

Wyoming Narrative Report 2010-2011

1. Describe successful activities, programs and projects supported with State Leadership funds and describe the extent to which these activities, programs and projects were successful in implementing the goals of the State Plan.

Professional Development Activities

The focus of Wyoming's Leadership grant funding was specifically on activities and training which would support the Corrective Action Plan (CAP).

State Director & Staff Training

The State Director, Marcia Hess, presented local directors' workshops focused on the following in face-to-face meetings:

July 12-13 - Financial training for local ABE directors in which the federal NRS training was refocused on the local staff and review of assessment policy and procedures. Locals to write their own procedure aligned to state policy.

August 10-11 – Policies, procedures, and guidelines for ABE programs, Assessments and Goal Setting, Intake and Orientation, data collection, & Follow-up procedures.

September 15 - Diving Deeper into NRS data to the NRS training with NRS data and allowed local programs to dive deeper into their own data and plan changes.

April 28 – Went over local report cards, professional development, managed enrollment and what we have learned, and monitoring sheets.

There were online trainings held during the winter months to train on the following topics:

January 13 – Goal setting & Citizenship

January 27 – RFP for State funds to offer distance learning and underserved populations

Data Collection Training

LACES staff conducted three online trainings for Wyoming ABE program staff. The first training was a Back to the Basics for NRS Table 5 and it covered who is counted and when, entering survey follow-up responses, searches for those not counting, diagnostic processes, error checks and remediation of the errors. The second one was training on changes and improvements to assessments, goals lists, and using the Overall Status History folder. The third training was on the new dashboard which allows programs to more efficiently and effectively monitor their program participants and their performance. It also included training on close out procedures, checking tables for accuracy and setting up the new classes for the next grant year.

ESL Assessment Training on BEST Plus

One local ABE director, Kelly Willmarth has been certified as a BEST Plus trainer and was given a continuation contract for training ESL teachers on the BEST Plus assessment instrument. Programs notified Kelly when they had new teachers and they created the training schedule.

Under Statewide Significance – the Leadership Funds were used in two ways.

- First, to be used to maintain our contract with LACES in order to meet data collection and reporting requirements.
- A state report card was developed and printed for distribution to the Wyoming Community College Commissioners, legislators, and local program providers. This is intended to be a report which will be issued each year.

Leadership Excellence Academy (LEA) Training for Local ABE Directors

All ABE program directors participated in the first of a two year LEA training program. There were three face-to-face workshops and three webinars which covered surveying, working with program data, and utilizing research in the adult education field. Centers looked at their programs to find areas they wanted to improve through their surveys, looked to see if the data supported their findings and worked with research to find possible solutions to barriers. Next year they will design pilot projects to implement and see what their results will be for the program improvements that are planned.

Monitoring & Technical Assistance

The ABE State Director serves as the main source for technical assistance and monitoring to the local programs. Technical assistance may be initiated either by the local staff or from a review of the local program during a monitoring visit. All programs were visited and given technical assistance as requested.

The Corrective Action Plan and policy development for the local programs was of paramount importance this year. As the policies were written, they were sent to our OVAE regional supervisor for comments and/or recommendations. Training centered more on the elements of the CAP and were present either online or face-to-face as mentioned above. The only two areas left to complete are to rewrite the EL Civics RPF when we compete it again, and establish the MOU with the Department of Workforce Services which is in the writing stage at this time.

Technical assistance for the LACES data collection system is available to all programs and the state office through LiteracyPro Systems, which provided online training three times this year. The LACES support staff are available by e-mail Monday through Friday 8 a.m. to 5 p.m. We are pleased with the quality of training we receive. The proficiency of our data-entry staff has improved and the data is cleaner than ever

before. Our goal is continual improvement in data quality and management. Transcripts of the training were distributed after the session and on the ABE website under the Tech Talk section. See <http://www.communitycolleges.wy.edu/business/ABE.htm>

2. Describe any significant findings from the Eligible Agency’s evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.

Wyoming Adult Education Performance Measures 2010-2011

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, speaking the English language, numeracy, problem-solving, English language acquisition and other literacy skills

Performance Measures	Year Target	Actual
1. Beginning Literacy ABE	52%	34.62%
2. Beginning Basic Education ABE	45%	21.76%
3. Low Intermediate ABE	55%	25.79%
4. High Intermediate ABE	58%	26.6%
5. Beginning Literacy ESL	35%	19.4%
6. Low Beginning ESL	54%	30.77%
7. High Beginning ESL	49%	39.62%
8. Low Intermediate ESL	60%	34.78%
9. High Intermediate ESL	37%	33.33%
10. Advanced ESL	37%	23.53%
11. Low Adult Secondary Education	62%	32.82%

Core Indicator #2: Placement in, retention in or completion of post-secondary education, training, unsubsidized employment or career advancement

Performance Measures	Year (9) Target	Actual
12. Placement in Postsecondary Ed/Training	78%	91.6%
13. Placement in unsubsidized employment	68%	75.66%
14. Retention in unsubsidized employment	76%	97.78%

Core Indicator #3: Receipt of a secondary-school diploma or its recognized equivalent

Performance Measure	Year (9) Target	Actual
15. GED Completion	86%	77.36%

Significant Findings

Adult Basic Education and Adult Secondary Education did not meet the state negotiated performance levels in ABE and ASE. The programs were encouraged to implement managed enrollment. Conference calls were set up with successful ABE program directors in a neighboring state to introduce the varied approaches used and to dispel the misperception that students didn't like classes or it was too much trouble for teachers. The state monitored the local programs' performance and trained on elements which should have shown improvement in their student performance. Staff struggled with the managed classroom model but with greater opportunity for local directors to have discussion on the lessons they learned and encouragement from one another a much stronger effort was put forward. Planning by teachers and directors, more integrated use of data reports, and a deeper commitment to make this work was seen by the end of the program year. Programs began to implement managed enrollment for a few classes to see if this was going to work and now have broadened their classes for the fall.

English as a Second Language experienced difficulty in completing the post-testing assessments this year. No performance measures were reached. Greater attention to contact hours was identified as a need by the local providers when we were reviewing NRS tables and talking about contributing factors for the low performance. Providers discussed the procedures they were developing and implementing at the face-to-face meetings held this year. It was also decided that the ESL teachers needed more training, so the State has a contract with an ESL expert in the state to write modules which can be put online for local providers to access as an additional tool use with their teachers. These are being edited at the time of the writing of this report and piloted through the Eastern Wyoming Community College and Uinta BOCES ESL teachers.

The three goals of enter postsecondary, enter employment and retained employment all met their performance targets. We asked all the programs to work with their colleges to get the National Student Clearinghouse match completed, which they did. In the past only students attending their college could be tracked but could not match data with other community colleges. The employment goal follow-up was strongly emphasized this year both with local directors and data staff in online training and telephone support, and it paid off. Many mixed messages over the years had local programs confused on the directions, but with the guidance that went out it has improved our results. These items are also a part of the dashboard in LACES which drew their attention to colorful graphs which could identify student files needing attention.

The ABE Program Manager clearly defined the use of employment goals and their follow-up procedures. There was no option to not set these goals. Further explanation on how this was important to future goal follow-up beginning in 2012 when automatic cohorts would be assigned the goal gave greater urgency to bring the goal setting into a more prominent place during the orientation and intake process.

All our directors will be participating in the Leadership Excellence Academy (LEA) next year to help them enhance their management of various aspects of their programs. It is hoped that through more thorough training in data analysis, such as the Data Dives, and the three aspects of research, surveys, and strategies offered by the LEA that local staff will be better able to guide and direct their programs toward managed classes with better results than this year.

Influences on the Overall Program

The 2010-2011 contract year has had four factors influencing program activities.

Federal review in September 2009 – This year has been spent writing guidance, policies, and developing statewide forms. Work on a Memorandum of Understanding (MOU) for data matching for employment goals met many barriers to completion. Through a commitment between the ABE Program Manager and the Director of the Department of Workforce Services the MOU has moved forward and as of this date has been written, was sent for final comments, and is being sent through the process for final approval with the Attorney General's Office.

Funding Formula Model – The state used the funding formula for the second year. It is working as expected. The bounded impact was held to five percent so each program that was over funded has a gradual impact over approximately three years. Three programs are experiencing the decrease with only one expressing difficulty in adjusting to the change. Since the local directors worked on the formula and there was consensus on what was adopted, over all they feel this is a fair system to work under.

Professional Development – A variety of approaches were taken to meet the heavy demand for professional development.

Face-to-face – Training was offered for all new policies and guidelines written for the ABE program at local ABE director's meetings. A new fifteen section ABE Policy and Guidance Manual was developed. As updates are made the sections are sent to be replaced in each provider manual. We plan to put this manual online during the next year. Topics included:

- Acronyms and Definitions
- Indicators of a Quality Adult Education Program
- Staff Qualifications and Professional Development
- Services to Learners
- Research-based Practice
- Financial Administration & Audit
- Services to Individuals with Disabilities
- Environment for Learners
- Evaluation, Monitoring, and Record Keeping
- Assessment Policy
- Student Progress

Distance Learning
 Guidance for Data Collection and Computerized Student Records
 Goal Setting and Follow-up Policy
 Program Self-Assessment
 State FSR Guidance

MIS System upgrade – The ABE program Director has been working with the MIS vendor to develop a dashboard based partially on the Diving Deeper training and the concept of data mining for better program analysis. WY was one of the states that beta tested the new dashboard. This dashboard gives the local provider dynamic graphs which will tell daily the health of the data being entered and retention tools for helping to manage student attendance and progress toward educational, employment, and postsecondary goals.



When you click on a graph each bar becomes live and you may click to see a list of students populating the different indicators or issues. More features are planned for the provider level and for the SEA level. This instrument alone inspired the local providers to become more involved with their data and attempts to clean the data upon its release in the last quarter. One program was so engaged that the entire staff worked tirelessly to meet level completions until all the red bars turned green.

3. Describe how the Eligible Agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible

agency is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the One-Stop system and an estimate of the Title II funds being used to support activities and services through the One-Stop delivery system.

Description of State

Wyoming does not have local Workforce Investment Boards but functions under a single service delivery area. In our communities, which are all under 60,000 in population, programs from all state agencies work very closely with their local partners, including non-profit service agencies, libraries, family literacy programs, jails, and local education agencies to meet the specific needs of their communities, counties, and unique populations. Hospitality industry, oil fields, coal and uranium mining, ranching, and service industries have different constellations in various parts of our state.

Board of Cooperative Education Services and Board of Cooperative Higher Education Services which are independent taxing districts, provide collaboration and augmentation to adult education services. They provide additional funding in some areas to our ABE programs or separately fund non-federally funded adult education. Each board has as a part of its mission to broaden or deepen the educational services for its community.

WCCC has continued the process to develop an MOU for data matching with the Department of Workforce Service.

Integration of Activities

Integrated Education and Training - The Laramie County Community College (LCCC) at the Laramie campus worked with WyoTech training school to deliver an integrated basic skills and technical training in the automotive, diesel and collision/refinishing industry. The ABE program provided the teacher to assist students to finish their GED tests as they took classes in their technical field to complete an industry accepted certificate. Fifty (50) students attended this program. Forty-six (46) of the students completed both their GED and their WyoTech training. The training partner was so impressed that this program was continued the next year.

Workforce Services and WorkKeys – The Department of Workforce Services has worked with the local providers and their WIA clients to remediate clients with goals of obtaining their Wyoming Career Readiness Certificate.

Representation on Wyoming Workforce Development Council

Dr. Jim Rose, Executive Director of the Wyoming Community College Commission, is appointed to the Wyoming Workforce Development Council. In this capacity he represents the Adult Basic Education Program to the council.

4. Describe successful activities and services supported with EL Civics funds, including the number of programs receiving EL Civics grants and an estimate of the number of adult learners served.

Five EL Civics grants were funded on a multi-year cycle. A new RFP was not run but was written. We did clarify issues specifically pertaining to "Citizenship" classes to make sure that no program was advertising that they offered citizenship preparation but that the skills for being a good citizen, American government and history, and also clarified that only Homeland Defense was allowed to offer classes specifically for citizenship.

In looking at the individual projects we see that each city has a different ethnic make-up and varied needs. The western, northeastern and central parts of the state have students in the hospitality industry and natural gas, oil and coal extraction. In the southeastern part of the state we have agriculture which draws our ESL populations.

Western Wyoming Community College integrated EL Civics into four ESL levels of instruction. The students had instruction in state and U.S. history and civics, especially as they apply to the citizenship test. Seven people passed their citizenship tests. There has been a decrease in the ESL student population as students working in the hospitality industry have few jobs available so students are returning to their country of origin.

Some programs offered former students that had obtained their US citizenship an opportunity to speak to groups of students with an interest in pursuing this goal. It offered a real-life opportunity to hear their stories and ask questions.

There has been an increase in the number of providers offering multilevel classrooms. The civics education was integrated through cultural, historical, and assimilation units in the language acquisition classes. More professional development is planned for the ESL teachers.