

Wyoming Narrative Report 2019-2020

1. State Leadership Funds (AEFLA Section 223)

(a) Describe how the State has used funds available under section 223 (State Leadership activities) for each of the following required activities:

- *Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).*

The operational strategies Adult Education program were required to align to include:

- *Collaborate with all government partners to ensure business's current and projected workforce needs are being met*
- *Participate in employing the Next Generation Sector Partnership initiative to engage the business community at the local level to assist with the alignment of career and technical, human services, education, and workforce training opportunities, based on Wyoming employer need*
- *Coordinate with Economic Development entities through the deployment of Next Generation Sector Partnerships at the local and regional level*
- *Develop and maintain existing partnerships with all required partners including education and training providers through Next Generation Sector Partnerships, apprenticeships and other educational programs*

The WIOA core partners (Adult Education, Wyoming Workforce Services, and Vocational Rehabilitation) worked closely with the Wyoming Workforce Development Council to sustain and promote growth for the Next Generation Sector Partnership models in manufacturing, healthcare, and construction & trades, environmental technology, and administrative office technology. For FY 19-20 the Next Gen teams, consisting of WIOA core partners, the Wyoming Business Council, economic development, state leadership, industry champions and other stakeholders met at least once per quarter to provide direct leadership and guidance while the State leadership team met once per month. Success of these efforts was reflected by:

- 1) Identification of and/or creation of funding streams to support Next Generation Efforts.

The sole WIB for Wyoming created a grant program of up to \$5,000 to provide Next Gen teams with funding for administrative purposes and/or other identified needs. Local AE programs, working in conjunction with Next Gen teams, could also apply for these funds.

The AE program in Wyoming provided a special projects grant using state leadership funds which providers could use to develop programming aligned to local Next Gen needs/employer needs for the area. One AE provider worked closely with the WY Department of Workforce Services to create a joint program which tapped into multiple funding streams. Workforce Services, used its 'youth' funds to provide minimum wage salaries to enrolled participants, while the AE program, which focused on instruction in such areas as skill development and work readiness, was able to tap into funds available through the special projects grant AND the \$5,000 referenced above. Although this was an excellent attempt to meet local workforce needs and to develop new programming to support Next Gen efforts, the project was not able to be seen to fruition at year's end because of COVID-19.

Workforce Development grant fund availabilities provided opportunities for AE programs to work closely with local employers to create work based (re)training programs; although no AE providers sought out this opportunity. Because the joint trainings were not well attended on the Adult Education side, the State recognizes this is one area that local providers may need technical assistance on and is an area that the State will try to address in the upcoming year.

- 2) The development of a Next Gen sustainability toolkit was disseminated at the May 2020 Next Gen Academy that AE directors participated in. Leadership funds were used, in part, to support local director attendance in the Next Gen Academy.
- 3) The launch of industry specific promotional video's and employer based informational videos for high school students. These videos, from local economic development offices, were also made available to AE programs upon request so that they could be integrated into instruction, where applicable. The videos were made as a direct result of the pandemic as students were no longer able to participate in job shadowing and/or able to visit an employer's workplace to learn about a specific occupation/career.

- 4) The SEA creation of a video (available at: <https://www.youtube.com/watch?v=EOCDRIEgtdg&rel=0>) was disseminated to all State level agencies and local providers to promote AE alignment to Statewide initiatives. The intent of this video was to demonstrate how AE activities play a very important role in the one-stop system as outlined in the State plan and to help local providers understand the ways in which their programs could align to other initiatives that were available throughout the State.

Adult Education provider’s efforts to develop career pathways models for the industries identified by Next Gen continued in the fiscal year. These efforts saw work towards developing a stackable credential pathways from HSEC to two-year degree programs and beyond, the exploration of developing a pre-apprenticeship program in plumbing, construction technology and in various health professions, creating streamlined services and co-enrollment processes with Job Corp, local native American populations, at risk-individuals (particularly youth), and Bridge programs which align to credential programs at the local community colleges.

Other local alignment took place in a more integrated approach to student intake and orientation. During the Career Services course (formerly StartSMART), most of our AE programs had their one-stop partners participate to explain additional services of which student may not have been aware of. This on-site participation by the core partners has grown to see multiple providers this type of service directly into the Career Service course, although it still remains a struggle for the more rural areas of the State to do this.

Throughout the year, Wyoming AE providers made extensive use of the CommunityPro system of referrals to WIOA core partners. By the end of the year, nearly 500 interagency referrals had occurred, with the majority of these referrals coming from Adult Education. These external referrals for wrap around services and case management were an excellent way to integrate services provided by the WIOA partners. Unfortunately, neither the Wyoming Dept. of Workforce Services nor the Dept. of Vocational Rehabilitation utilized this system as it was intended by State leadership as these entities had their own internal system for ‘referrals’ and the use of CommunityPro only seemed to add an extra layer of work. Consequently, by the end of the year State leadership was examining other methods to provide this same type of integration for interagency referrals.

➤ ***Establishment or operation of a high quality professional development programs as described in section 223(1)(b).***

Wyoming continues to utilize a three-tiered system for Professional Development (PD) which places equal emphasis on core trainings, adult learning trainings, and specialized national trainings. Because leadership funding in Wyoming is very limited, PD is a joint effort between the State Office and local providers. The State continues to work with Wyoming Lifelong Learning Association (WYLLA), a non-AEFLA funded resource center, to plan and coordinate a joint conference. In order to identify professional development needs, directors, instructors, and other key AE staff are surveyed and research-based trainings are brought to instructors and staff by engaging individuals who will bring a strong message. Representative examples of these professional development opportunities are reflected in the chart below.

Tier	Trainings that Adult Education staff participated in throughout the fiscal year
Tier I (local level PD)	LINCS, UW, and other local sources were accessed for such topics as, contextualized classrooms, career pathways, math concepts, growth mindset, digital resources, TEAL, digital learning, cyber security, participatory learning, TABE refresher/certifications, & powerpath. Google tools for educators, using Zoom, Google Suite, Canvas and other online platforms for virtual learning were provided through the local community colleges. In-service trainings were held throughout the year to address local needs. Assessment policy training & distance learning trainings were conducted both locally and by the State.
Tier 2 (State mandated)	State Institute, Local directors meetings, LACES, COMMUNITYPRO, BEST PLUS Recertifications, Virtual testing for TABE, HiSET, GED, and TABE CLAS-E, Essential Components of Reading, Numeracy, HSEC training, program improvement, Integrated Education and Training, and workforce integration training.
Tier 3 (national level PD)	PSLLT, CALT, NAEHCY, CoTESOL, MPAEA, COABE, Correctional Education Association Conference, NASDAE, National Director’s meetings, NRS Trainings

As in previous years, our WIOA Partners Day at our Summer Institute was a huge success as it brought together One-Stop managers, VR regional staff, and AE staff and instructors. This year presentations were delivered by speakers from the Wyoming Community College Commission, The Department of Workforce Services, and a representative from the

Governor's Office on such topics as statewide initiatives to address regional economic needs, HSEC trainings, Integrated Education and Training, the Essential Components of Reading, and other topics as indicated in the chart.

Wyoming also took teams to the NTI training in Seattle, the NRS training in San Francisco, and the new director's training in Washington DC.

By the end of the year, all professional development efforts by the WIOA core partners to address the strategies outlined in the State plan had temporarily been halted so that the immediate needs of instructors, participants, employers and of the entire Wyoming workforce, caused by the COVID pandemic, could be addressed. For adult education programs, this included providing enrolled participants with pathways to complete a program of study through virtual means and through referrals to WY workforce and other community service providers to help transition participants into new jobs and to address other immediate life-needs. And for instructors, multiple professional development topics were provided through the colleges to help pivot programming to a virtual environment.

➤ ***Provision of technical assistance to funded eligible providers as described in section 223(1)(c).***

Technical assistance is provided in numerous ways.

- 1) New directors are required to complete face-to-face director training at the State. Online materials from the State are also available to help train directors and new instructors. This past year saw four out of the nine providers needing this training for new AE local directors and training was conducted in September 2019.
- 2) Data collection and MIS training is delivered through face-to-face, as well as through webinars and is conducted by trainers employed by LiteracyPro and CommunityPro. Technical assistance is available to data staff through a service contract with LiteracyPro. Transcripts of the webinars are sent to the programs and are posted on the Wyoming Community College Commission Website (AE-TechTalk-LACES)
- 3) NRS trainings: The State Director utilizes materials from AIR/NRS national trainings and presents it in either face-to-face meetings and/or through monthly conference calls with local directors. This is typically followed by a technical application to LACES through an additional webinar.
- 4) National Training Institute: Here again, the State Director presents information learned from this conference to local providers. This past year the State took a team of two to this training. Information learned was disseminated through monthly conference calls with local providers.
- 5) State shop talks: The State hosts monthly 'shop talk' conference calls with local directors to keep them abreast of information.
- 6) The Essential Components of Reading were addressed in early fall 2019 by forming a State team to establish policy and protocols for the instruction of reading. After multiple meetings and discussions with stakeholders the State issued a policy on how the Essential Components of Reading were to be addressed in local Adult Education classrooms.
- 7) Emails, phone face-to-face meetings: local directors, instructors, and other AE staff are encouraged to call, email, or attend meetings at the State at any time. We have an open door policy where technical assistance is provided at any time on any issue deemed necessary.
- 8) Because of the pandemic, local AE staff needed a great deal of professional development and/or technical assistance as they faced closures and an immediate switch to a virtual environment. Fortunately, because Wyoming's AE program is a community college system, the colleges provided complimentary trainings and access to their virtual classrooms, such as Canvas, Google Classrooms, etc. The State provided technical assistance by writing new policies/guidelines to help the programs overcome the challenges they faced; a dedicated COVID webpage was created; and multiple virtual meetings/trainings were conducted to address local needs.

➤ ***Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d),***

Adult Education programs in Wyoming are on a two-year monitoring visit rotation. Consequently, the number of monitoring visits the State conducts each year is based upon this rotation. Throughout fall 2019 the State conducted multiple on-site monitoring visits which provided an opportunity to answer questions instructors and other AE staff had as well as the opportunity to visit classrooms. During these visits, the program and the State reviewed a notebook of evidence to evaluate program compliance and the State provided technical assistance on any topic as needed. Subsequent to these visits, a monitoring report was completed and shared with the provider. Because of the pandemic, monitoring in Spring 2020 looked very different. As the pandemic hit, State plans to visit two correctional facility AE programs had to be amended. The two programs were required to compile evidentiary documentation for each item in the 16 chapter

checklist and submit, in notebook form, all evidence for the monitoring. Upon receipt of the notebook, the State reviewed each item for compliance and then held a virtual meeting with the providers to review the documentation and discuss the monitoring process. Once completed, the State completed a monitoring report and shared this with the program. All programs were found to be in compliance.

The quality and improvement of AE activities are typically reflected by increased program performance; however, the pandemic created a situation in which the quality and ‘availability’ of instruction was measured by the program’s ability to immediately pivot to a virtual environment so that enrolled participants could be retained/completed. In addition, the State required all providers to submit a Virtual Learning Plan that detailed planning in each of the following areas should a future need arise that requires Adult Education to move to an entirely virtual environment:

- 1) Program type and enrollments
- 2) Intake and the Career Service Course
- 3) Virtual Classrooms
- 4) Distance Learning
- 5) Assessments
- 6) Student & Technology Needs
- 7) External Engagements with core partners, the one-stop & Next Gen
- 8) Professional Development
- 9) Other
- 10) State Support Needed

These plans were used by the State to identify and address the expansion of distance learning, professional development, technology needs, virtual learning and assessments, and for the implementation of local policies and protocols to help local programs maneuver through these challenging times. At each of the monthly ‘Shop Talk’ sessions (referenced above), each local director was provided the opportunity to share promising practices. This became particularly important as the State moved into the pandemic period as local directors were able to use the information obtained in these meetings to help pivot practices at their local centers.

Despite the pandemic, improvement in all programs across the State occurred due to improved instructional activities utilizing CCRS aligned contextualized instruction (when possible), training and new policy protocols on the Essential Components of Reading, the dissemination of promising practices through State Shop-talk calls, and ongoing data collection. Throughout the year, Wyoming’s AE programs saw growth/expansion in virtual learning/testing, a project management team program aligned to Next Generation Sector partnership needs, program alignments to Perkins, expansion of ‘youth’ programs, a weekend welding program, new outreach sites, bridge programs, and work has begun on several pre-apprenticeship’s and new IET’s. In addition, the State AE Director monitors each center’s improvement with monitoring visits and thorough monthly and quarterly desk reviews. Local program directors complete instructor observations with the Standards in Action Checklist, adapted to Wyoming’s requirements.

(b) As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).

Additional permissible activities described in section 223(a)(2) and implemented in Wyoming during grant year 2019/20 included training and/or technical assistance for:

- 1) ‘Grant Writing’: This was provided to all directors in preparation of a new AE competition which was held in Spring 2020.
- 2) Essential Components of Reading/Writing/HSEC, Digital Literacy, and strategies to assist students with learning disabilities.
- 3) remote proctoring and the development of standards based virtual classrooms
- 4) the expansion and use of approved distance learning online and/or print based materials
- 5) the integration of TABE to LACES which the State ultimately discontinued use of as there were too many anomalies showing up that then had to be corrected.
- 6) the continued implementation of workplace AE and literacy activities promoted through Next Generation Sector partnership academies/meetings or through direct contact with local employers.

2. Performance Data Analysis

Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

The pandemic created a lot of chaos for Adult Education programs in Wyoming as many programs were not able to posttest and/or could not see students through to completion as colleges were closed in late March 2020 and most did not

reopen until June. The year saw reductions in not only completions, retention and enrollments but also in the number of co-enrollments and in the ability to transition students from Adult Education into postsecondary/training. An examination of previous year performance for the period March-June to the current year is represented in the chart below:

	FY 18/19 Totals		FY 19/20 Totals		% change over previous year	March-June FY18/19		March-June FY 19/20		% change over previous year for the same time period
Enrollments	1874		1570		16% ↓	260		106		40% ↓
Retention	71%	(29% left before completing)	68.8%	(31.2% left before completing)	2.2% ↓ fewer retained	60%	(40% left before completing)	57%	(43% left before completing)	3% ↓ in retention
Completions (MSG)	58.5%		55.1%		3.4% ↓	58.2%		56%		2.2% ↓

Educational Gain: Throughout the year, the State only allowed the use of NRS approved assessments for EFL placement and/or to measure gain. Despite pandemic related challenges, local providers did a great job in capturing post tests for MSG. Wyoming maintained its established 60% post-test benchmark and strove to meet EFL gains through all approved means. By the end of the year Wyoming had post tested 37.8% of all enrolled participants while another 18% had achieved EFL gain through the completion of a HSEC. These two factors, combined, saw Wyoming meet its performance measure target of 56% within the 90th percentile range.

The effect of the pandemic was clearly visible in a comparison of EFL gains over the previous year as both ABE and ESL level gains were lower. ABE level gains were reduced by 5.9% while ESL level gains were lower by 3.6% with an overall lower gain in Educational Functioning Levels seen at 3.4%. The greatest challenge to post testing was access to students in some of the State’s most rural areas which does not have sufficient broadband capabilities for e-learning.

Entering EFL	FY 2018/19	FY 2019/20	Percentile Change
Level 1- ABE Beg. Lit	44.4%	56.9%	12.5% ↑
Level 2-ABE Beg. Basic Ed.	44.4%	54.9%	10.5% ↑
Level 3-ABE Int. Low	62.4%	56.5%	5.9% ↓
Level 4- ABE. Int. High	71.2%	62.5%	8.7% ↓
Level 5- ASE Low	84.9%	76.6%	8.7% ↓
Level 6- ASE High	71.2%	100%	28.8% ↑
Overall ABE	61.00%	55.10%	5.9% ↓
ESL Level 1	28.6%	32.3%	3.7% ↑
ESL Level 2	45.00%	50%	5% ↑
ESL Level 3	47.40%	51.9%	4.5% ↑
ESL Level 4	61.40%	42.00%	19.4% ↓
ESL Level 5	46.6%	34.50%	12.1% ↓
ESL Level 6	61.10%	31.30%	29.8% ↓
Overall ESL	45.20%	41.60%	3.6% ↓
Total EFL	58.50%	55.10%	3.4% ↓

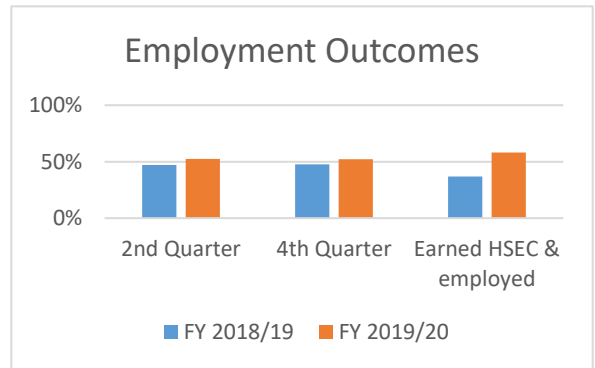
As the pandemic hit, many students were nearing completion of the program and were getting ready to test. Unfortunately, due to family crises’, an inability to test large numbers of students virtually, closures of training/postsecondary, and the lack of a virtual test for HSEC completions, local programs were not able to meet previous performance levels and/or performance level targets in all EFL’s.

This does not mean that efforts ceased though. Local programs in Wyoming used innovative processes to help participants complete. This included offering testing through WIOA core partner facilities or other community service providers, individualized virtual testing, supervised testing in parks, parking lots, or any other place where a hot spot was available or where paper-based testing could be done. Local programs also applied for and received variances from local health official to conduct testing of up to five individuals at a time. Several providers also postponed testing until late June when the colleges were able to partially reopen. The State provided support by allowing students to post-test before 50 hours as long as the student had completed (or was nearing completion) of a program of study and by establishing policies and guidance for remote testing and implementing virtual classrooms with approved distance learning curricula.

One challenge identified by the State prior to the onset of COVID is that one of Wyoming’s largest correctional facilities had been using an invalid test (TABE 9/10) throughout the fall. The State identified this problem through its quarterly review process and was able to address this through subsequent technical assistance with the provider. The problem was rectified by retesting all enrolled participants before the end of the next quarter. Unfortunately, a number of participants

had either been released or were not able to return for testing. This resulted in an inability to capture some students for reporting purposes.

Employment Outcomes: Because employment outcomes are tracked a year behind, Wyoming’s performance on these measures was not affected by the pandemic. Consequently, employment outcomes for FY 19/20 for the year were higher than in the previous year, due primarily to improved data match protocols that included the ability to match out-of-state employment records through SWIS.



Credential Earned: Post-Secondary, Training, & HSEC:

Wyoming’s credential attainment rate for FY 2019/20 was 18.3% higher than in the previous year as nearly 60% of qualified participants had earned a credential. This increased rate in credential attainment is represented almost entirely by an increase in the number of students completing an HSEC. Only 2 qualified participants earned a credential beyond the HSEC.

Because credential attainment rates in Wyoming were not very high, the State has now began (for FY 20/21) to require that all local programs data match to their local college for non-credit credential bearing programs of study as these types of programs are not reportable to the National Student Clearinghouse and are not being captured through data match systems. It is hoped that by implementing this policy, future credential attainment rates can be improved.

The overall assessment of programs to improve quality and effectiveness was built into the weekly, monthly and quarterly data desk audits. Reviews of the data and corresponding trends at both the program and state level allow for more timely intervention and correction of issues. This has contributed to the increase in performance over the past three years and will continue in future reporting.

3. Integration with One-Stop Partners

- *Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers.*

Wyoming delegates its required on-stop roles to eligible providers. All providers described their direct linkage or on-site participation in the one-stop system in the 2019/20 competition through a narrative response to Consideration #4. Typically, Adult Education’s participation in the one-stop system is through a direct phone line or email, although some local providers utilize on-site integrated orientations with Department of Workforce Services (DWS) and Vocational Rehabilitation (VR). Local AE directors also serve on their local Next Generation Sector Partnership team, which provides a direct linkage to the Wyoming Workforce Development Council (State WIB). In addition, throughout the fiscal year, core partners utilized the CommunityPro system to make interagency referrals so that wrap-around services could be more effectively addressed and tracked, as required by the infrastructure agreement. By the end of the fiscal year, Adult Education had made hundreds of referrals through the one-stop system for such things as: financial literacy, career explorations, career services, career counseling, employment & training, youth programming, and various other activities supported through the one-stop system in Wyoming. DWS referrals were minimum and VR referrals through CommunityPro were non-existent due primarily to the fact that these two agencies have their own ‘in-house’ systems for referrals and objected to the duplication of efforts.

The State supports local program efforts by participation in State level meetings with the core partners to develop & support integrated programming efforts such as job trainings/placements, career counseling, and disability services. State efforts also include participation in the Next Generation Sector Partnership State team lead meetings to identify and develop programming to support regional Next Gen economic needs. The State also presents, participates, and attends meetings held by the Wyoming Workforce Development Council to disseminate Adult Education performance, best practices, and other areas of concern to the State WIB.

➤ ***Describe the applicable career services that are provided in the one-stop system.***

Career services provided through the One-stop system include outreach, intake, testing, orientation, and case management. Local programs provide a Career Service course consisting of assessment of skill levels in literacy, aptitude testing, participatory learning strategies used in conjunction with career explorations whereby students learn about various careers, career pathways, FAFSA completions, on/off roads and enrollment into post-secondary education with stackable credentials, certificate and/or degree programs. Metacognitive skill training and strategic screenings to identify personal learning challenges are also provided by some AE local programs.

In some area DWS staff have office hours at the AE site or conduct workshop sessions with students on areas such as interest inventories, career counseling, and helping students sign up for Wyoming at Work to find employment.

Supportive services and referrals are made available along with information on providers for child care, food pantries, medical and child health, and government services like SNAP and TANF benefits.

The State monitors local program participation in the one-stop system through its site monitoring checklist. This requires that providers submit documented evidence of compliance to each of the following:

- Program participation in the WIOA network including Title I and Title IV
- Services provided through the one-stop system
- Cooperative engagement of AE staff with community agencies and organizations
- Advertisements of services provided through the one-stop
- MOU's which define the roles and responsibilities of each partner
- Local director participation in Next Generation Sector Partnership meetings
- Access to Adult Education through the one-stop center
- Cross training of DWS, VR and Adult Education
- Workforce system partners work in a seamless customer focused delivery network
- Regional strategies are used to address local workforce education needs

➤ ***Describe how infrastructure costs are supported through State and local options.***

The MOU between the core partners defines the parameters within education, workforce, economic development and other entities operate in the State of Wyoming to create a seamless, customer-focused one-stop system that aligns service delivery across the board to enhance access to program services. In Wyoming, infrastructure costs are outlined in an Infrastructure Funding Agreement for an integrated service delivery system. Under this agreement, the core partners are linked through a referral process, which used the CommunityPro database, to ensure co-enrollment so that the duplication of services was avoided, whenever possible. The one-stop system identified three allocation bases to determine Partner Agency and Partner contributions: Career Services, Infrastructure costs, and Shared Services. Because Wyoming's Adult Education program do not operate on a fulltime basis to co-located one-stop centers, the AE program contribution to Infrastructure costs are based upon Shared Services and Referrals.

The infrastructure agreement was signed in January 2020 with the approval of the Wyoming Community College Commission's attorney, the Executive Director for the Commission as well as other stakeholders. Prior to obtaining the appropriate signatures, the State Director for Adult Education, along with relevant core partners reviewed and approved the document. After a fiscal review of this document by the State WIB in March 2020, an amendment to the infrastructure agreement was created to update the one-stop operating budget. Adult Education's yearly fiscal contribution to the infrastructure agreement totals \$465.89, which is paid at the State level through leadership funds. Local providers are not expected to contribute to costs outlined in the agreement.

4. Integrated English Literacy & Civics Education (IELCE) Program(AEFLA Section 243)

Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:

- ***Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.***

This was the third year in which Wyoming provided an IELCE grant to one local program. Competitions held in 2017/18 and again in 2019/20, had only one applicant; consequently, the full \$60,000 was awarded to this sole applicant, the ACES program at Laramie County Community College (LCCC). The competition required that applicants submit a narrative to address the strategies to be used to recruit and place learners in in-demand industries and occupations that lead to economic self-sufficiency; and integrate these services with the Department of Workforce Services in combination with IET activities.

➤ ***Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;***

Despite the challenges presented by the pandemic, the ACES program strove to meet the requirement of providing IELCE services in conjunction with integrated education and training activities by offering non-native speakers of English access to comprehensive English as a Second Language and U.S. Civics courses while simultaneously encouraging students to enroll in one of the career specific *Achieve Career Training Now* (ACT Now) programs offered by the college. The ACT Now program provides students with an opportunity to obtain career training in high-demand occupations and earn industry recognized credentials in such areas as Certified Medical Assistant, dental Assistant, Pharmacy Technician, Manufacturing Skills, OSHA, and Computer Security. Despite offering multiple class hours at different times of the day, the process of concurrently enrolling in Adult Education and in training course was an immense struggle. Given the relatively small number of students the ESL and U.S. Civics programs in Wyoming serve each year, in comparison to national enrollment figures, the number of students that enter the ACES program with the time available to fulfill the IELCE grant requirement of concurrent enrollment, the academic level to successfully complete ESL, U.S. Civics, as well as the industry-specific job training course prerequisites and the subsequent courses, were at a minimum.

Because neither the State nor the local provider fully understood that not all students enrolled in an IELCE program are required to be enrolled in an IET, only a few students were enrolled in the State's only IELCE program during the year. Through technical assistance and guidance from both OCTAE and the NRS, this misunderstanding was clarified by the end of the year. As we move into FY 20/21, the local provider has now made the appropriate changes and is attempting to enroll more qualified participants into the IELCE program which offers 'access' to an IET program.

➤ ***Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals; and***

Throughout the year, the IELCE case manager at LCCC worked to establish new IETs, (not supported through 243 funds), digital literacy trainings, and contextualized the Civics curriculum while the program manager actively worked with employers who stated an interest in hiring IELCE students. This was in preparation to providing a more impactful IELCE program for the last session of the year. This session was moved to the virtual classroom due to the campus shutdown and attendance was sparse. The program had six students co-enrolled in the IELCE program. One student earned her HSEC and transitioned to post-secondary, two students successfully obtained the Certified Medical Assistant credential, and another two successfully completed one or more Microsoft Office Certifications. By the end of the fiscal year, only one student had been placed into unsubsidized employment into an in-demand industry: healthcare.

In addition to COVID-19, the greatest challenge to this program was the limited number of students recruited and the small pool of ESL students available for this project. Furthermore, the program continues to have a high percentage of students who exit the program before even completing an educational functioning level.

➤ ***Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.***

Through relationships with Next Gen Sector Partnerships and leveraging the programs available on the Laramie County Community College (LCCC) campus, IETs were a big focus moving from the Fall and into Spring. A few students were able to progress into an IET, but with campus closures and safety-related restrictions on student interaction the push

toward integrating IETs into program outcomes were severely hindered. Those relationships, programs, and student interests are still present and are being rekindled into comprehensive IETs for the next program year. Nonetheless, the program continued to address regional needs for in-demand industries, as identified through the State WIB by promoting its IECLC program offerings through local employers, the Wyoming Business Development Council, Regional Economic Development offices, the Cheyenne Workforce office, and through the local college. As the State maneuvers through the obstacles caused by the pandemic, plans are underway to enroll all qualified ESL participants into the current year IELCE program in an attempt to increase enrollments in IELCE and to develop a system where virtual learning can be more easily accessed by this population.

One challenge the ACES program had with their IELCE enrollment numbers and in performance was that they had a turnover in program directors. The new director came on board just before the beginning of the new fiscal year and had to learn all facets of adult education as his background was in workforce. This complicating factor along with COVID were the primary reasons for the 66% drop in enrollment numbers for the IELCE program for the year. The State is working with this provider to increase enrollments in the IELCE by expanding program offerings to all ESL students for FY 2020/21. Targeted professional development has also been recommended to the provider.

In terms of performance, the State's sole IELCE program did not perform well in FY 19/20 for multiple reasons. First, because the program director was new, he had planned for enrollments into IELCE for the spring 2020; however, these efforts were thwarted by the pandemic. Second, the program saw fewer ESL enrollments throughout the year; thereby reducing the number of qualified participants even available to enroll in an IET. The program did not do as well as in FY 18/19 when participants were enrolled in early fall and continued to study throughout the entire year; thereby resulting in a 55.6% MSG. In FY 19/20 the MSG rate was only 16.7%. This drastically lower rate had two primary contributing factors; late fall enrollment into the IELCE program and an insufficient number of hours logged by the participants for post testing when the pandemic hit in March. Throughout the last three months of the year, attendance by these participants was minimal as the participants saw increased family and employment commitments. The program is attempting to address these challenges in FY 20/21; however, they still struggle to enroll participants.

5. Adult Education Standards

If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.

• Optional – Describe implementation efforts, challenges, and any lessons learned.

Full implementation and adoption of the CCRS occurred several years ago and providers have adopted their use into instructional practices. Program Assurances, which each provider submits each year in the grant cycle require that local programs incorporate the CCRS into all eligible instructional activities. This is monitored by the State in several ways. First, programs are required to use, as a lesson observation tool, the 'Standards in Action' Checklist which has an additional Wyoming specific observation checklist for ESL and for the Career Services course. One local program also utilizes a LINCS assessment to measure program alignment to the CCRS. Documentation of these observations is reviewed during monitoring visits. Second, integrated student learning maps and/or learning plans which assimilate Webb's Depth of Knowledge, utilize CCRS for lesson planning and student goals. Here again, this is monitored through the State's monitoring tool.

Copies of the standards are available in most classrooms and/or are accessible through provider's websites as well as through the Wyoming Community College Commission's website. <https://communitycolleges.wy.edu/adult-education/directors/>) Level specific syllabi which reflect the standards are also available through some local provider's learning management systems.

6. Programs for Corrections Education and the education of Other Institutionalized Individuals (AEFLA Section 225)

What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.

The Corrections population in Wyoming consists for State correctional facilities as well as local jails and half-way houses. Instruction at these centers focuses primarily on preparation for high school equivalency with employability skills being integrated as much as possible. Throughout the year, the State correctional facilities saw relatively little incidents of COVID-19; consequently, instruction continued as normal. However, the same was not true for the local jails and half-way house where AEFLA literacy and HEC programs of study were taught. By the end of the fiscal year, increasing numbers of COVID cases had closed down these facilities to outsiders. As a result, Adult Education instruction ceased in April 2020 and as of the date of this report, many have yet to resume instruction.

The Wyoming FY2019-20 Annual Report for Corrections provides details on the recidivism rates through Performance Indicator 3b as shown in the chart below.

Performance indicator 3.b. <i>Offender and inmate success rates.</i>			
Measures for Performance Indicator 3.b.	FY19	FY20	Goal for annual performance
Percentage of inmates who do not return to WDOC within three (3) years of release for a new felony or any other reason.	Inmates who did not return for new felony: 92.3%	Inmates who did not return for new felony: 91.5%	Increase by 1% per year
	Inmates who did not return for any reason: 67.9%	Inmates who did not return for any reason: 67.7%	Increase by 2% per year
Percentage of probationers and parolees who successfully complete supervision and do not return to WDOC within three (3) years of discharge.	Parole Success Rate: 48.8%	Parole Success Rate: 44.1%	Increase by 2% per year
	Felony Probation Success Rate: 58.8%	Felony Probation Success Rate: 47.7%	Increase by 2% per year
	Misdemeanor Probation Success Rate: 50.1%	Misdemeanor Probation Success Rate: 44.4%	Increase by 2% per year

Performance indicator **3.b.** measures success rates. WDOC uses the Association of State Correctional Administrators’ measure of recidivism as an indicator of inmate rehabilitation. This performance indicator measures inmate and offender success rates, success rates are the opposite of recidivism. The first measure is focused on those individuals who left a WDOC facility (either on parole or discharged his/her sentence while incarcerated, discharges include boot camp participants who discharged to probation) who did not return for new felony convictions. As noted in the chart the agency did not reach its identified goal. There are many factors that impact crime including the

economy and Wyoming suffered a significant decline in the economy during the reporting time frame, which also translated to decrease in funding for the substance abuse treatment program.

The second part to this performance measure is the success rate for those who left a WDOC facility (either on parole or discharged his/her sentence while incarcerated, discharges include boot camp participants who discharged to probation) and did not return for any reason, a return for any reason may include a violation while on supervision which resulted in a revocation of supervision. As noted above, the agency did not reach this goal. In general, this first measure shows that most offenders returning to prison are returning due to technical violations of parole and not as a result of a new felony conviction. As the agency continues to put forth efforts to improve success rates this performance measure should also improve.

The second measure in this performance indicator shows the percentage of probationers and parolees who successfully complete supervision and do not return to WDOC for any reason within three (3) years of discharge. This measure is broken into three categories, parolee success rates, felony probationer success rates, and misdemeanor success rates. This separation is necessary when measuring success of offenders on supervision because the dynamics of managing these populations vary depending on these categories; for example a parolee’s conditions and discharge are guided by the Wyoming Board of Parole whereas probationers (both felony and misdemeanor) conditions and discharge are guided by the Courts. As the data shows success rates continue to decrease overall, this cohort consists of those offenders who completed supervision in FY17. Since FY17 there have been several efforts put in place to improve these numbers. First, in FY19 field services division implemented alternative sanctioning options to address substance use issues with offenders; these alternative sanctioning options should decrease the amount of revocations to prison due to substance use issues. The field services division also has outlined alternative incentives when observing positive changes in offenders. These alternative sanctioning and incentive options will not show an impact on success rates until FY22 data is reported. Additionally, the field services division is modifying policies and practices to align with evidence based best practices for supervising offenders; such as placing efforts and focus on moderate to high risk offenders for case planning and supervision.