**Wyoming Narrative Report 2020-2021 (Revision July 2022)**

1. **State Leadership Funds (AEFLA Section 223)**
2. **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).***

As outlined in the Spring 2020 competition, Adult Education providers were required to align programmatic activities to not only the goals outlined in the Unified State Plan, but also to at least one of the following Statewide initiatives:

1. Economically, Needed Diversity Options for Wyoming
2. Next Generation Sector Partnerships
3. Educational Attainment Initiative
4. Perkins V
5. Wyoming Works, or
6. Programs offered through the Wyoming Dept. of Workforce Services.

Specific goals/strategies included:

* Implement alignment strategies to engage an increased number of adult education students in postsecondary education and/or training activities
* Collaborate with stakeholders to increase the percentage of students graduating with a high school equivalency credential

The WIOA core partners worked closely with the Wyoming Workforce Development Council, the State WIB, to sustain and promote growth for the Next Generation Sector Partnership models in manufacturing, healthcare, and construction & trades. For FY 20-21 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. Supporting 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 providers, working in conjunction with Next Gen teams, could also apply for these funds. One AE provider in Wyoming was a recipient of these funds and created a specialized training program in *event planning*. This program integrated academic skills, soft skills and digital & financial literacy. Through the WY Dept. of Workforce Service, enrolled youth were paid a minimum-wage salary for participating in this training. The training culminated in the successful delivery of a well-attended ‘mixer’ for the local Next Generation Sector Partnership for individuals involved in the Health Care industries across a tri-county region in Wyoming. Another provider worked in conjunction with their Next Gen team to create a certification program of study for soft skills utilizing Bring You’re a Game while also adding an IET training programs in Phlebotomy and IV Therapy as these were requested by local health care partners. At the request of the large oil and gas industry companies a PEC Safeland certification was developed and launched for Adult Education students wishing to pursue a career in these fields.
2. Planning and development of pre-apprenticeship programs. Several local providers, in conjunction with their local colleges, along with the WY Dept. of Corrections began planning for the development of pre-apprenticeship programs in plumbing, culinary arts, and construction and manufacturing.
3. Strengthened Local Partnerships for Wraparound Services. Providers worked closely with their local WIOA core partners to strengthen partnerships for childcare, transportation, and other critical services so that enrolled participants could persist in their AE classes. New partnerships with Empowering Single Mothers and Climb Wyoming were developed and solidified by the end of the year.
4. Braiding Funding Streams for Adult Education. Because of limited funding streams to Adult Education, local providers began to braid their funding streams with other resources. Casper College’s AE program in collaboration with the School of Social & Behavioral Science accessed Perkins V dollars to create a seminar course for AE students to teach them the skill necessary to pursue careers in high-skill, in-demand industry sectors/occupations while integrating soft skills. Another provider accessed local college funding streams to develop a two-credit career development course, which they offered at no cost to HSE students. This course introduces students to college courses and the postsecondary environment while providing participants with the opportunity to explore various careers. The WY Dept. of Corrections also accessed Perkins V dollars to purchase plumbing equipment for the development of their pre-apprenticeship program.

Adult Education provider’s efforts to develop career pathways models for the industries identified by Next Gen was somewhat stifled due to the pandemic; although multiple virtual meetings did occur. Nonetheless, work continued on developing stackable credential pathways from high school and HSEC to two-year degree programs and beyond as well as in planning for the development of pre-apprenticeship programs in construction technology and in various health professions. Adult Education activities saw co-enrollments 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. In addition, the State began steps to implement the use of the ATB clause so that Adult Education students could begin to access federal financial aid before completing a high school equivalency credential.

Other local alignment took place in a more integrated approach to student intake and orientation. During the Career Services course most of our AE programs had their one-stop partners participate to explain additional services available to them. This on-site participation by the core partners has grown to include multiple service providers who come directly into the classroom during the Career Service course to explain opportunities available to enrolled participants. One positive aspect of the pandemic is that local providers learned how to effectively utilize online technologies for their Career Services course so that they are now able to reach more of the rural areas of the State.

* + ***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 local level core trainings, state level 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 Chart 1.

**Chart 1: Wyoming Three-tiered Professional Development System**

|  |  |
| --- | --- |
| Tier | Examples include: |
| Tier I(local level PD) | UW, and other local sources were accessed for such topics as: Bridges out of Poverty, FERPA & Sexual harassment training, TABE, Blue Canoe Weekly Clinic, PLATO, Next Generation Sector Partnership Academy, VOXY, Bring You’re a Game, Burlington English, Teaching Effective Listening, Special Education, PACE learning, teaching hybrid courses, Edmentum. 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, TABE 11/12 certifications, TABE CLAS-E, Essential Components of Reading, DiplomaSender Training, Essential Education, AZTEC, Align & Redesign: Participatory Learning/Teaching, Teaching Skills That Matter |
| Tier 3(national level PD) | LINCS, COABE, NAEHCY, TESOL, Career Pathways, NRS Trainings, NASDAE NTI, National Director’s meetings, MPAEA, I-DEA Training, Core Correctional Practices Training (an evidence-based practice that allows offenders the opportunity for cognitive intervention), Correctional Education Association Conference,  |

This year’s virtual State Institute featured former Assistant Secretary for the Office of Career, Technical, and Adult Education within the United States Department of Education, Scott Stump, as the Keynote, who spoke about CTE and Integrated Education Training models for rural states. Conference sessions included an introduction to Teaching Skills That Matter, Research based principles & practices for writing, and Embedding the Essential Components of Reading into ESL instruction.

Wyoming had a full team complete the Teaching Skills That Matter Initiative and learned concepts were rolled out to the entire state during the FY 21/22 conference held in August 2021. In Spring 2021, our State director along with one local program director participated in the OCTAE supported IET Design Camp. IET design camp materials was disseminated to all local programs and four teams were signed up to complete this same training in Fall 2021.

Several years ago, all local providers underwent extensive training using the Align & Redesign methodologies for participatory learning, brain based learning, and powerpath certifications. Because of the large turnover in AE staff the state has experienced in the last few years, it was necessary to bring portions of this training back to Wyoming to ensure a comprehensive understanding of how Adult Education programs are being required by the SEA to align practices. To this end, the SEA in collaboration with the co-creator of Align & Redesign began a series of training webinars for all new AE staff employed in the State since 2018. These trainings are on-going and will continue throughout FY 21/22.

Wyoming also had teams participate in virtual trainings for NTI, the National Reporting System, and OCTAE sponsored trainings for State directors.

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

Technical assistance is provided in numerous ways.

1. In order to address professional development needs due to the high turnover in local instructional staff and among local directors, the State created standardized training modules
	1. For New Instructors: All new AE staff in the state are required to complete these 11 modules as part of their local training process. The modules are available on the SEA website at: <https://communitycolleges.wy.edu/adult-education/directors/new-teacher-training/>
	2. For ESL Instructors: The State requires that all ESL instructors in the State complete the 13 online modules found at: <https://communitycolleges.wy.edu/adult-education/directors/new-teacher-training/#esltraining>
	3. For New Local Directors: All new local directors are required to complete the 8 online training modules prior to a face to face (or virtual meeting) with the State director.
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. Technical assistance is available to data staff through a State-supported service contract with LiteracyPro. Transcripts of the webinars are sent to the programs and are posted on the SEA website: [https://communitycolleges.wy.edu/adult-education/directors/techtalk-laces/.](https://communitycolleges.wy.edu/adult-education/directors/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 though monthly conference calls with local providers.
5. State shop talks: The State hosts monthly Zoom meetings with local directors to keep them abreast of information.
6. 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.
7. Because of the continuing pandemic, local AE staff needed a great deal of professional development and/or technical assistance as they faced closures and many other challenges. Fortunately, because Wyoming’s AE program is a community college system, the colleges provided complimentary trainings and access to technologies need for virtual classrooms. The State supported these efforts through meetings, technical assistance, and through guidance and policies.
	* ***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. Because of the pandemic, all monitoring visits were completed virtually. This has proven to be a much more effective and efficient way to monitor and evaluate the quality of adult educational local programming! Despite being extremely time-consuming, virtual monitoring visits provide the SEA with extended time to review and comment on evidence submitted by the local providers as part of their monitoring tool checklist. Once the SEA’s review process is completed, a virtual meeting is held between the SEA and the local provider to review each chapter in the compliance checklist and to provide technical assistance. For FY 20/21 there were six programs monitored and all were found to be in compliance. “In Compliance” letters were subsequently sent to all six AE local providers.

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 offer a mixture of classroom types: face-to-face, virtual, hybrid and distance learning. As such, throughout the year local providers in the State utilized a mixture of classroom environments so that enrolled participants could be retained/completed.

The State also required all providers to submit a Virtual Learning Plan that detailed planning in each of the following areas so that they were well prepared to deliver instruction in a virtual environment:

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

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 director’s meetings, local directors were provided with the opportunity to share promising practices. Moving through the pandemic period, this became particularly important as local directors were able to use the information obtained in these meetings to help pivot practices at their local centers.

Despite the challenges created by the pandemic, programmatic improvements and/or modifications were made by the locals so that they were able to better serve individuals, particularly those unable to attend in person. The use of hybrid classes may now be the norm as this platform extends learning opportunities not only for those affected by the pandemic but also for individuals living in the very rural areas of the state where services had previously been unavailable. In addition, the use of hybrid classes allows participants from a providers outreach sites to join classes at the main site.

1. **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 2020/21 included training and/or technical assistance for:

* Preparing for a federal audit. This was provided to all local directors so that they would know how and what to prepare for a federal audit.
* Essential Components of Reading/Writing/HSEC, Digital Literacy, and strategies to assist students
* Remote proctoring and the development of standards based virtual classrooms
* The expansion and use of approved distance learning online and/or print based materials
* The continued promotion of workplace AE and literacy activities promoted through Next Generation Sector partnership academies/meetings or through direct contact with local employers.
* Addressing Student Needs for Virtually Accessing Information about Wyoming’s Adult Education Programs and to Register for Classes Virtually. To address this, the State created a student website at: <https://communitycolleges.wy.edu/adult-education-student-home-page/>. CARES ACT funding provided the dollars necessary to create an electronic intake form. The planning for this occurred in FY 20/21, but the intake form was not launched until August 2021. <https://communitycolleges.wy.edu/student-registration/>. GEER funding also supplemented student technological needs for the purchase of computers and other technology related resources for virtual classrooms.
1. **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 ongoing pandemic created many challenges for the AE programs in Wyoming as programs experienced lower enrollments for a variety of reasons. Many enrolled participants were deemed essential workers and had increased work loads, day care issues, transportation challenges or had health restrictions that prevented them from attending in-person. To address these sort of challenges, provider’s creativity came to the forefront! In addition to using Zoom and Google virtual classrooms, providers used canvas and other LMS platforms to deliver coursework, Quill modules were used to work on basic writing, YouTube videos were pre-recorded and made available to participants while Kahoot, Quizlet, and other online technologies were integrated into virtual classrooms. The state supported these efforts by expanding approved distance learning materials in print and online formats and experienced a 5.5% increase in the reportable number of students showing on Table 4C as distance learners.

The increased use of online technologies also created learning obstacles for some participants due to a lack of technology, broadband and internet issues, or simply from not having a computer available to support the learning process. Local programs, often in conjunction with their supporting colleges, met these challenges by using GEER funds and other CARES ACT funds to purchase computers, printers, Kindle First, and in some instances disposable SMART phones. At a broader level, the Governor used CARES funds to begin addressing Wyoming’s broadband issues throughout the State; although this is still a work in progress.

Throughout the first part of the year, many programs were not able to offer face-to-face classes as health restrictions, imposed by local health officials, prevented this. By mid-year these restrictions were lifted in most areas of the state and classes could resume following health protocols. Despite the easing of restrictions, many participants did not feel comfortable attending in-person classes and preferred to attend virtually. This created the need for hybrid/hyflex classes which allowed programs to combine face to face attendees with virtual attendees in the same classroom. Although program efforts to integrate online technologies into classroom continued to expand, overall retention in programs decreased at a minimal rate as shown in Chart 2.

**Chart 2: Program Performance: Pre-Pandemic vs. During Pandemic**

|  |  |  |  |
| --- | --- | --- | --- |
|   | FY 18/19 (Pre-pandemic) | FY 20/21 (During Pandemic) | % change  |
| Enrollments | 1872 | 1412 | 24.6% ⇩ |
| MSG Gains | 58.43% | 58.80% | .**30%** ⇧ |
| EFL | 577 | 30.80% | 393 | 27.80% |   |
| Post Secondary | 112 | 6% | 89 | 6.30% |   |
| HSEC | 407 | 21.70% | 341 | 24.20% |   |
| IET/Workplace MSG | N/A | 7 | 1% |   |
| Total Showing Gain | 1096 |  | 830 |  |  |
| Retention | 71% | 29% left before completing) | 68.60% | (31.4% left before completing) | 2.4% ⇩ |
| Use of D.L. (T4C) | 1.70% |   | 7.20% |   | **5.5%** ⇧ |

In order to understand the effects of the pandemic upon program performance, the State reviewed enrollment numbers, retention rates, and how participants were making MSGs before the pandemic vs. during the pandemic. These results are shown in Chart 2. Overall, Wyoming saw a slight increase in MSG rates with increased rates reflected in enrollments in postsecondary and in HSEC completions. Educational functioning level gains were lower stemming primarily from an inability to posttest due to health restrictions or students leaving the program before completing a program of study.

Throughout the year, the State only allowed the use of NRS approved assessments for EFL placement and/or to measure gain. Testing was conducted in various fashions, inclusive of traditional face-to-face testing and virtual testing utilizing local instructors as proctors or through ProctorU for TABE online remote testing. FY 2020/21 was a transition year for ESL assessments in Wyoming as the State began the switch from BEST 2.0 testing to TABE CLAS-E, a more comprehensive & robust battery of assessments. This change in ESL assessments stems primarily from a need in the State to capture ESL learner progress in not only listening and speaking, as was the case for BEST 2.0, but also to capture reading and writing skill levels for this population. The State believes this change will allow local providers to more easily identify learner needs in all four skill areas; thereby providing an opportunity to increase program level performance in more than one NRS level, as was the case with BEST 2.0.

Despite pandemic related challenges, local providers did a great job in capturing as many posttests as possible. Wyoming maintained its established 60% post-test benchmark and strove to meet EFL gains through all approved means, which this year included 1% of eligible participants earning MSG through the new IET/Workplace measures. By the end of the year Wyoming had post tested 55.7% of all enrolled participants while another 24.2% had achieved EFL gain through the completion of a HSEC. These factors, combined, saw Wyoming surpass its performance measure target of 47%.

One testing challenge identified by the State in Fall 2020 is that one of Wyoming’s largest providers, who had a new local director, was not testing students within the first 12 hours of instruction and was not post testing students as they became eligible. The State identified this problem through a monitoring visit and was able to address this through subsequent technical assistance with the provider. The problem was rectified by testing qualifying students as soon as possible.

Unfortunately, by the time testing on this population commenced a number of participants had left the program,

resulting in an inability to capture some students for reporting purposes.

This year marked the first year in which outcome measure targets were set for States. As noted in Chart 3, Wyoming out performed all targets due primarily to increased data matches utilizing WY UI and SWIS and increased monitoring efforts on surveys for special populations and those without social security numbers.

Because employment outcomes are tracked a year to eighteen months behind, Wyoming’s performance on employment related measures have not seen the full impact of the pandemic yet. As reported by the State’s Dept. of Labor, Wyoming’s economy fell in the fourth quarter of 2020 as over 16,273 (-5.95%) jobs were lost, with the largest losses occurring in mining (including oil & gas). Undoubtedly, these losses will be reflected in FY 21/22 data.

Despite the fact that Wyoming surpassed its credential attainment rate target, the overall rate was 1.55% lower than in FY 2019/20; indubitably the result of an inability to test qualified students because of health restrictions associated with the pandemic.

The overall assessment of programs to improve quality and effectiveness was built into the 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.

1. **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 one-stop roles to eligible providers. 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 continue to serve on their local Next Generation Sector Partnership team, which provides a direct linkage to the Wyoming Workforce Development Council.

This year saw expanded cooperation and enhanced efforts to integrate AE and WIOA core partner services. This began with bi-weekly meetings between the state director and the director of Workforce Services One-stop system to brainstorm ways in which cooperation could be improved. These efforts saw the launch of ‘Meet & Greets’ between local AE directors and local workforce managers where they were given the opportunity to talk about local collaborative efforts, challenges, and technical assistance needed. The State addressed noted challenges and provided any requested technical assistance. The collaboration resulted in expanding Workforce Services ‘youth’ program by working with local AE centers to create integrated programming for co-enrolled ‘youth. This culminated in a new RFP grant being released from Workforce Services for FY 21/22 to four Adult Education centers in Wyoming. Collaborative efforts also saw the inclusion of a new program entitled ‘Reality Town’, where students are mentored in looking at cost of living and earning potential as well as having the opportunity to practice mock interviews with employers from the community. And finally, FY 20/21 marked the first year where Adult Education was included in the State’s Rapid Response system where multiple informational sessions were held with laid off individuals to let them know about the services available to them from Wyoming’s Adult Education centers.

Due to budget constraints in the year, the State loss the use of our integrated referral system utilizing CommunityPro. Because of this the AE program in Wyoming created a new system of referrals to ensure wraparound services and case management could effectively continue. The new system integrates paper and electronic versions of referrals to the WIOA core partners with tracking maintained in the LACES database. The year saw challenges with this new system as core partners seldom followed through with these referrals and local AE providers were often unaware of participants who were co-enrolled. The State recognized this challenge by the end of the year and is currently working on a new system to track co-enrollments with the WIOA core partners more effectively.

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, Next Generation Sector Partnerships, and the Educational Attainment Council to disseminate Adult Education performance, best practices, and other areas of concern to the State WIB and other stakeholders.

* ***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 offer a mandated Career Service course consisting of assessment of skill levels in literacy, career assessments, 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 areas of the State, workforce services staff have office hours at the adult education 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 continues to monitor 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, to ensure co-enrollment so that the duplication of services can be 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 in-kind 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 in-kind fiscal contribution to the infrastructure agreement totals $465.89. Local providers are not expected to contribute to costs outlined in the agreement as long as an adequate number of referrals are made by AE local providers to the WIOA core partners.

1. **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.***

The State ran an IELCE competition in Spring 2020 and had only one applicant, the ACES program at Laramie County Community College (LCCC). Consequently, the full $60,000 was awarded to this sole applicant. 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.

By the end of FY 20/21 another provider began piloting an IELCE program with St. John’s Hospital in Jackson, Wyoming for its hospital employees and may write for the State IELCE grant during the next competition.

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

The ACES program strove to meet the requirements 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 throughout the year, the process of concurrently enrolling in Adult Education and in a training course seemed to be a bit overwhelming, particularly with all of the life crisis caused by the pandemic; consequently, only two chose to enroll in a training 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***

FY 2020-21 presented a myriad of challenges to the IELCE program at ACES, which included losing its second AE local program director within a one year period. While they were successfully able to transition classes to online, enrollment numbers saw a significant decline. This had a direct impact upon their ability to find students interested in and capable of completing IELCE-related training programs. Although the IELCE cohort was relatively small this year, all were offered the opportunity to enroll in training programs that would lead to in-demand industries and occupations. However, the number of training programs offered by the hosting college was also significantly reduced during the pandemic; thereby creating even less training opportunities for this cohort.

Given the small size of the ACES IELCE program, it is a challenge to find participants interested in AND capable of completing an IET training component. However, as the program looks to the future with an ease in COVID related health restrictions, the program hopes to attract an increased number of students into their IELCE program. In addition, there are plans to develop an IET for the health care industry specifically designed for an IELCE student population.

* ***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 continually promoted throughout the year, but with campus closures and safety-related restrictions on student interactions, program outcomes were severely hindered. Those relationships, programs, and student interests are still present and are being rekindled for fiscal year 21/22. Nonetheless, the program continued to address regional needs for in-demand industries, as identified through the State WIB by promoting its IECLE 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.

In terms of performance over last year, the program enrolled a greater number of students into their IELCE program, but for the reasons stated above only two chose to enroll in an IET program. Additionally, with the ability to now successfully report on the new MSG’s, two IELCE students were able to show gain while enrolled in an IET program: one who showed gain through postsecondary transcript while the other showed gain through ‘milestones’ by earning her U.S. citizenship. Overall MSG rates for IELCE participants rose substantially from a rate of 16.67% in FY 2019/20 to 58.82%, due primarily to increased State and local monitoring on pre/post testing for this provider. Outcome measures for IELCE participants saw 50% employed in the 2nd quarter after exit and earning a median wage of $2,856.82. Employment rates for this population rose by 4th quarter after exit to 60% while the attainment of a postsecondary credential while enrolled or within one year of exit was zero as the two students who enrolled in an IET did not complete.

1. **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. Instructors now regularly embed standards into educational practices; offer soft skills training, digital and financial literacy and other employment related activities using contextualized instruction whenever possible. Throughout the State, lesson planning follows a logical scope and sequence utilizing adult learning theories. 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 required 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.

1. **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 of State correctional facilitates 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. Out of all the populations served by Wyoming’s Adult Education providers, Corrections was hit the hardest by the pandemic. COVID restrictions forced numerous mandatory lockdowns in the Wyoming Dept. of Corrections while local jails and detentions centers did not permit access at all throughout the year. As a result, attendance and participation for this population was severely impacted. To address this challenge, Wyoming’s AE centers who served this population utilized distance learning options whenever possible while the WY DOC, in partnership with the University of Wyoming, entered into a new program which delivered courses to inmates: Pathways from Prison. This program includes writing memoirs, financial literacy, philosophy and social sciences, and exploring new opportunities to add personal enrichment courses such as music and the history of the criminal justice system.

Recidivism rates in Wyoming are not calculated separately for Adult Education participants. Instead, the rate represents all WY DOC individuals. The relative recidivism rate for Wyoming’s DOC is measured by the number of individuals who are re-arrested and placed into State prisons. This rate for FY 20/21 **Chart 4: Recidivism Rates (This performance indicator measures inmate**

would be 8.3%. **and offender success rates, success rates are the opposite of recidivism)**



The Wyoming FY 2020-21 Annual Report for Corrections provides details on the recidivism rates through Performance Indicator 3b as shown in Chart 4. Performance indicator 3.a. 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 metric is focused on:

* the percentage of inmates who do not return to WDOC within three (3) years of release for a **new** felony and
* those who left a WDOC facility (either on parole or discharged his/her sentence while incarcerated, dis- charges include boot camp participants who discharged to probation) who did not return for any reason (this includes new felony convictions and failures on supervision).

The second metric for performance indicator 3.a. is the percentage of probationers and parolees who successfully complete supervision and do not return to WDOC within three (3) years of discharge. 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 supervision conditions and discharge are guided by the Wyoming Board of Parole whereas probationers (both felony and misdemeanor) conditions and discharge are guided by District and Circuit Courts.