the industry or sector partnership |
| Integrated Education and Training (IET) | A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. |
| Integrated English Literacy & Civics Education (IELCE) | Educational services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. |

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| | <p>The IELCE program under section 243 (a) of WIOA is designed to:</p> <ul style="list-style-type: none"> (a) Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency, and (b) Integrate with the local workforce development system and its functions to carry out the activities of the program. |
| Literacy | An individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society. |
| One-Stop Partner | <p>The term "one-stop partner" means—</p> <ul style="list-style-type: none"> (a) an entity described in section 121(b)(1); and (b) an entity described in section 121(b)(2) that is participating, with the approval of the local board and chief elected official, in the operation of a one-stop delivery system. |
| One-Stop Partner Program | The term "one-stop partner program" means a program or activities described in section 121(b) of a one-stop partner. |
| On the Job Training | <p>The term "on-the-job training" means training by an employer that is provided to a paid participant while engaged in productive work in a job that—</p> <ul style="list-style-type: none"> (a) provides knowledge or skills essential to the full and adequate performance of the job; (b) is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, except as provided in section 134(c)(3)(H), for the extraordinary costs of providing the training and additional supervision related to the training; and (c) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate. |
| Postsecondary Educational Institution | <ul style="list-style-type: none"> (a) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree; (b) a tribally controlled college or university; or (c) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level. |
| Rapid Response Activity | <p>The term "rapid response activity" means an activity provided by a State, or by an entity designated by a State, with funds provided by the State under section 134(a)(1)(A), in the case of a permanent closure or mass layoff at a plant, facility, or enterprise, or a natural or other disaster, that results in mass job dislocation, in order to assist dislocated workers in obtaining reemployment as soon as possible, with services including—</p> <ul style="list-style-type: none"> (a) the establishment of onsite contact with employers and employee representatives— <ul style="list-style-type: none"> (i) immediately after the State is notified of a current or projected permanent closure or mass layoff; or (ii) in the case of a disaster, immediately after the State is made aware of mass job dislocation as a result of such disaster; (b) the provision of information on and access to available employment and training activities; (c) assistance in establishing a labor-management committee, voluntarily agreed to by labor and management, with the ability to devise and implement a strategy for assessing the employment and training needs of dislocated workers and obtaining services to meet such needs; (d) the provision of emergency assistance adapted to the particular closure, layoff, or disaster; and (e) the provision of assistance to the local community in developing a coordinated response and in obtaining access to State economic development assistance. |
| School Dropout | The term 'school dropout' means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. |
| State Plan | The term 'state plan' means a unified State plan under section 102 or a combined State plan under section 103. |
| Target Population | Target populations include individuals with multiple barriers to employment and educational attainment, including individuals with disabilities, criminal offenders, single parents, and individuals with limited English proficiency or low levels of literacy. |
| Workplace Adult Education & Literacy Activities | Adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce. |

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| Workforce Preparation Activities | Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. |
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Common Acronyms in Adult Education

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| AC | Attention Challenges |
| ACT | The ACT test assesses high school students' general educational development and their ability to complete college-level work. |
| ADA | American Disabilities Act |
| AE | Adult Education |
| ADHD | Attention Deficit/ Hyperactivity Disorder |
| AEFLA | Adult Education and Family Literacy Act |
| AEL | Adult Education & Literacy |
| ALC | Adult Learning Center |
| APS | Assessment of Phonological Skills |
| ASE | Adult Secondary Education |
| CAELA | Center for Adult English Language Acquisition |
| CAI | Computer Assisted Instruction |
| CAPD | Career & Personal Development |
| CBT | Computer Based Test |
| CCRS | College & Career Readiness Standards |
| CHD | Chronic Health Disability |
| CLD | Culturally & Linguistically Different |
| CNA | Certified Nursing Assistant |
| CDL | Commercial Driver's License |
| COABE | Commission on Adult Basic Education |
| CP | Career Pathways |
| CRC | Career Readiness Certificate |
| CTE | Career & Technical Education |
| DACA | Deferred Action for Childhood Arrivals |
| DAEL | Division of Adult Education and Literacy |
| DFS | Department of Family Services |
| DL | Distance Learning |
| DOC | Department of Corrections |
| DOE | Department of Education |
| DOK | Depth of Knowledge |
| DOL | Department of Labor |
| DWS | Department of Workforce Services |
| EBRI | Evidence Based Reading Instruction |
| ECR | Essential Components of Reading |
| EFL | Educational Functioning Level |



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| ELA | English Language Acquisition |
| ELP | English Language Proficiency |
| ELL | English Language Learner |
| EMH | Emotional Mental Health |
| EFL | English as a Foreign Language |
| ESL | English as a Second Language |
| ESOL | English to Speakers of Other Languages |
| ESP | English for Specific Purposes |
| E & T | Employment and Training |
| ETS | Educational Testing Service |
| FAFSA | Free Application for Federal Student Aid |
| FBI Grant | Families Becoming Independent |
| FERPA | Family Educational Rights & Privacy Act |
| FPT | Free Practice Test |
| FTE | Full Time Employee |
| FY | Fiscal Year |
| GEAR UP | Gaining Early Awareness & Readiness for Undergraduate Programs |
| GED | General Education Development (test battery) |
| GEDTS | General Education Development Testing Services |
| GLE | Grade Level Equivalent |
| GPRA | Government Performance & Review Act |
| HiSET | High School Equivalency Test |
| HSE | High School Equivalency |
| HSEC | High School Equivalency Certificate |
| IDEIA | Individuals with Disabilities Education Improvement Act |
| IELCE | Integrated English Literacy & Civics Education |
| IEP | Individual Education Plan |
| IET | Integrated & Education Training |
| ILM | Integrated Learning Map |
| ILP | Integrated Learning Plan |
| LD | Learning Disability |
| LINCS | Literacy Information & Communication System |
| LEP | Limited English Proficiency |
| MSG | Measurable Skill Gain |
| MOE | Maintenance of Effort |
| MOU | Memorandum of Understanding |
| NAEHS | National Adult Education Honor Society |
| NAEPDC | National Adult Education Professional Development Consortium |
| NCES | National Center for Education Statistics |
| NCSDAE | National Council of State Directors of Adult Education |
| NRS | National Reporting System |
| OCD | Other Cognitive Disability |
| OCTAE | Office of Career, Technical, and Adult Education |
| OHI | Other Health Impairment |

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| One Stop | Department of Labor local offices are workforce centers |
| OPT | Official Practice Test |
| PHD | Physical Health Disability |
| PL | Participatory Learning |
| PII | Personally Identifiable Information |
| PoP | Period of Participation |
| PBT | Paper Based Test |
| PPT | Paid Practice Test |
| SED | Severe Emotional Disturbance |
| SIA (Checklist) | Standards in Action Checklist |
| SLD | Specific Learning Disabilities |
| SMART (goals) | Specific, Measurable, Achievable, Realistic, & Timely |
| SNAP | Supplemental Nutrition Assistance Program |
| SSN | Social Security Number |
| STAR | Student Achievement in Reading |
| TABE | Test of Adult Basic Education |
| TANF | Temporary Assistance for Needy Families |
| TASC | Test Assessing Secondary Completion |
| TEAL | Teaching Excellence in Adult Literacy |
| TESOL | Teachers of English to Speakers of Other Languages |
| USDOE | United States Department of Education |
| VR | Vocational Rehabilitation |
| VSS | Visual Stress Syndrome |
| WCCC | Wyoming Community College Commission |
| WIB | Workforce Investment Board |
| WIOA | Workforce Innovation & Opportunities Act |
| WWDC | Wyoming Workforce Development Council |
| WYLLA | Wyoming Lifelong Learning Association |