

Program Administrative Handbook for Local Directors
Adult Education
Wyoming
Chapter 13: Policies for Adult Education Program’s in Wyoming

I. Adult Education Policies in Wyoming

In order to provide technical assistance and guidance to local providers in Wyoming, the State Educational Agency (SEA) periodically issues policies to interpret and clarify federal mandates. Once published, all policies are shared with providers but a copy is also available on the Commission’s website at:

<https://communitycolleges.wy.edu/ae-policies/>.

As of the time of this writing the following policies are in place for providers in Wyoming:

Date	Policy #	Title
March 9, 2020	03092020	Career Service Course/Training Services
March 3, 2020	032020	Scoring Adult Education Grant Applications
April 9, 2020	04092020	Risk Assessment
May 1, 2020	05012020	Essential Components of Reading
June 6, 2020	06092020	Outcome Measures
July 13, 2020	07132020	Temporary Approval of Distance Learning Curricula
July 15, 2020	07152020	Remote Testing & Performance in Adult Education and Literacy During the COVID-19 Pandemic
August 11, 2020	08112020R	Data Collection (Follow-Up: Tracking Students)
August 14, 2020	08142020	Data Validation
September 20, 2020	09302020	Credential Attainment
September 28, 2020	01202020R	Distance Learning Policy
October 28, 2020	10282020	Contextualized Instruction
November 16, 2020	11162020	Collection of Social Security Numbers
November 16, 2020	11162020-1	Adult Education Record Retention
December 2020		Assessment Policy for FY 21/22

Copies of these policies may also be found in the Appendix to this Chapter.



Wyoming Adult Education
SEA: Wyoming Community College Commission

Policy #03092020: Career Services Course/Training Services Date: March 9, 2020

Part I: Introduction

Section 134 of the Workforce Innovation and Opportunity Act (WIOA) clearly articulates that Career Services are a required component of the law under which Adult Education operates. Sub-section C (2): Career Services are defined as:

SERVICES PROVIDED.—Funds described in paragraph (1) shall be used to provide career services, which shall be available to individuals who are adults or dislocated workers through the one-stop delivery system and shall, at a minimum, include—

- (i) determinations of whether the individuals are eligible to receive assistance under this subtitle;
- (ii) outreach, intake (which may include worker profiling), and orientation to the information and other services available through the one-stop delivery system;
- (iii) initial assessment of skill levels (including literacy, numeracy, and English language proficiency), aptitudes, abilities (including skills gaps), and supportive service needs;
- (iv) labor exchange services, including—
 - (I) job search and placement assistance and, in appropriate cases, career counseling, including—
 - (aa) provision of information on in-demand industry sectors and occupations; and
 - (bb) provision of information on nontraditional employment; and
 - (II) appropriate recruitment and other business services on behalf of employers, including small employers, in the local area, which services may include services described in this subsection, such as providing information and referral to specialized business services not traditionally offered through the one-stop delivery system;
- (v) provision of referrals to and coordination of activities with other programs and services, including programs and services within the one-stop delivery H. R. 803—102 system and, in appropriate cases, other workforce development programs;
- (vi) provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including—
 - (I) job vacancy listings in such labor market areas;
 - (II) information on job skills necessary to obtain the jobs described in sub-clause (I); and (III) information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for such occupations; and
- (vii) provision of performance information and program cost information on eligible providers of training services as described in section 122, provided by program, and eligible providers of youth workforce investment activities described in section 123, providers of adult education described in title II, providers of career and technical education activities at the postsecondary level, and career and technical education activities available to school dropouts, under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), and providers of vocational rehabilitation services described in title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.);
- (viii) provision of information, in formats that are usable by and understandable to one-stop center customers, regarding how the local area is performing on the local performance accountability

- measures described in section 116(c) and any additional performance information with respect to the one-stop delivery system in the local area;
- (ix) (I) provision of information, in formats that are usable by and understandable to one-stop center customers, relating to the availability of supportive services or assistance, including child care, child support, medical or child health assistance under title XIX or XXI of the Social Security Act (42 U.S.C. 1396 et seq. and 1397aa et seq.), benefits under the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), assistance through the earned income tax credit under section 32 of the Internal Revenue Code of 1986, and assistance under a State program for temporary assistance for needy families funded under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) and other supportive services and transportation provided through funds made available under such part, available in the local area; and
 - (II) referral to the services or assistance described in sub-clause (I), as appropriate;
 - (x) provision of information and assistance regarding filing claims for unemployment compensation; H. R. 803—103
 - (xi) assistance in establishing eligibility for programs of financial aid assistance for training and education programs that are not funded under this Act;
 - (xii) services, if determined to be appropriate in order for an individual to obtain or retain employment, that consist of—
 - (I) comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include—
 - (aa) diagnostic testing and use of other assessment tools; and
 - (bb) in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
 - (II) development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals, including providing information on eligible providers of training services pursuant to paragraph (3)(F)(ii), and career pathways to attain career objectives;
 - (III) group counseling;
 - (IV) individual counseling;
 - (V) career planning;
 - (VI) short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct, to prepare individuals for unsubsidized employment or training;
 - (VII) internships and work experiences that are linked to careers;
 - (VIII) workforce preparation activities;
 - (IX) financial literacy services, such as the activities described in section 129(b)(2)(D);
 - (X) out-of-area job search assistance and relocation assistance; or
 - (XI) English language acquisition and integrated education and training programs; and
 - (xiii) Follow up services, including counseling regarding the workplace, for participants in workforce investment activities authorized under this subtitle who are placed in unsubsidized employment, for not less than 12 months after the first day of the employment, as appropriate.

Part II: Federal Reporting on Career Services

At the end of each year, the State is required to complete Table SPR: Statewide Performance Report which mandates the State identify and report on the following:

- (a) The number of participants who received Career Services and the funds expended for each student.

(b) The number of participants who received Training Services and the funds expended for each student.

In order to accurately complete TABLE SPR, the State requires that all local providers implement a standardized protocol for how career services and training services are delivered and recorded on LACES.

Part III: Standardization of Career Services

Effective FY 2019/20, local programs in Wyoming were directed to implement this policy as outlined below.

- 1) All students must be enrolled in a Career Services course. (This was formerly known as a Start Smart or a Student Success Course). This should be a co-enrollment course as students should also be enrolled in AE, Bridge, IET, ESL, etc as well.
- 2) New students may have up to 15 hours logged as career services and must include:
 - a. Intake paperwork (up to 1 full hour) **1 HOUR**
 - i. State approved Intake form
 - ii. State approved Goal Sheet
 - iii. State approved Pathways form (if applicable) (i.e. test of choice)
 - iv. State approved Age Waiver (if applicable)
 - v. Referrals
 - b. Testing (up to 5 hours) **5 HOURS**
 - i. TABE 11/12 (up to five hours)
 - ii. ESL
 1. BEST PLUS (1 hour),
 2. BEST Literacy (1 hour)
 3. TABE CLAS-E (up to 4 hours)Note: Effective FY 21/22, BEST PLUS and BEST Literacy will no longer be applicable tests in Wyoming for ESL participants
 - c. Career explorations, college readiness, meetings with DWS/VR, soft skills trainings **2 HOURS**
 - d. PowerPath (if used) **2 HOURS**
 - e. Brain-based Learning, Participatory Learning, CCRS, Learning Styles Inventories, Aptitude Tests, Community Service Providers (referrals) **2 HOURS**
 - f. Other program specific topics (if necessary) **3 HOURS**
- 3) A Career Pathways or Classroom Essentials Course can be created and students placed into it for any other career related topics not outlined above for the Career Services course. Local programs may assign hour values to this course as appropriate.
- 4) All returning students must also be registered into a Career Services course which may not exceed 6.5 hours as follows:
 - a. Intake process (as defined above) **1 HOUR**
 - b. Testing (as defined above) **5 HOURS**
 - c. Referrals **.5 HOURS**
- 5) Students should be exited from the Career Services course once they have completed the components outlined above.

Part IV: Training Services

Training services are defined as ‘any training services that AEFLA funds were used to pay for. This could be for an IET, an IELCE, or something else.

Local programs are required to identify these types of training courses in LACES by:

- 1) Creating a LACES course(s) entitled **Training Course: IET-Welding; Training Course: IELCE-C.N.A., etc.**

- 2) Enroll students into the training course. Hours attended should be ‘unlinked hours’ and should reflect total course hours possible.
Note: Unlinked hours will not count towards overall hours of attendance in Adult Education and will not be reflected in NRS tables.
- 3) All AEFLA funds paid for these trainings, must be identified on:
 - a) LACES:
 - a. under the ‘Comments’ Section under ‘Classes’
 - b. Comments should indicate the cost **per student** for this training as follows:
“AEFLA funds in the amount of \$200 per student were paid for enrollment into this training program.”
 - b) Quarterly reports must identify how many students were enrolled into training programs in which AEFLA funds were used and the total amount of AEFLA funds expended for trainings in the quarter
 - c) End of year reports: Narratives need to provide a discussion on Training Services provided which used AEFLA funds and the total amount of AEFLA funds spent on Training Services for the year.



**Wyoming Adult Education
SEA: Wyoming Community College Commission**

Policy #032020: Scoring Adult Education Grants

Part I: Introduction

Section 232 of the Workforce Innovation and Opportunity Act (WIOA-Title II) and 34 CFR §463.22 requires that eligible providers desiring a grant or contract from an eligible agency shall submit an application to the eligible agency containing such information and assurances as the eligible agency may require, including:

- (1) A description of how funds awarded under this title will be spent consistent with the requirements of this title
- (2) A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities
- (3) A description of how the eligible provider will provide services in alignment with the local plan under section 108, including how such provider will promote concurrent enrollment in programs and activities under Title I, as appropriate
- (4) A description of how the eligible provider will meet the State adjusted levels of performance described in section 116(b)(3), including how such provider will collect data to report on such performance indicators
- (5) A description of how the eligible provider will fulfill one-stop partner responsibilities as described in section 121(b)(1)(A), as appropriate
- (6) A description of how the eligible provider will provider services in a manner that meets the needs of eligible individuals; and
- (7) Information that addresses the considerations described under section 231(e), as applicable.

In Wyoming, the Wyoming Community College Commission (WCCC), is the eligible agency or State Educational Agency (SEA) for which all Adult Education grants must be submitted to. Every three to five years, the WCCC releases a competitive grant competition to eligible providers in the State who wish to offer adult education services.

Part II: Reviewing the Application

Adult Education grant applications received by the WCCC are distributed to two distinct teams of readers: A compliance team and an alignment team. Each team reads grant applications for different purposes.

Prior to the commencement of any readings and/or reader trainings, all selected readers are required to sign a *Conflict of Interest* form, certifying that they have no affiliation with or involvement in any organization or entity who has submitted an Adult Education grant application, with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity

interest; or grant writing expertise), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or bidding on the State of Wyoming Adult Education grant opportunities.

The Alignment Team

According to statute, (section 107(d)(11)(B)(i)(I) of WIOA and 34 CFR § 463.21(b)(1)), the WCCC is required to submit applications to the Local Board to review for alignment with the local plan. Because Wyoming is a single area state, the Alignment Team members must come from the Wyoming Workforce Development Council, which operates as the Local Board for Wyoming. Three members from the Wyoming Workforce Development Council are selected by the Council to act as readers on the Alignment Team.

Statute requirements further mandate that this team of readers review the applications submitted to the WCCC to provide Adult Education and Literacy activities under Title II for the local area, which in Wyoming refers to the State of Wyoming and its 7 regional service areas, to determine whether such applications are consistent with the local plan (i.e. the State Plan) AND to make recommendations to the WCCC to promote alignment with such plan. The Wyoming Community College Commission must consider the results of this review team by the Local Board in determining the extent to which the application address the required considerations AND to promote alignment with the approved local plan, which is identified as the Unified State Plan.

Reader's identities are kept confidential and their comments may be shared with successful applicants, if requested. Prior to each grant competition, the WCCC will identify questions which the Alignment Team will review for alignment to the Unified State Plan and any other State identified initiatives.

A scoring rubrics is to be included in the RFP and readers will utilize this rubrics to score application into these categories:

Fail or Needs Improvement:

Application shows minimal alignment to the State Plan and/or to any Statewide initiatives outlined in an RFP.

The State will consider 'Fail or Needs Improvement' applications as '*Probationary*', high risk applications which are subject to 2 CFR§200.207 Specific Conditions. This statute authorizes the Wyoming Community College Commission, as the pass-through entity, to impose additional specific award conditions as outlined below.

- (a) The Federal awarding agency or pass-through entity may impose additional specific award conditions as needed, in accordance with paragraphs (b) and (c) of this section, under the following circumstances:
 - (1) Based on the criteria set forth in §200.205 Federal awarding agency review of risk posed by applicants;
 - (2) When an applicant or recipient has a history of failure to comply with the general or specific terms and conditions of a Federal award;

- (3) When an applicant or recipient fails to meet expected performance goals as described in §200.210 Information contained in a Federal award; or
- (4) When an applicant or recipient is not otherwise responsible.
- (b) These additional Federal award conditions may include items such as the following:
 - (1) Requiring payments as reimbursements rather than advance payments;
 - (2) Withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given period of performance;
 - (3) Requiring additional, more detailed financial reports;
 - (4) Requiring additional project monitoring;
 - (5) Requiring the non-Federal entity to obtain technical or management assistance; or
 - (6) Establishing additional prior approvals.
- (c) The Federal awarding agency or pass-through entity must notify the applicant or non-Federal entity as to:
 - (1) The nature of the additional requirements;
 - (2) The reason why the additional requirements are being imposed;
 - (3) The nature of the action needed to remove the additional requirement if applicable;
 - (4) The time allowed for completing the actions if applicable, and
 - (5) The method for requesting reconsideration of the additional requirements imposed.
- (d) Any specific conditions must be promptly removed once the conditions that prompted them have been corrected.

Applicants agreeing to the 'Specific Conditions' outlined by the Wyoming Community College Commission, will hold a '*probationary*' status for at least one year. In the event that the specific award conditions are not met after a one year probationary period, the grant award will be nullified and the area will be **re-competed**.

Applicants not agreeing to the 'Specific Conditions' outlined by the Wyoming Community College Commission, will result in either:

- (a) A **re-competition** of the grant for the area OR
- (b) The Wyoming Community College Commission awarding additional grant funds to another approved local provider to offer Adult Education services in the area.

Reader comments will be shared with applicant, if so requested.

Pass & High Pass:

Application satisfactorily meets or exceeds expectations and demonstrates alignment to the State plan and to any Statewide initiatives outlined in an RFP.

Reader comments will be shared with applicant, if so requested.

Compliance Team

Reader selection for the Compliance Team will be conducted by the WCCC and will consist of one individual from each of the following:

- (1) Fiscal person for the Adult Education grants at the SEA
- (2) An Adult Education professional
- (3) A Workforce Specialist from Wyoming
- (4) A professional grant reader/writer

The Compliance Team reviews submitted applications for compliance to the RFP application, to WIOA requirements, and for completeness and the inclusion of all requested forms and budgets. The scoring rubrics used by the compliance team is to be included in the RFP and readers will utilize the rubrics as outlined in the RFP.

The criteria used to score applications is based upon the 13 Considerations for Funding WIOA eligible local providers. WIOA §231 (e). RFP questions outlined under each consideration are weighted differently, but the entire Adult Education application will total 200 points. There are additional questions and points associated with a Corrections and/or an IELCE grant application. Scoring these types of applications is also conducted using a rubrics. In addition to scoring each question, readers are encouraged to make comments throughout the application. Successful applications will have these comments shared with applicants, if requested. Applicants for the Corrections and/or IELCE grants who fail to answer the 13 considerations in context and/or the additional questions, will not have their applications forwarded to readers.

Scores are reviewed and ranked by the Wyoming Community College Commission and reviews from both teams support funding decisions

Compliance Team Scoring Protocols

- 0%-30%** The area will be **re-competed** if the :
- (1) Compliance team scores an application at the 30th percentile or below AND
 - (2) Alignment team indicates that an application shows little or no alignment to the Local Plan and/or Statewide initiatives as indicated by 'failing' scores.
- 40%-59%** Applications scored within this category may be successful, but will be considered '*Probationary*', high risk and subject to 2 CFR§200.207 Specific Conditions. This statute authorizes the Wyoming Community College Commission, as the pass-through entity, to impose additional specific award conditions as outlined below.
- (a) The Federal awarding agency or pass-through entity may impose additional specific award conditions as needed, in accordance with paragraphs (b) and (c) of this section, under the following circumstances:
- (1) Based on the criteria set forth in §200.205 Federal awarding agency review of risk posed by applicants;
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 - (3) When an applicant or recipient fails to meet expected performance goals as described in §200.210 Information contained in a Federal award; or
 - (4) When an applicant or recipient is not otherwise responsible.

- (b) These additional Federal award conditions may include items such as the following:
 - (1) Requiring payments as reimbursements rather than advance payments;
 - (2) Withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given period of performance;
 - (3) Requiring additional, more detailed financial reports;
 - (4) Requiring additional project monitoring;
 - (5) Requiring the non-Federal entity to obtain technical or management assistance; or
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 - (1) The nature of the additional requirements;
 - (2) The reason why the additional requirements are being imposed;
 - (3) The nature of the action needed to remove the additional requirement if applicable;
 - (4) The time allowed for completing the actions if applicable, and
 - (5) The method for requesting reconsideration of the additional requirements imposed.
- (d) Any specific conditions must be promptly removed once the conditions that prompted them have been corrected.

Applicants agreeing to the 'Specific Conditions' outlined by the Wyoming Community College Commission, will hold a *'probationary'* status for at least one year. In the event that the specific award conditions are not met after a one year probationary period, the grant award will be nullified and the area will be **re-competed**.

Applicants not agreeing to the 'Specific Conditions' outlined by the Wyoming Community College Commission, will result in either:

- (b) A **re-competition** of the grant for the area OR
- (c) The Wyoming Community College Commission awarding additional grant funds to another approved local provider to offer Adult Education services in the area.

Reader comments will be shared with applicant, if so requested.

60% and higher:

Application was successful and will have no conditions placed upon it.

Reader comments will be shared with applicant, if so requested.



Policy #4092020R: Risk Assessment

**Date: Revision: May 10, 2021
April 9, 2020**

Part I: Purpose

Per 2 CFR 200.331(b), the Wyoming Community College Commission (WCCC), must conduct a risk assessment at the beginning of each program year, using established criteria, to evaluate each grantee’s risk for the purpose of determining a monitoring plan. It is important to note that a grantee deemed high risk should not be interpreted as a negative reflection of the grantee.

The primary purpose of the Risk Assessment is to provide a framework for State staff to effectively monitor potential risk factors associated with grants funded by federal pass through agencies to sub-recipients. The focus is to ensure that grant programs meet the following requirements:

- (1) Adhere to the grantor’s guidelines and agreements
- (2) Remain within budget
- (3) Are able to carry out the score of service, and
- (4) Ensure that proper internal controls are in place

Part II: Process

At the beginning of each program year, WCCC will score the below elements for each grantee. Each grantee will receive a copy of their results once it is completed.

Per the Workforce Innovation and Opportunity Act (WIOA) Wyoming State Plan, WCCC will conduct on-site or virtual reviews of each local provider on a two year cycle. Programs determined to be higher risk will receive on-site reviews first. Every grantee will receive a review during each two-year cycle, however grantees whose risk assessment places them in a high risk category, will receive more frequent on-site or virtual reviews. This means that a grantee may receive more than one review during a two-year grant cycle.

All grantees, regardless of whether or not they are receiving a review, will be monitored monthly for data quality, provide a quarterly progress update, submit an Annual Performance Report, and be required to submit a or continuation, application in non-competition years.

Grantees receiving an on-site or virtual visit may be required to submit additional interim financial reports and/or receive additional monitoring calls from the Wyoming State Director for Adult Education.

Section One: New Awards (Year One of Grant Cycle)		
Finance		Yes (True) No (False)
1	Program has received AEFLA funding in the previous fiscal year.	
2	The AEFLA and/or IELCE grant award(s) total less than \$250,000.	
3	WCCC has not been notified by other entities (state/federal grant managers, partner agencies, auditors, staff employed by the program, etc) of potential risks with this provider.	

4	Budget and planning reflect 17% or more in match funds.																								
5	Other than WIOA Title II, does the Agency have experience in managing other federal, state, local, or private funds?																								
Program		Yes (True)	No (False)																						
1	The program has not had a new director within the last year.																								
2	The program has not added new services (for example, corrections, IET, ESL)																								
3	Program has not seen a 25% or higher turnover in staff within the last year.																								
4	The program has been existence for more than 3 years.																								
5	The program has outlined a clear three-tiered professional development plan for staff.																								
Performance																									
1	Program proposal or continuation application did not need to be altered after the competition and/or a State imposed Strategic Action Plan was not required of the applicants to address significant components from the RFP that were not clearly addressed in the competition.																								
2	Program submitted four years of data showing EFL gains for the competition.																								
3	LACES program performance for the past two years reflects an average of at least 50% in participant educational functioning level gains across the two year period.																								
4	Program application described successes in placing students into employment and/or into post secondary education/training programs.																								
5	At least 90% of instructors have completed trainings on how to conduct TABE and/or BEST assessments, as evidenced by documents submitted during the competition.																								
	Total																								
	13-15: Low risk																								
	12-13:Medium Risk																								
	0-11: High Risk																								
Section Two: Non-competitive Grant Years																									
Finance		Yes (True)	No (False)																						
1	Organization has received the Adult Education Federal and/or State grant funds for 3 years or more.																								
2	At least 90% of drawdowns in for FY 2020/21 were submitted by their due date of the 5 th of the month. <table border="1" data-bbox="250 1255 821 1629"> <thead> <tr> <th></th> <th>Date of Drawdown</th> </tr> </thead> <tbody> <tr><td>July</td><td></td></tr> <tr><td>August</td><td></td></tr> <tr><td>September</td><td></td></tr> <tr><td>October</td><td></td></tr> <tr><td>November</td><td></td></tr> <tr><td>December</td><td></td></tr> <tr><td>January</td><td></td></tr> <tr><td>February</td><td></td></tr> <tr><td>March</td><td></td></tr> <tr><td>April</td><td></td></tr> </tbody> </table>		Date of Drawdown	July		August		September		October		November		December		January		February		March		April			
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3	Budget revisions were submitted in a timely manner.																								
4	Program tracks cost per student on Federal and State funds.																								
5	Within the last three years, the program has had \$5,000 or less in unexpended funds by the end of the fiscal year. <table border="1" data-bbox="250 1766 1276 1900"> <thead> <tr> <th>Fiscal Year</th> <th>Returned Funds</th> </tr> </thead> <tbody> <tr><td>FY 17/18</td><td></td></tr> <tr><td>FY 18/19</td><td></td></tr> <tr><td>FY 19/20</td><td></td></tr> </tbody> </table>	Fiscal Year	Returned Funds	FY 17/18		FY 18/19		FY 19/20																	
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6	Program accounts for expenditures in the correct cost categories and in alignment with an approved budget.			
7	Program's Adult Education department has had a monitoring in the last 5 years.			
8	Submitted in-kind and match costs are within the required 17% match requirement.			
9	There was a 25% decrease in performance based funding levels from the previous year.			
Staff Change, Attendance, Professional Development				Yes (True)
1	The program has maintained at least 70% of key program personnel within the past year.			No (False)
2	Program has identified staff needs for professional development and has addressed these needs at the local, state, and national level.			
3	At least 80% of program staff attended the Summer/Fall State supported professional development trainings.			
4	Director and/or other key personnel have participated in State supported LACES trainings.			
5	Key personnel have participated in State supported trainings.			
Performance				
1	Program has met the overall performance for educational functioning levels over the past three years.			
	Year	Target	Performance Rate	Performance was within 90% range of target
	2017/18	44%		
	2018/19	55%		
	2019/20	56%		
2	Program has consistently met the State post testing target of 60% in the past two years.			
		# of Students post-tested (Table 4B)	Total Enrolled (Table 4)	Percent of Enrolled students who were post tested
	FY 2018/19			
	FY 2019/20			
3	Monthly performance reports (desk audits) for FY 20/21 have been submitted by the due date. (the 10 th of each month)			
		Date of Submission		
	July 2020			
	August			
	September			
	October			
	November			
	December			
	January 2021			
	February			
	March			
	April			
	*Late			
4	Quarterly reports and progress towards goal reports for FY 20/21 were submitted by their respective due dates. (the 15 th of the month)			
		Date of Submission		
	First Quarter			
	Second Quarter			
	Third Quarter			
5	LACES data is input in a timely fashion.			
6	Program data is reviewed at least monthly to ensure the validity of the data.			

Federal Legislation Pub. L. 113-128, July 2014, Title II, Sec. 203(8) specifies that “the essential components of reading instruction” be incorporated into Adult Education curriculum, which means explicit and systematic instruction in the following areas:

- (A) phonemic awareness;
- (B) phonics;
- (C) vocabulary development;
- (D) reading fluency, including oral reading skills; and
- (E) reading comprehension strategies.

OCTAE and The Workforce Innovation and Opportunity Act (WIOA) “focuses on the important role that strong basic skills play in adults’ ability to attain a secondary school diploma, transition to postsecondary education and training, and secure employment.”

Services to be provided are detailed as follows:

- (i) Alphabetics (which includes phonemic awareness, phonics, and decoding) is the process readers use to identify words. Readers must rely on alphabetic knowledge and decoding skills to read unfamiliar words.
- (ii) Fluency is the ability to read with efficiency and ease (speed and accuracy). Without fluency, readers attend more to decoding than to understanding the meaning of what they are reading. When word and sentence reading are automatic and fluent, readers can concentrate more fully on understanding and connecting sentences and paragraphs, which enables them to create meaning from the text.
- (iii) Vocabulary is the body of words whose meanings a person knows and understands. Vocabulary knowledge—specifically, the depth, breadth, and flexibility of a person’s knowledge about words—is a primary predictor of reading success.
- (iv) Reading comprehension is the process and product of understanding text, and requires a high level of metacognitive engagement with text.

Part II: Standardization of Essential Components of Reading

As OCTAE specified, “It is important to understand that none of the essential components of reading alone is sufficient. The learner must also be assessed and provided with appropriate instruction based on the results of their individual diagnostic and formative assessment. Reading components are the foundation of the ultimate goal of helping students learn from challenging, complex texts in postsecondary education and training and for lifelong learning.”

Effective FY 2020/21, local programs in Wyoming are directed to implement this policy as outlined below.

- (1) All students will be individually assessed for phonemic awareness, fluency, vocabulary, and comprehension to determine his or her level of differentiation and the appropriate focus for beginning and/or continuing reading instruction. Initially all student will be assessed through TABE, Best Plus or TABE Clas-E, as appropriate.

- (2) Following this, students should be assessed individually for specific instructional needs. Possible assessments include but are not limited to: Orton-Gillingham (OG) reading strategy, appreciative inquiry/observation, PowerPath Assessment of Phonological Skills (APS), New Readers Scoreboost, and assessments extracted from online software programs, such as Reading Horizons Elevate, At Your Own Pace.

Once differentiation is identified at the student's educational functioning level, appropriately leveled instruction should commence. The following reading curriculum/paths may be appropriate:

Alphabetics

ESL students and students TABE testing and assessing at levels L1 and L2 (as needed) should begin a process of learning phonemic awareness, phonics and decoding (review of letters and sounds); They should be given lessons to learn how to use phonics to decode unfamiliar words. Examples are to use repetition, make lessons engaging. All reading should be at the appropriate level. Phonics may also be used as analogy and in context, where a student may not be familiar with a word, but they can learn to decode by associating the new word/word parts with a familiar word. Modeling is a good practice for this as students are able to hear the sounds correctly.

Possible resources include: The Color Vowel Chart and a corresponding app called Blue Canoe, Color Vowel minimal pair practice books, Youglish.com. Spelling practice should also be incorporated into all levels of instruction.

Fluency

ESL students and students whose TABE test results place them into NRS levels 1-4 (as appropriate) should have a focus of fluency for reading instruction. Fluent reading is best modeled with activities that feature both the student and an instructor or peer reading aloud to one another or a group. No student should be coerced into reading aloud in front of a group unless they feel comfortable doing so. This is not to be confused with encouragement, which some students need and can benefit from. Reading plays aloud as a group is one method for creating equity in this process. Other methods could include: timed partner reading, walking dictation, sentence-level prosody, reductions. Level-appropriate readings should always be provided to students so that they are not reading too easy or too difficult a text, and fluency can be properly assessed and built.

Possible resources include: National Geographic Textbooks: Stand Out, Grammar in Context, World Link Developing English Fluency. Additionally, civics lessons could help ESL students learn about the privileges and obligations of American citizens.

Vocabulary

All students should work towards increasing vocabulary. Word parts, including base/root, prefix and suffix and context clues are tools students would use to help with vocabulary building. Additional methods include daily vocabulary, matching, pre-reading vocabulary, cognates & word families. Suggestions are to teach vocabulary by selecting words from academic plans, as well as teaching vocabulary before, during, and after reading. Additionally, circling unrecognized words, looking them up and rereading a selection helps to build vocabulary.

Advanced vocabulary also includes homonyms, synonyms, antonyms, prefixes, words in context, cause and effect, and conclusions and generalizations.

Vocabulary instruction must be explicit. Explicit vocabulary instruction includes an easy-to-understand definition presented directly to students along with multiple examples and non-examples of the target word, brief discussion opportunities, and checks for understanding.

Vocabulary instruction must include multiple practice opportunities for using words within and across subjects. That is, instruction must be extended over time with opportunities for students to hear, speak, read, and write words in various contexts. This builds students' breadth and depth of vocabulary knowledge.

Vocabulary should be taught across all subject areas. Each subject has a unique set of vocabulary terms, and students need to know their meanings and how to use them in various contexts.

Possible resources and instructional activities may include: Edgar Dale's degrees of knowing word meaning stages, Essential words routine, the Frayer Model, Semantic Mapping, Vocabulary Review Activities, and Morphemic Analysis Routine.

Reading Comprehension

All students should work towards developing reading comprehension skills appropriate to their individual reading level. Improving reading comprehension can be achieved through discussion questions and both formative and summative assessment activities. Text selections should be found in all areas of instruction and incorporate contextualized reading for career aspirations.

Comprehension should be periodically assessed through small reading sections appropriate to the level of instruction, i.e., a sentence or two for lower level students and a paragraph for higher levels. Students should be encouraged to discuss what they have read and to identify inference and figurative language to determine meaning; eventually, critical thinking/metacognitive skills can be strengthened and reach a high enough level to ensure student success. Inference and analysis should be used to begin higher level thinking, as these skills are necessary for the HiSET and college and career readiness.

Initially, pre-reading strategies, text features, and vocabulary building should be mastered prior to higher level activities. Multiple level texts should be provided for differentiation and text-related questions used for checking understanding. Students should be encouraged to learn beyond the classroom, have library cards if possible, choose books for leisure reading, and be encouraged to read a every day or at least a few times per week.

Pre-reading strategies such as looking for pictures, captions, title, subtitles, source, publication date, format, and looking at the verb in the first sentence is a positive method for helping students become comfortable with their reading selections and begin the process of comprehension. Students could be given strategies that allow them to locate, comprehend, evaluate, and apply acquired knowledge by reading real-world material of various sources. In an effort to encourage students to achieve a deeper understanding of the subject matter, instructors solicit answers, opinions, and the students' subjective views on lesson topics. the chance to discuss and debate the lesson with the other students in a round table discussion. Students should also be encouraged to comprehend why an article or passage was written. Students need to read and see the structure of a paragraph so that main ideas and key details are identified and better comprehension can be reached.

Possible Resources include: articles and essays, peer review of writing excerpts, and research opportunities. Daily readings to help understand sequence, theme, or message of a passage.

Part III: Federal Reporting on The Essential Components of Reading

Beginning in FY 2019/20, the State will require a discussion in the end of year narrative that includes:

- (1) efforts made to ensure that the Essential Components of Reading are embedded into instructional methodologies and practices in the local program
- (2) how alphabetic(s), reading fluency, vocabulary development, and reading comprehension are addressed in local classrooms.

Policy #06092020: Table 5 Outcome Measures
Effective Date: July 1, 2020

Date: June 6, 2020

Part I: WIOA Primary Indicators of Performance

Under WIOA section 116(b)(2)(A) and 20 CFR 677.155, there are six primary indicators of performance for Title 1, II, III, IV, and V providers.

- 1) Employment Rate – 2nd Quarter After Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
- 2) Employment Rate – 4th Quarter After Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- 3) Median Earnings – 2nd Quarter After Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
- 4) Credential Attainment: The percentage of those participants enrolled in an education or training program who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.
- 5) Measurable Skill Gain: The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:
 - a) Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
 - b) Documented attainment of a secondary school diploma or its recognized equivalent;
 - c) Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the state unit's academic standards
- 6) Effectiveness in Serving Employers: The indicators of effectiveness in serving employers.

Part II: Federal Reporting

Beginning in FY 2020/21, the all local providers of adult education services are required to meet federally negotiated targets for the outcome measures established on Table 5. Adult Education programs in Wyoming are required to collect and provide data for eligible participants on items 1-5 above.

Part III: Standardization of Data Collection for Table 5 Components as Identified above

In order to standardize Wyoming's Adult Education system on how students are populating to Table 5 for reporting purposes, all students who are enrolled in an HSEC program of study, or enrolled in a course that is being taught at a ninth grade level or higher, should be enrolled in a course entitled: ABE/ASE 9+. Students

must be enrolled in this course upon enrollment into the program or prior to the commencement of study for the last subject of a high school equivalency certificate. Student hours must be entered accordingly. Students may not be entered after completing their exam.

When setting this course up on LACES, programs must be sure to check the box marked "Instruction at 9th grade level or above. Doing this will automatically populate the student to Table 5.

Policy #07132020: Temporary Approval of Distance Learning Curricula

Date: July 13, 2020

Section I: Federal Mandates and Guidance

National Reporting System

The National Reporting System (NRS) has outlined guidance on how Adult Education programs in the United States may record proxy hours for distance learning. This guidance mandates that all students who enroll in a distance learning class must have at least 12 contact hours before they can be counted for Federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference, or online communication, where the participant and program staff can interact and through which participant identity is verifiable. In-person contact time is not required to obtain the initial 12 hours of contact.

Office of Career and Technical Education

OCTAE Program Memorandum 20-3 establishes that States may give permission to local programs to provide online learning to students in lieu of classroom instruction on a short-term emergency basis. In addition, States have been granted flexibility in modifying/changing distance learning policies to include additional curricula as needed.

OCTAE Program Memorandum 20-5 provides guidance on how distance learning proxy hours may be awarded for participants in corrections. This guidance states “States may use the same distance learning methods for adult education instruction in correctional facilities that they are using in the community, although this may be limited due to the lack of internet access inside of correctional facilities. OCTAE released a policy brief in 2015, titled Educational Technology in Corrections,⁹ that provides information and recommendations on using technology inside of correctional facilities.

Separately, the Department has provided guidance for institutions participating in the Second Chance Pell experiment regarding the opportunity to use distance learning to continue serving incarcerated students receiving Pell grants through this experiment.¹⁰ The Department reminded Second Chance Pell participants that distance learning requires regular and substantive interaction between instructors and students, and that telephonic communication or emails relayed by correctional program staff on behalf of students and from instructors to students are sufficient means to achieve the substantive interaction requirement as long as those interactions are provided regularly, on a scheduled basis, and initiated by the instructor.”

Section II: State Mandates and Guidance

Wyoming Community College Commission

The State has required that local providers submit a Virtual Learning Plan which outlined requests for the addition of new distance learning curricula. The State has met these requests and has placed them into the State’s Distance Learning Policy which will be submitted to OCTAE in December 2020. If approved, new curricula and their subsequent proxy hours for distance education will become effective July 1, 2021.

The State recognizes that the COVID-19 pandemic has created hardship on many local programs in the delivery of effective instructional practices. Furthermore, the State realizes that the addition of requested new distance learning curricula is needed immediately for use in FY 20/21 as the pandemic continues to prevent a return to

normal practices. As a result, the State will temporarily allow the use of additional distance learning curricula as outlined in Section III of this policy for FY 2020/21.

Local providers who utilize these new curricula will be required to log proxy hours as outlined in Section IV of this policy.

Section III: State Approved Distance Learning Curricula for FY 20/21

The following pages details distance learning curricula for use in FY 20/21. New curricula which has not yet been approved by OCTAE is clearly marked as State approved only. Local programs may use any of these curricula with students for FY 20/21; however the tracking of proxy hours for these students must follow the mandates outlined in Section IV of this policy.

Title	Audience	Model	Criteria for Awarding Proxy Hours	Delivery Mode	Notes and Contact Information	Description														
Aztec: -HiSet Prep -TASC Prep -Work Ready -Becoming a US Citizen -Learning Financial Literacy -Bridge Series -Foundation Series	ABE/ASE	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other supplementary materials provided by Aztec and completed by students cannot be counted as proxy hours. Aztec Software 51 Commerce Street Springfield, NJ 07081 800-273-0033/913-258-0011 http://www.aztecsoftware.com/aztec/	Aztec assists adult learners with assessing and remediating their learning needs. Aztec’s focus is to help identify a learner’s deficiencies, remediate those deficiencies, and prepare the learner with the life skills essential for his/her post-secondary experience. Build a Solid Foundation is aligned with TABE levels E & M. Building a Bridge to a Brighter Future is aligned to TABE level D and Pre HSE.														
Bring Your ‘A’ Game (New: State approved)	ABE/ASE	Clock time	The system records clock time for the eLearning modules, but the quiz at the end of the modules is mastery. The chart below, produced by the manufacturer indicates how proxy hours are to be awarded. <small>TASK AND TIME COMPLETION FOR BRING YOUR ‘A’ GAME ANYWHERE</small> <table border="1"> <thead> <tr> <th>Task</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Engaging in ten 20-minute eLearning modules</td> <td>3 ½ hours</td> </tr> <tr> <td>Completing three 50-item online knowledge checks</td> <td>1 ½ hours</td> </tr> <tr> <td>Posting to discussion boards (original posts, responses to classmates’ posts, responses to responses) following the completion of each eLearning module</td> <td>2 ½ hours</td> </tr> <tr> <td>Facilitated virtual discussion sessions with instructor</td> <td>5 hours</td> </tr> <tr> <td>Completing final 35-question certification exam</td> <td>1 hour</td> </tr> <tr> <td>Total</td> <td>13 ½ hours</td> </tr> </tbody> </table>	Task	Time	Engaging in ten 20-minute eLearning modules	3 ½ hours	Completing three 50-item online knowledge checks	1 ½ hours	Posting to discussion boards (original posts, responses to classmates’ posts, responses to responses) following the completion of each eLearning module	2 ½ hours	Facilitated virtual discussion sessions with instructor	5 hours	Completing final 35-question certification exam	1 hour	Total	13 ½ hours	online	Each learning module takes approximately 20 minutes with additional time on top for asynchronous or live discussion which is conducted either virtually through Zoom or similar technologies or face to face. The Center for Work Ethic Development 2907 Huron Street, Suite 200 Denver Colorado, 80202 303.433.3243 Josh Davis (jdavies@workethic.org)	Bring Your ‘A’ Game curricula is used to build the seven foundational workplace skills of Work Ethic. Curricula utilizes research-based instructional design with the goal of not just developing skills but creating lasting behavioral change.
Task	Time																			
Engaging in ten 20-minute eLearning modules	3 ½ hours																			
Completing three 50-item online knowledge checks	1 ½ hours																			
Posting to discussion boards (original posts, responses to classmates’ posts, responses to responses) following the completion of each eLearning module	2 ½ hours																			
Facilitated virtual discussion sessions with instructor	5 hours																			
Completing final 35-question certification exam	1 hour																			
Total	13 ½ hours																			
Burlington English	ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. After a preset period of inactivity, the system stops counting time on task.	online	Supplementary hard copy workbooks and/or other supplementary materials provided by Burlington English and completed by students cannot be counted as proxy hours. BURLINGTON ENGLISH INC. 4800 N. Federal Hwy, Suite E207 Boca Raton, FL 33431 https://www.burlingtonenglish.com/ Phone: (561) 672 7826 Fax: (561) 672 7827 Email: info@BurlingtonEnglish.us 1(855) USA-BURL / 1(855) 872-2875	Burlington English offers 50 English language courses plus online training.														

<p>Common Core Achieve</p> <p>(New: State approved)</p>	<p>ABE/HSE</p>	<p>Teacher Verification /Mastery</p>	<p>Proxy hours are awarded upon completion of each chapter. Instructor verifies completion level and awards hours as follows:</p> <p>Up to eight proxy hours are awarded for completion of each chapter :</p> <ul style="list-style-type: none"> •Completion at 75% or higher:8 hours •Completion at 60-74%: 6 hours •Completion between 50-60%: 4 hours •Completion at less than 50%: 2 hours 	<p>print</p>	<p>Textbooks include:</p> <p>Common Core Achieve: Science ISBN: 9780021400157</p> <p>Common Core Achieve: Reading and Writing. ISBN: 9780021432561</p> <p>Common Core Achieve: Social Studies. ISBN: 9780021355648</p> <p>Common Core Achieve: Mathematics ISBN: 9780021432578</p> <p>McGraw Hill Education PO Box 182605 Columbus, Ohio 43218 1-800-338-3987</p>	<p>Common Core Achieve is a blended test-prep program that helps adult learners prepare for high school equivalency exams more quickly and retain more of what they learn. The text is aligned to the CCRS and is built upon the new standards and assessment targets for high school equivalency examinations. Contextualized skill instruction engages learners while preparing them for success on the HSEC, postsecondary credentials and family-sustaining careers.</p>
<p>Common Core Basics</p> <p>(New: State approved)</p>	<p>ABE/HSE</p>	<p>Teacher Verification /Mastery</p>	<p>Proxy hours are awarded upon completion of each chapter. Instructor verifies completion level and awards hours as follows:</p> <p>Up to eight proxy hours are awarded for completion of each chapter :</p> <ul style="list-style-type: none"> •Completion at 75% or higher:8 hours •Completion at 60-74%: 6 hours •Completion between 50-60%: 4 hours •Completion at less than 50%: 2 hours 	<p>print</p>	<p>Textbooks include:</p> <p>Common Core Basics: Science Core Subject Module ISBN-13 : 9780076575527</p> <p>Common Core Basics: Mathematics Core Subject Module ISBN-13 : 9780076575190</p> <p>Common Core Basics: Writing Core Subject Module ISBN-13 : 9780076575220</p> <p>Common Core Basics: Social Studies Core Subject Module ISBN-13 : 9780076575213</p> <p>Common Core Basics: Reading Core Subject Module ISBN-13 : 9780076575206</p> <p>McGraw Hill Education P.O. Box 182605 Columbus, OH 43218 800-338-3987</p>	<p>Common Core Basics helps students build the essential test readiness skills necessary to master the 2014 GED® and/or HiSET exam. The curriculum builds key skills, strategies, and content knowledge for high school equivalency exams in the areas of Reading, Writing, Math, Science, and Social Studies.</p>

Crossroads Café	Beginning Low to Intermediate High ESL	Mastery	Students receive 10 proxy hours for each of the 26 units if they master each of the unit activities and tests with at least 70% proficiency.	online, video, print	Access to videos: https://www.ket.org/series/XRDC/ KET Adult Learning, 600 Cooper Drive Lexington, KY 40502-2200 800.354.9067, fax 859.258.7396.	Crossroads Café is a video and workbook series that includes 26 lessons focusing on English Language skills development for ESOL learners.
Edmentum - PLATO courseware	ABE/ASE	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and activities provided by Plato and completed by students cannot be counted as proxy hours. http://edmentum.com	Plato Courseware provides proven online curriculum, personalized instruction, and assessments to prepare your adult learners for college and career success. Our solutions enhance the learning process with the quality, flexibility, interactivity, and online access that are vital to prepare your adult learners for the next step in their career or education. You can easily search for courses and content by instructional objective and subject area. This enhanced organizational structure makes finding appropriate content for all types of learners easier than ever.
English Discoveries	ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	http://englishdiscoveries.net/	English Discoveries is an interactive online education software program for ESL students.
Easy English	Low Beginning ESL to High Intermediate ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other supplementary materials provided by Easy English and completed by students cannot be counted as proxy hours in TEAMS. www.easyenglish.com	Easy English has English level test, ESL classes, Reading and Listening tests, games in grammar, vocabulary, pronunciation and spelling.
Essential Education - HiSET Academy	ABE/ASE	Clock time	System tracks time on task for each activity completed and times students out after preset period of inactivity.	online	Supplementary hard copy workbooks and/or other supplementary materials provided by Essential Education and completed by students cannot be counted as proxy hours. http://essentialed.com 800-931-8069	Essential Education's instructional programs (HiSET Academy, GED Academy) feature a built-in assessment that creates a customized learning plan for each student, then adjusts the plan automatically as the student learns.

<p>Integrated Digital English Acceleration (I-DEA)</p> <p>(New: State approved)</p>	<p>ESL</p>	<p>Mastery / Clock time</p>	<p>The system tracks clock time for graded quizzes. Graded discussions require 80% learner mastery. Instructors determine how much time to assign to lessons by utilizing a system Action Log which outlines students' time spent on specific tasks.</p>	<p>Online</p>	<p>I-DEA modules are embedded into a Learning Management System, such as Canvas and students are directed to the Canvas login page at canvas.instructure.com.</p> <p>Instructors, utilize https://www.sbctc.edu/colleges-staff/programs-services/i-dea/default.aspx to build their courses on the LMS system.</p>	<p>I-DEA uses a flipped classroom model. Students complete pre-work through the web-based Canvas LMS on a device of their choice such as smartphone, tablet, laptop, or desktop computer. Pre-work contains pertinent vocabulary, grammar points, and other content to prepare students for the next day's face to face lesson.</p>
<p>KAHN Academy</p>	<p>ABE/ASE</p>	<p>Clock time</p>	<p>Teacher must set up a classroom for the students, then time can be tracked on task per student.</p>	<p>online</p>	<p>www.kahnacademy.org</p> <p>Khan Academy P.O. Box 1630 Mountain View, CA 94042</p>	<p>The online system provides a complete array of course work including Math, science & engineering, history, reading, economics and test prep. Articles and videos support learning.</p>

<p>New Readers Press Scoreboost for HiSET</p> <p>(New: State approved)</p>	<p>ABE/ASE HSEC students</p>	<p>Teacher Verification / Mastery</p>	<p>Up to eight proxy hours are awarded for completion of each booklet in the series as follows:</p> <ul style="list-style-type: none"> •Completion at 75% or higher:8 hours •Completion at 60-74%: 6 hours •Completion between 50-60%: 4 hours •Completion at less than 50%: 2 hours <p>Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 8 hours for the entire booklet.</p>	<p>print</p>	<p>Booklets in Series include:</p> <ol style="list-style-type: none"> 1) Sentence Structure, Usage, & Mechanics: ISBN #: 978-1-56420-688-6 2) Essay Writing & Organizational Skills ISBN#: 978-1-56420-109-6 3) Number Operations, Decimals, Fractions, Proportions, & Percent's: ISBN#: 978-1-56420-108-9 4) Measurement & Geometry ISBN#: 978-1-56420-107-2 5) Algebraic Concepts ISBN#: 978-1-56420-100-3 6) Data Analysis, Probability & Statistics ISBN#: 978-1-56420-106-5 7) Graphic Skills for Science & Social Studies: ISBN#: 978-1-56420-687-9 8) Critical Thinking for Reading, Science, And Social Studies ISBN#: 978-1-56420-686-2 <p>New Readers Press 1-800-448-8878 https://www.newreaderspress.com/</p>	<p>Each of these booklets contains approximately 40 pages of targeted lesson strategies, which include a review of the strategy, practice by example, and practice questions. All questions model the thinking processes and the TESTWISE feature offers test taking tips.</p>
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<p>New Readers Press Scoreboost for TABE</p> <p>(New: State approved)</p>	<p>ABE/ASE HSEC students</p>	<p>Teacher Verification / Mastery</p>	<p>Up to eight proxy hours are awarded for completion of each booklet in the series as follows:</p> <ul style="list-style-type: none"> •Completion at 75% or higher:8 hours •Completion at 60-74%: 6 hours •Completion between 50-60%: 4 hours •Completion at less than 50%: 2 hours <p>Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 8 hours for the entire booklet.</p>	<p>Print</p> <p>Booklets in Series include:</p> <p>Level E: <u>Reading:</u> ISBN#: 978-0-929631-68-4 <u>Language:</u> ISBN#: 978-0-929631-50-9 <u>Math 1:</u> Number & Operations, Base Ten & Fractions: ISBN#: 978-0-929631-69-1 <u>Math 2:</u> Operations & Algebraic Thinking ISBN#: 978-0-929631-70-7 <u>Math 3:</u>Geometry, Measurement & Data ISBN# 978-0-929631-71-4</p> <p>Level M: <u>Reading:</u> ISBN#: 978-0-929631-73-8 <u>Language:</u> ISBN#: 978-0-929631-72-1 <u>Math 1:</u> Numbers & Operations ISBN# 978-0-929631-74-5 <u>Math 2:</u> Measurement, Data & Geometry ISBN#: 978-0-929631-75-2 <u>Math 3:</u> Algebraic Thinking & Statistics ISBN# 978-0-929631-76-9</p> <p>Level D: <u>Reading:</u> ISBN#: 978-0-929631-78-3 <u>Language:</u> ISBN#: 978-0-929631-77-6 <u>Math 1:</u> Number Systems & Function ISBN#: 978-0-929631-79-0 <u>Math 2:</u> Ratios & Proportional Relationships ISBN#: 978-0-929631-80-6 <u>Math 3:</u> Geometry, Measurement & Data ISBN#: 978-0-929631-81-3 <u>Math 4:</u> Statistics & Probability ISBN#: 978-0-929631-82-0</p> <p>Level A: <u>Reading:</u> ISBN#: 978-0-929631-84-4 <u>Language:</u> ISBN#: 978-0-929631-83-7 <u>Math 1:</u>Numbers, Quantities, & Geometry ISBN#: 978-0-929631-85-1 <u>Math 2:</u>Algebra, ISBN#:978-0-929631-86-8 <u>Math 3:</u> Linear, Quad. & Exponential Models, ISBN#: 978-0-929631-87-5</p> <p>New Readers Press: 1-800-448-8878 https://www.newreaderspress.com/</p>	<p>The series utilizes strategies aligned to the College and Career Readiness standards with examples depicting the strategy within the context of a text question. Guided practice activities activate critical thinking skills as student implement the strategy while independent practices provides learners with the opportunity to reinforce the concept.</p>
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<p>Prealgebra & Intermediate Algebra, 2nd Edition by Elayn Martin-Gay Workbook</p>	<p>ABE/ASE</p>	<p>Teacher Verification / Mastery</p>	<p>Participants receive proxy hours for completing each workbook unit as follows:</p> <ul style="list-style-type: none"> • Completion at 75% or higher: 8 hours per unit • Completion at 60-74%: 6 hours per unit • Completion between 50-60%: 4 hours per unit • Completion at less than 50%: 2 hours per unit <p>Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the unit.</p>	<p>print</p>	<p>Unit 1: Whole Numbers-pages 1-93 Unit 2: Integers & Introduction to Solving Equations-pages 95-159 Unit 3: Solving Equations & Problem Solving- pages 161-210 Unit 4: Fractions & Mixed Numbers- pages 212-327 Unit 5: Decimals-pages 329-410 Unit 6: Percent-pages 413-487 Unit 7: Graphs & Triangle Applications- pages 489-551 Unit 8: Geometry & Measurement-pages 553-645 Unit 9: Equations, Inequalities, & Problem Solving-pages 648-723 Unit 10: Exponents & Polynomials-pgs 725-798 Unit 11: Factoring Polynomials-pages 801-868 Unit 12: Rational Expressions-pages 870-943 Unit 13: Graphing Equations & Inequalities- pages 946-1052 Unit 14: Systems of Equations-pages 1055-1102 Unit 15: Roots & Radicals-pages 1105-1158 Unit 16: Quadratic Equations-pages 1160-1223</p> <p>Publisher: Martin-Gay, University of New Orleans, Lakefront ISBN-13: 978-0321602459 ISBN-10: 0321602455</p>	<p>The workbook supplements the textbook used in the Adult Education managed classroom environment.</p>
<p>Reading Horizons Elevate</p>	<p>ABE/ESL</p>	<p>Clock time</p>	<p>The system tracks the time spent in each area of the program. The time on task for each activity is counted as proxy hours. Reports show time on tasks within lessons, library, and vocabulary sections. The system times students out after 10 minutes of inactivity.</p>	<p>online</p>	<p>Reading Horizons Corporate Headquarters 60 North Cutler Drive, Suite 101 North Salt Lake, Utah 84054 http://readinghorizons.com info@readinghorizons.com 800-333-0054 (Toll Free) 801-295-7088 (Fax)</p>	<p>Reading Horizons teaches beginning, readers, struggling readers, and English Language Learners.</p>

Rosetta Stone	Beginning Low ESL to Intermediate High ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other support materials provided by Rosetta Stone and completed by students cannot be counted as proxy hours. Rosetta Stone 1621 W. Kent Street, Suite 1200 Arlington, VA 22209 http://www.rosettastone.com	Rosetta stone prepares the student to use real world language.
Steck Vaughn Complete Test Preparation for the 2014 GED Test (New: State approved)	ABE/ASE	Teacher Verification /Mastery	Participants receive proxy hours for completing each chapter in the text as follows: <ul style="list-style-type: none"> • Completion at 75% or higher: 8 hours • Completion at 60-74%: 6 hours • Completion between 50-60%: 4 hours • Completion at less than 50%: 2 hours <p>Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the chapter.</p>	print	Paxen Publishing Customer Service 2194 Highway A1a, SITE 208 Indian Harbour Bch, Florida 32937 www.paxenpublishing.com 1.866.547.1895 ISBN: 978-544-252349-9	Textbook is a comprehensive program of the skills, instruction, practice, and self-assessment needed to prepare for success on a high school equivalency examination. Each content area has an entry test at the beginning to assess a learner's initial strengths/weaknesses and a comprehensive test at the end assesses the student's preparedness for the actual HSE.
Teknimedia	ABE/ASE, HSEC, and ESL	Clock time	System must track time and log out participants after preset period of inactivity.	online	Teknimedia	Supplementary hard copy workbooks and/or other support materials provided by Teknimedia cannot be counted as proxy hours.
The Official Guide to the HiSET Exam (New: State approved)	ABE/ASE, HSEC	Teacher Verification /Mastery	Participants receive proxy hours for completing each chapter in the text as follows: <ul style="list-style-type: none"> • Completion at 75% or higher: 8 hrs • Completion at 60-74%: 6 hours • Completion between 50-60%: 4 hrs • Completion at less than 50%: 2 hours <p>Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the chapter.</p>	Print	Educational Testing Services (ETS) ISBN: 9780071845847	The text is authorized by Educational Testing Service and contains authentic HiSET exam questions, descriptions and explanations of every test section, official scoring information, and strategies to help students be successful on the test.

TypingWeb	ESL, ABE, workplace	Clock time	System tracks time and logs participants out after present period of inactivity	online	https://www.typing.com/.	This is a free tool that tracks participant hours that they spend on the computer typing, and it will measure their progress. The program offers certifications that the participants can take. There is a variety of tests that the participants can take to watch their progress.
United States History & Geography (New: State approved)	ABE/ASE, High level ESL	Teacher Verification /Mastery	Participants receive up to 2.5 proxy hours for completing each lesson from the textbook along with a 10-20 minute instructional video. Hours are only awarded if 70% accuracy is achieved with each lesson. Video: .5 hours Workbook: 2 hours if 70% mastery is achieved.	print	<p>Lesson 1: Colonizing America-Before Columbus: pages 1-3 & 10-13</p> <p>Lesson 2: Founding the 13 Colonies: pages 16-22</p> <p>Lesson 3: Population & Economy: pages 23-28</p> <p>Lesson 4: The Colonies Fight for Their Rights pages 38-43</p> <p>Lesson 5: The Revolution Begins: pages 44-51</p> <p>Lesson 6: The Declaration of Independence: pages 52-62</p> <p>Lesson 7: The Confederation & A New Constitution: pages 63-67 & 76-78</p> <p>Lesson 8: Ratifying the Constitution: pages 81-85</p> <p>Lesson 9: The Constitution-Connections to Today: pages 87-97</p> <p>Lesson 10: Early Industry: pages 145-149</p> <p>Lesson 11:The Land of Cotton: pages 150-154</p> <p>Lesson 12:The Spirit of Reform: pages 164-169</p> <p>Lesson 13:The Abolitionist Movement: pages 174-179</p> <p>Lesson 14:Sectional Conflict Intensifies: pages 210-218</p> <p>Lesson 15: The Civil War: pages 221-226</p> <p>Lesson 16: The Civil War: pages 226-244</p> <p>Lesson 17: Reconstruction: pages 247-253</p> <p>Lesson 18: Urban America, Immigration: pages 304-311</p> <p>Lesson 19: WWI & Its Aftermath: pgs. 376-382</p> <p>Lesson 20: A World in Flames: WWII: pags 376-382</p> <p>Lesson 21: The Civil Rights Movement- 1954-1968: pages 571-586</p> <p>McGraw Hill Publishing Company ISBN 978-0-07-660865-2 P.O. Box 182605 Columbus, OH 43218 800-338-3987</p>	Text is a high school leveled textbook aligned with the Common Core Standards.

USA Learns	Low Beginning to High Intermediate ESL	Clocktime	The system tracks the time on task for each activity. The time on task is counted as proxy hours. The system times students out after a preset period of inactivity	online	www.usalearns.org Sacramento County Office of Education PO Box 269003 Sacramento, CA 95826 408.449.1010	USA Learns is a free multi-course program that helps students learn beginning to intermediate English. The courses include videos, interactive activities, games, and quizzes to improve English skills in listening comprehension, vocabulary, grammar, spelling, pronunciation, reading, writing, speaking and life skills. A placement test is also available.
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Section IV: State Requirements for Tracking Proxy Hours

Participants who are enrolled in any of the curricula outlined in Section III of this policy must complete a Career Services course prior to enrollment. The Career Services course may be completed online, through telephone communications, virtually, face to face, or through a combination of delivery modes and must include a valid assessment for pre-test purposes. Instructors and/or local program staff must be able to identify participant identity during all aspects of the Career Services course. All hours for the Career Services course must be entered into LACES as regular contact hours before enrolling in distance learning, and may not be included as distance learning hours.

In accordance with NRS protocols for the recording of proxy hours for distance learning, all hours earned through any of the distance learning curricula outlined in Section III of this policy must be recorded in LACES as distance learning hours. These hours must be entered weekly. Until OCTAE approval is received on the new curricula, State approved print-based materials must utilize an Excel spreadsheet showing the following:

1. Name of local program
2. Name of student
3. Curricula used
4. Hours awarded
5. Date awarded
6. Instructor signature

Most of the “**new**” print based materials outlined in this policy indicate that “up to 8 proxy hours” may be awarded; however, local directors may, after reviewing actual hours a participant spends working on these materials, award a lesser number of hours if deemed necessary.

Corrections:

Adult Education participants who are enrolled in a corrections facility and have restricted internet connection may utilize the print based curricula outlined in Section III of this policy providing that participant identify is verifiable and consistent monthly interaction is maintained between Adult Education staff and the participant. Interaction between AE staff and the participant can be conducted virtually, through telephone communiques, in-person visits, or through the submission of mailed in documents in which identify has been verified by Corrections staff.

Section V: Requests for Additional Curricula for Distance Learning

Local programs that wish to add new curricula to the list of approved distance learning platforms, must complete the application form, found in the Appendix. The State will make every effort to accommodate local program requests; however, submission of the application does not necessitate approval.



Wyoming Distance Education Application for New Distance Education Curriculum Approval

Please submit this form to diane.mcqueen@wyo.gov

Name of Program	Date submitted
Name of Local AE Program Director	
Email	Phone

New Curriculum for Approval

Publisher:	Curriculum Information – Instructional Model
Curriculum Product Name:	<p>___ Clock Time Model: assigns contact hours based on the elapsed time that a student is connected to or engaged in an online or stand-alone software program that tracks time.</p> <p>___ Teacher Verification Model: assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a student engaged in, or completed, the assignment.</p> <p>___ Learner Mastery Model: assigns a fixed number of hours of credit based on the student passing a test on the content of each lesson. Students work with the curriculum and materials and take a test when they feel they have mastered the material. A high percentage of correct answers (typically 70%-80%) earn the credit hours attached to the material.</p>
Contact Name:	
Telephone:	
Email:	
Website: (where applicable)	

Cost

Approximate cost per student \$	Approximate cost to the program \$
Other information about cost or pricing:	

Audience

Type of Course	Instructional Content e.g. speaking, listening, social studies
Adult Education (Literacy, HSE, etc)	
English as a Second Language	
Workforce	
Bridge Programming	
Transitions	
Other (Please specify)	

Additional Information

Is the curriculum aligned to the Career-Readiness Standards or the English Language Proficiency Standards?
Describe the anticipated impact/effectiveness with adult students.
Describe the anticipated ease of use for the student.
What reports are available for teachers to monitor attendance and progress? (Please attach a sample)
Is training provided with the curriculum? If yes, who will provide the training?

Only applicable if you are seeking approval for a Learner Mastery or Teacher Verification Model

How do you plan to administer assessment and provide feedback in frequent cycles as the student progresses through each stage of the curriculum? (Learner Mastery). How many proxy hours will be assigned per proof of mastery through assessment?
What types of activities are included for the teacher verification model? What amount of proxy hours will be assigned per activity? What is your rationale as to what assignments are worth what amount of proxy hours? (Teacher Verification)
What online platform will you be using?
Please attach a full course syllabus

WCCC Approval

Approved ___ yes ___no	Date
Typed Name: Title:	
Comments:	

Policy #07152020: Remote Testing and Performance in Adult Education and Literacy
During the COVID-19 Pandemic

Date: July 15, 2020

Section I: Purpose

The purpose of this policy is to provide Adult Education grantees with information and guidance on remote testing options during the global COVID-19 pandemic, including the remote administration and use of:

- National Reporting System (NRS) approved assessments allowed for federal performance accountability; and
- Non-NRS approved tests that are approved for use to show participant readiness to take a high school equivalency assessment

Section II: Background

On March 19, 2020, Wyoming Governor, Mark Gordon, initiated statewide closures of schools throughout the State. Adult Education grantees quickly responded to these mandated closures by transitioning service delivery from on-site locations to distance and remote delivery platforms. This required a change to many aspects of service delivery, including education and training services and testing for performance accountability measures and follow-up services, all of which almost exclusively rely on on-site, in-person activity.

Section III: Performance Accountability

The Wyoming Community College Commission (WCCC) and the US Department of Education understand that performance results for many Adult Education performance measures will be impacted by pandemic-related service delivery disruptions, which immediately closed most educational facilities and suspended many on-site services; thus halting or slowing enrollments, and pausing all on-site performance testing on NRS approved assessments as well as high school equivalency testing center operations. WCCC anticipates that the volume of Adult Education services among participants will continue to be impacted and altered as programs transition to remote and distance learning options and also understand that not all students have access to participate in remote instruction.

The immediate closures of on-site services directly impacted WIOA measurable skill gain targets for FY 2019/20 and will undoubtedly affect established targets for FY 20/21 as Measurable Skill Gain (MSG) targets have traditionally relied almost exclusively on on-site proctored testing. With the June 2020 launch of remote testing protocols by DRC for TABE, HiSET, and GED, enrolled participants are now provided with additional testing options for performance accountability. These new options should be extended to participants as a means to increase program performance for FY 20/21.

Local programs, particularly those with Integrated and Education Training (IET) participants who are unable to posttest during the pandemic, must make a reasonable effort to track Measurable Skill Gains through non-testing options:

- 1) Postsecondary transcript
- 2) Completion of a high school equivalency certificate

The State anticipated that the effects of COVID-19 would have lasting impacts upon Adult Education program performance throughout fiscal year 20/21. It is for this reason that the State successfully negotiated lowered performance measure targets for FY 20/21. The outcome measure targets established for FY 20/21 are based upon a combination of factors:

- 1) A rolling three year average of performance for each of the outcome measures
- 2) Wyoming's ranking among all States
- 3) Successful negotiation of lowered targets due to the pandemic

Consequently, local programs are expected to make reasonable efforts to meet performance measure targets as well as outcome measure targets for FY 20/21.

Outcome measure targets, for Table 5, will continue to be data matched at both the State and local program levels. Local programs are required to data-match postsecondary enrollments through two sources:

- 1) **National Student Clearinghouse** to ascertain whether participants have enrolled in postsecondary at any place throughout the country and/or have earned an industry recognized credential. This data match must be conducted at least three times per year:
 - a. October (to include fall enrollments)
 - b. February (to include spring enrollments)
 - c. June (to pick up any late student registrations that may have occurred)
- 2) Beginning in FY 20/21, local programs will also be required to institutionally data match program enrollments in the **local community college**. This data match must include a request for enrollment in and credentials earned for non-credit workforce courses. Non-credit workforce courses are not recorded at the National Student Clearinghouse; consequently, these types of earned credentials must be data-matched locally and subsequently reported in LACES. The timing of these data matches is the same as outlined above.

The State will also conduct a final data match of postsecondary enrollments and of credentials earned by participants in September of each year, just prior to the submission of required federal reports to OCTAE.

Employment outcome measures will be data matched at the State level through two sources:

- 1) **UI:** to obtain employment records from the State of Wyoming
- 2) **SWIS:** to obtain nationwide employment records of participants employed outside the State.

Section IV: Remote Testing

Testing is a major function of Adult Education services in Wyoming. Remote testing will provide AE grantees with an option to determine both the skill needs and placement of students, as well as support performance reporting under the NRS.

The US Department of Education's Office of Career, Technical, and Adult Education (OCTAE) released Program Memoranda OCTAE 20-3, and 20-5, which provide guidance on service continuity to Adult Education programs during the pandemic, including clarifications on performance accountability and remote testing under the NRS. This guidance provides the federal basis for this policy.

Remote testing requires changes to most aspects of test delivery and an increased need for test security and protection of personally identifiable information. Although remote testing provides access for grantees to report performance, considerable delays and constraints are initially expected as test publishers release guidance, providers develop standard operating procedures, certified test proctors are trained on remote testing procedures, and technological equipment and related supplies necessary for testing compliance are purchased and put into place. Even though remote testing has become available, some AE participants will not have access to or be comfortable with remote testing and thus will not be able to test until on-site testing can be conducted.

As test publishers issue guidance on remote testing and local providers find innovative ways to implement such policies, WCCC anticipates remote testing guidance to evolve over the coming months.

Nonetheless, WCCC, has established new protocols for virtual testing of NRS approved assessments by allowing assessments to be given in a virtual classroom environment where the instructor/proctor controls the release of each test page virtually and where the testing environment ensures that:

- Test manufacturer guidelines for virtual testing can be implemented
- The instructor is able to verify the students identity
- Student responses to each test item are recorded by the instructor/proctor in either virtual form for the online TABE or on paper based answer forms.

For FY 20/21, virtual testing may be conducted for up to five students at a time.

Protocols for the post testing of participants is based upon total contact hours and proxy hours as follows:

- **Contact Hours:** Synchronous time spent instructing the learner. Contact hours include two-way interaction between instructor and learner by face-to-face interaction, telephone, video, teleconference, virtual classrooms, or other online communication where learner and program staff are able to interact and through which learner identity is verifiable.
- **Proxy Hours:** Asynchronous time a learner spends independently engaged with distance learning activities, such as using an approved distance learning platform or other approved instructional tools. Proxy hours are to follow protocols outlined in Adult Education State Policy#07132020.

Official Practice Tests

Although official practice tests are not NRS approved assessments used for reporting purposes, local programs in Wyoming are required to utilize these assessments as an indication of readiness to test for HiSET and GED. Traditionally, these tests have been paper-based and delivered to participants in-person. The State recognizes that the pandemic has created additional challenges for local programs needing to provide this assessment to students. As a result, the State has approved the use of the online official practice tests found in the AZTEC software program for individuals 18 years of age or older. AZTEC online official practice tests may not be used for age waiver students. As with the paper-based OPT's, these online assessments must be entered into the LACES system before a student commences testing for a high school equivalency.

Official practice tests that are available in electronic form (ie. FPT and PPT formats) may be delivered through virtual classrooms utilizing the aforementioned protocols for virtual testing. OPT's must be given in a secured test environment whereby examinee identity can be verified. This may be conducted through online virtual platforms, where the instructor/proctor can monitor student progress or through traditional means, such as an in-seat examination.

OPT's may **not** be given to students before the delivery of instruction has commenced, where instruction is defined as:

- 1) Completing a Career Service course, which includes intake paperwork and a pre-test AND
- 2) Completing a course of study where instruction is occurring at an ASE level

Participants who have not pre-tested at ASE levels must be given at **least** one post-test prior to taking the final OPT subject level test and must have demonstrated through TABE 11/12 scores and OPT scores a readiness to test. Participants who have met this criteria as well as those pre-testing at ASE levels must be enrolled in a class on the LACES database entitled 'ABE/ASE 9+' thereby indicating that classroom instruction is delivered at ninth grade or higher. Enrollment into this course must occur before the student has begun a course of study in the last subject for the high school equivalency certificate and in-seat hours as well as proxy hours must be recorded accordingly. Local programs must make a concerted effort to ensure that all HSEC participants earn TABE 11/12 scores at the ASE level prior to taking a high school equivalency examination.

Official Practice Test scores must be entered into LACES before a student commences testing for a high school equivalency test. Scores must indicate readiness to test as follows:

- 1) GED: A Ready to Test level must be obtained
- 2) HiSET: Well Prepared or Prepared levels must be obtained

Policy #08112020R: Data Collection (Follow-Up: Tracking Students Over Time)

Date: August 11, 2020/November 16, 2020 (Revision)

Section I: Federal Mandates and Guidance

National Reporting System (NRS)

The Workforce Innovations & Opportunity Act (WIOA) changed the way in which data for Adult Education systems is tracked. With this change, the NRS established clear guidelines on how WIOA indicators are to be obtained and tracked. There are multiple indicators that States are required to track on all eligible participants.

A. Measurable Skill Gains: (<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>)

OCTAE Program Memorandum 17-2 provides guidance on how States are to measure skill gains on enrolled participants. This guidance is defined below.

The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:

- 1) Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
Example: Low-skilled adult participants of an adult education program: the measurable skill gains indicator provides an opportunity to track and report gains in reading, writing, mathematics, and English proficiency.
- 2) Documented attainment of a secondary school diploma or its recognized equivalent;
Examples of secondary school diplomas, alternate diplomas, and recognized equivalents recognized by individuals States include:
 - Obtaining certification of attaining passing scores on a State-recognized high school equivalency test.
 - Earning a secondary school diploma or State-recognized equivalent through a credit bearing secondary education program sanctioned by State law, code, or regulation.
 - Obtaining certification of passing a State recognized competency-based assessment.
 - Completion of a specified number of college credits.
- 3) Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;
- 4) Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training;
Example: A participant is enrolled in a four year registered apprenticeship program: the MSG indicator tracks the skills the participant gains throughout the reporting period, not just at the end of the four year training program.
- 5) Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

Documenting Progress for Types of Measurable Skill Gains

- 1) ***Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary level*** – Programs may measure educational functioning level gain in one of three ways:
 - a) States may compare the participant's initial educational functioning level, as measured by a pre-test, with the participant's educational functioning level, as measured by a post-test;

- b) States that offer adult high school programs that lead to a secondary school diploma or its recognized equivalent may measure and report educational gain through the awarding of credits or Carnegie units; or
 - c) States may report an educational functioning level gain for participants who exit a program below the postsecondary level and enroll in postsecondary education and training during the program year. A program below the postsecondary level applies to participants enrolled in a basic education program.
- 2) ***Documented attainment of a secondary school diploma or its recognized equivalent*** – Programs may document attainment of a secondary school diploma or its recognized equivalent if the participant obtains certification of attaining passing scores on all parts of a State-recognized high school equivalency test, or the participant obtains a diploma or State-recognized equivalent documenting satisfactory completion of secondary studies or an alternate diploma, including a high school or adult secondary school diploma.
 - 3) ***Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit’s academic standards*** – For secondary education, this gain may be documented through receipt of a secondary transcript or report card for one semester showing that the participant is achieving the State unit’s policies for academic standards. For postsecondary education, this gain must demonstrate a sufficient number of credit hours—which is at least 12 hours per semester (or equivalent) or, for part-time students, a total of at least 12 hours over the course of two completed semesters (or equivalent) during a 12 month period—that shows a participant is achieving the State unit’s academic standards (or the equivalent for other than credit hour programs). For example, if a postsecondary student completed 6 hours in the spring semester and 6 more hours in the fall semester and those semesters crossed two program years, they would not count as a skill gain in the first program year but they would count as a skill gain in the second program year.
 - 4) ***Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training*** – Documentation for this gain may vary, as programs should identify appropriate methodologies based upon the nature of services being provided, but progress reports must document substantive skill development that the participant has achieved. The gain may be documented by a satisfactory or better progress report from an employer or training provider. Progress reports may include training reports on milestones completed as the individual masters the required job skills, or steps to complete an OJT or apprenticeship program. Increases in pay resulting from newly acquired skills or increased performance also can be used to document progress

Note: In the description of this type of Measurable Skill Gains, “completion of one year of an apprenticeship” is just one example of a timeframe that may be established for achieving a satisfactory or better progress report toward a specific milestone, and the “one year” timeframe should not be construed as a required timeframe or the only way that a participant in an apprenticeship can achieve a Measurable Skill Gain. The timeframe for the milestone should be established based on the specific facts of the program at issue.

- 5) ***Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams*** – Documentation for this gain may include passage of a component exam in a Registered Apprenticeship program, employer-required knowledge-based exam, satisfactory attainment of an element on an industry or occupational competency-based assessment, or other completion test necessary to obtain a credential.

B. WIOA Post-Exit Indicators (<https://nrsw.org/sites/default/files/Tracking-Students-508.pdf>)

Under WIOA, programs are required to report data for post-exit primary indicators of performance. These indicators are the employment rate in the second quarter after exit, employment rate in the fourth quarter after exit, median earnings in the second quarter after exit, credential attainment, and effectiveness in serving employers.

- 1) **The employment rate in the second quarter after exit** measures the percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
- 2) **The employment rate in the fourth quarter after exit** measures the percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- 3) **The median earnings in the second quarter after exit** measures the median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
- 4) **Credential attainment** includes attainment of a postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program. To count the receipt of a

secondary diploma as a successful outcome, participants must enter postsecondary education or training, or employment within 1 year after exit.

- 5) **The Effectiveness in Serving Employers** indicator requires the Department of Education and the Department of Labor to jointly establish one or more primary indicators of performance that indicate the effectiveness of the core programs in serving employers. Since this indicator is a new approach for measuring performance under WIOA's six core programs, the Departments have implemented a pilot program during which states must select two of three approaches to report data that the Departments will use to assess a permanent indicator. States may also voluntarily develop an additional State-specific approach. The Departments will identify a standardized indicator, after state data for the various approaches have been evaluated.

Note: For the purpose of this policy, only core indicators 1-4 are addressed herein.

Whom Do We Track & When do We Track Them?

For each required indicator described above, there are different guidelines which define how performance is to be tracked. These guidelines apply regardless of the method used to collect the data. The table below summarizes these guidelines.

Indicator	Who is Tracked? ¹	When Are They Tracked?
Measurable Skill gains ➤ Educational functioning level gain or entry into postsecondary education within one year of exit ➤ Attainment of a secondary credential ➤ number of IET participants who achieved an MSG other than EFL gain and secondary school diploma	All participants	End of the program year
Employment rate in the 2nd quarter after exit	All participants who exit ²	Second quarter after exit
Employment rate in the 4th quarter after exit	All participants who exit	Fourth quarter after exit
Median earnings in the second quarter after exit	Participants who are in unsubsidized employment during the second quarter after exit	Second quarter after exit
Credential attainment	Participants who exit & were enrolled in a postsecondary education or training program, and participants who entered without a secondary school diploma or its recognized equivalent and were receiving instruction at the secondary level	Within 1 year after exit

How Do We Track Student Outcomes?

There are several ways to track students. Each method has its benefits & challenges. Which method a state selects will depend largely on ease of access to the necessary data for a method.

Data Matching

When two or more state agencies serve a common group of participants, data matching allows the agencies to pool or share data to provide a more complete picture of how the participants are being supported to meet their academic and career goals, as determined by specific indicators. Most often, matching is done using Social Security numbers, but other unique identifiers can be used.

¹ Indicators do not apply to participants with specific exclusion criteria specified by WIOA. See Office of Career, Technical & Adult education (OCTAE) Program Memorandum 17-2: <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>

² Second & fourth quarter employment, median earnings and credential indicators do not apply to participants in correctional education programs (WIOA Section 225), who remain incarcerated at program exit.

The data-matching method is especially beneficial for tracking outcomes that must be measured after the participant exits a program, such as employment rate, but it is advantageous for tracking all outcomes. It requires significantly fewer resources—specifically, in terms of local program staff time and effort—than other methods because local programs need to collect only demographic, participation, and EFL information. The state can do the rest. This method also tends to be the most valid and reliable, because it does not depend on self-reporting and fewer participants are missed.

Supplemental Data Collection

When it is not possible to conduct a data match, state agencies must identify an alternative method for collecting the necessary data. One way to do this is to have local programs survey students. Although conducting a survey can be challenging, especially given the transient nature of many adult education participants, states can ensure that the survey they use results in the valid and reliable reporting of student outcomes.

1. **Develop a method for identifying participants to contact for follow-up.** To start, it is important to know who will need to be surveyed. Table 1 provides guidance on how to determine this for each measure. You will also need to have access to the following:
 - Participant contact information
 - The follow-up outcomes that apply to the participant
 - The date that the participant exited for each period of participation
2. **Conduct the survey at the appropriate time.** Ideally, the survey is started during the first month after the follow-up quarter and completed within no more than 3 months. However, every effort should be made to contact participants as soon as possible, after they have exited the program, to maximize the likelihood that they will respond.
3. **Use a uniform survey instrument for all programs.** To be able to compare data between programs, it is important that all participants are asked the same questions in the same way. For this reason, states should provide all programs with a standard survey questionnaire⁴ that enables the programs to collect the information in a valid and reliable way, providing translated versions in the most common languages spoken.
4. **Train staff to conduct the survey.** Just as it is important to have a uniform instrument, it is important that the survey be conducted uniformly. To ensure this, the staff who will conduct the survey need to be trained in survey procedures, including how to introduce the survey and obtain consent, ways to avoid refusals, how to ask the survey questions, how to record responses, and how to answer participant questions about the survey.
5. **Identify local resources available to conduct the survey.** Because conducting surveys is resource intensive, states should ensure that local programs have sufficient staff and time to conduct the survey before they begin. Alternatively, the state can decide to take on the responsibility for conducting the surveys and have state staff do them, or they can contract with a third party.
6. **Alternatives to survey phone calls.** Although phone calls are often used to conduct surveys, there are several other methods that states and local program might want to consider implementing:
 - Text Messaging via a Mobile Device. Text messaging allows programs to reach participants immediately and quickly, because people often check their text messages more frequently and are more likely to respond right away. Text messaging may have some limitations. Among these are restrictions on the number or types of characters allowed by certain text messaging applications, difficulty in maintaining a permanent record of the conversations if older messages are deleted, and the possibility that a text message may not be received, if a student does not have text messaging capability or exceeds the number of text messages allowed by his or her plan.
 - E-mail. Sending e-mails is convenient, because it can be done from a computer or mobile device. It does not have restrictions on number of characters and allows the user to attach a file (like a survey document) if needed. However, not everyone checks e-mail consistently and e-mails can get lost or buried in inboxes.
 - Mailings. Sending questionnaires out by mail can help programs to reach students who use technology less often. Mailings also give surveys a sense of importance that may increase response rates. The primary drawbacks of using mailings to conduct surveys is that they tend to be slower and more costly than other methods.
7. **Implement procedures to improve response rates.** Letting participants know at program entry that they may be contacted later and asked about their outcomes greatly helps to improve the response rate. Program entry is also the

best time to collect detailed contact information and ask participants to provide updates as applicable. However, contacting adult education students after they leave the program remains a challenge, because their contact information may change frequently. Local programs may consider using social media to keep in touch with students after they leave the program. States should provide technical assistance to local programs to improve response rates.

8. **Ensure that the state has a database and procedures for survey reporting.** The state is ultimately responsible for reporting the aggregate data for each primary indicator of performance. By providing local programs with a database and standard procedures to follow, the state can ensure that local programs have the information they need about whom to survey and when to conduct the survey. Also, having a database helps the state receive the information it needs to accurately compute and report the information in a timely fashion.

As with data matching, the survey method has advantages. Surveys do not require unique identifiers. Surveys also provide a personal touch, helping students continue to feel connected to the program even after they leave. However, surveys rely on self-reporting, which is not always reliable, and they tend to yield a lower response rate, which can affect validity.

Regardless of the method selected, tracking student outcomes plays a critical role in ensuring that states and local programs are meeting the needs of adult learners. By collecting data about the outcomes that students achieve after exiting the program, state staff and local programs are better able to understand the long-term impact of the work they do. Equipped with that knowledge, adult education programs are in a better position to adjust programmatic practices and improve instructional services.

Supplemental Wage Information

Local programs which conduct a survey to obtain employment related data must also collect supplemental wage information. The NRS clearly describes sources of supplemental wage information and wage data for reporting. Acceptable forms of supplemental wage information include, but are not limited to, the following:

- Tax documents, payroll records, and employer records such as:
 - Copies of quarterly tax payment forms to the IRS, such as a Form 941 (Employer's Quarterly Tax Return)
 - Copies of pay stubs (minimum of two pay stubs) OR
 - Signed letter or other information from employer on company letterhead attesting to an individual's employment status and earnings
- Other supplemental wage records such as:
 - Follow-up survey (self-reported) from program participants;
 - Income earned from commission in sales or other similar positions;
 - Detailed case notes verified by employer and signed by the counselor, if appropriate to the program;
 - Automated database systems or data matching with other partners with whom data sharing agreements exist;
 - One-Stop operating systems' administrative records, such as current records of eligibility for programs with income-based eligibility (e.g., Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP)); or
 - Self-employment worksheets signed and attested to by program participants.

Permissible Exclusions from Performance

Participants in correctional education programs (WIOA Section 225), who remain incarcerated at program exit, are excluded from all performance indicators except the Measurable Skill Gains indicator. Participants who exit the program due to the following circumstances may be excluded from the WIOA primary indicators of performance:

- The participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant.
- The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.

- The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.
- The participant is deceased.

A complete **Technical Assistance Guide for Performance Accountability under WIOA** can be found at:
<https://nrsweb.org/sites/default/files/NRS-TA-Aug2019-508.pdf>.

Section II: State Mandates and Guidance

Wyoming Community College Commission (SEA)

Measurable Skill Gains(MSG)

In accordance with NRS guidelines, the State allows several methods for calculating measurable skill gains:

- 1) A gain in **Educational Functioning Level (EFL)** as recorded through:
 - a. Pre/post testing: using NRS approved assessments:
 - i. ABE/ASE level: Students must complete one or more educational functioning levels in reading, language or mathematics
 - ii. ESL levels: Students must complete one or more educational functioning levels in reading, writing, speaking, or listening,
 - iii. Pre testing: must be completed within the first 12 hours of enrolling in an Adult Education program in Wyoming.
 - iv. Post testing: An initial post-test must be given in accordance with test manufacturer guidelines as outlined in the Wyoming Assessment policy. Students who do not show gain on an initial post-tested can be retested after they have logged, at a minimum, an additional 40 hours.
 - b. Entry into postsecondary: Students must be exited from LACES and have an entry date into postsecondary after exiting Adult Education by the end of the program year.
- 2) Attainment of a **Secondary School Diploma**: Student must have earned a high school equivalency certificate during enrollment or after exit and by the end of the program year. The State recognizes both the G.E.D.® and the HiSET assessments for high school equivalency.

Qualified participants who exit an Adult Education program and earn a high school diploma within one year of exiting Adult Education may utilize this measure towards EFL gain.

- 3) Number of **IET** participants who achieved an MSG other than EFL gain and/secondary school diploma
Note: This will be permissible beginning FY 21/22 or when approved by the NRS.

Permissible Exclusions from MSG

Exclusions from performance are in accordance with NRS guidelines found on page 5 of this document.

Excluding a student from performance on LACES can be accomplished by opening the student record and click on the ‘Demographics’ tab. Once this tab is opened, there will be three columns:

The screenshot shows the 'Demographics' tab in a software interface. It is divided into three columns of fields:

- Column 1:** City of Birth (text input), Born outside US (checkbox), Country of Birth (dropdown menu), Registered Voter (checkbox), Immigrant (checkbox).
- Column 2:** Homeless (Yes/No), Long Term Unemployed (Yes/No), Low Literacy Levels (Yes/No), Migrant Farmworker (Yes/No).
- Column 3:** Correctional (dropdown menu), Institutional (dropdown menu), Date of Death (calendar icon), Report Exclusion Reason (dropdown menu).

An orange arrow points to the 'Report Exclusion Reason' dropdown menu in the third column.

At the bottom of the third column is a drop down menu ‘Report Exclusion Reason’. Select the reason for exclusion and click save.

State Data Match

In order to obtain appropriate data for the WIOA indicators of employment and postsecondary, the State conducts multiple data matches, using participant social security numbers, at different times throughout a year.

- **Employment Indicators:** The State data matches employment records for students who have exited Adult Education programs in Wyoming for the second and fourth quarter after exit.

Eligible student records are submitted to Wyoming's UI division and to the national SWIS registry. Median earnings are also data matched through social security numbers. Employment data matches are typically conducted quarterly.

- **Post-secondary Indicators (Credential Attainment):** In accordance with NRS guidelines, the State allows two methods for completion of this indicator.
 - Attainment of secondary school diploma or its recognized equivalent: Student must have completed a high school equivalency certificate or earned a high school diploma AND
 - Became employed within one year of exit OR
 - Entered into postsecondary education within one year of exit

Note: The State does not data match for high school equivalency credentials earned. Local providers are required to follow the guidelines on page 9 of this document to collect this type of data.

Eligible student records are submitted to the National Student Clearinghouse and to the Wyoming State database for the Community College system to determine if students have entered an accredited program of study. State data matches for postsecondary are conducted twice a year:

- December: to capture summer & fall enrollments
- June: to capture spring & some summer enrollments

Data obtained through state data matches are automatically uploaded into the LACES system once it is received and local providers are notified once this has been completed.

Local Program Responsibilities

Surveying Participants with No Social Security Number

Although the State conducts data matches for employment and for postsecondary, local providers are also expected to collect data on students who have exited the program and have not provided a social security number. Local programs must utilize the state approved survey and contact log, found in the Appendix of this document and at: <https://communitycolleges.wy.edu/adult-education/directors/#forms> to gather WIOA core indicator data.

Surveys must be conducted with the appropriate data entered into the LACES database following the schedule outline by the NRS on page 2 of this document. Local programs must maintain a *Survey Notebook* which includes all data collected through a surveying instrument.

The Survey Instrument and LACES

The LACES dashboard automatically flags student records which need to be surveyed.

Students eligible for posttesting with no MSG in current PoP	0
Students requiring survey for 2nd quarter employment with median earnings - ALL	17
Students requiring survey for 2nd quarter employment with median earnings - No SSN	1
Students requiring survey for 4th quarter employment - ALL	27
Students requiring survey for 4th quarter employment - No SSN	4



Only those students who are showing as ‘**No SSN**’ on the LACES dashboard need to be surveyed. Local programs are required to follow the processes outlined by the NRS on page 3 of this document when conducting a manual survey.

Once the survey is conducted the appropriate information must be entered into the LACES database.

Survey Information Collected for Employment Outcomes

To enter employment data collected through a survey, open up the student file on LACES and click on the ‘History’ tab. Scroll down to ‘Work History’ and open up that tab.

Work History															
+ ADD NEW RECORD ↓ EXPORT															
	Start Date	Employment Status	Occupation	Description	Employer Name	Type of Employer	Employer Address	Employer Contact	Salary	Earnings	Earnings Period	Earnings Number Hours	Quarterly Earnings	Creation Date	
<input type="checkbox"/>	10/01/2019	Employed-Full								\$466.25	Quarterly		\$466.25	04/21/2020	
<input type="checkbox"/>	01/24/2019	Employed-Part	No Value Entered			No Value Entered								04/27/2019	

- 1) Enter a **date** within the second/fourth quarter after exit in which the survey was conducted. This is a very important piece to having the data populate correctly to Table 5. If you are entering second quarter follow-up data for a student, the date in which you enter here must be a date that falls within the student’s second quarter after exit.

Note: ‘**Date of Exit**’, as defined by the State, is when 90 days have elapsed since the last date of service and no future services are planned. This means the individuals has had 90 days of no services, including self-service and information only service, since being identified as a reportable individuals (see 34CFR §463.150(c)(1)).

- 2) Enter **Employment status**: Select the appropriate option from the drop down menu provided.
- 3) **Earnings**: Enter the amount of earnings the student indicated they have received.

Note: The NRS has clarified that “if a participant in a survey declines to provide earnings but claims to be employed, quarterly earnings should be recorded as \$1.00.” (<https://nrsweb.org/sites/default/files/Post-Exit-Guide-508.pdf>)

- 4) **Earnings period**: select from the drop down menu.
- 5) **Earnings number of hours**: enter the total number of hours the student indicates they work per week/month/year.

Once each of these items have been populated, click save.

Both second quarter and fourth quarter after exit employment surveys will have to be conducted on students who do not provide a local Adult Education program with a social security number.

Surveying Special Populations

In Wyoming, there are several industries which are not required to report payroll earnings to the State’s UI system or to SWIS; consequently, it is not possible to data match individuals employed by these special populations. The State requires that surveys be conducted for all individuals that indicate, upon entry into the program, they are employed in the following industries:

- 1) Self-employed
- 2) Farmers/ranchers
- 3) Railroad
- 4) Federal and military employees

Quarterly Reporting of Surveys Conducted

In order to effectively monitor local surveys conducted on special populations and on students who have not provided a social security number, local programs are required to submit a quarterly report which details the following:

- Number of students needing surveyed as indicated by the LACES dashboard (current year) and Table 5 (previous year)
- Number of surveys conducted by the local program which includes:
 - The number of participants the local program was unable to contact through surveying
 - The number of post-exit outcome measures met through surveying

Information Collected for Postsecondary

A. Data Matching

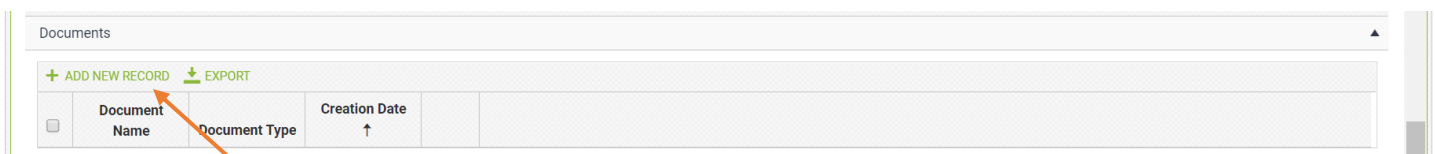
Local providers are only required to conduct data matches for postsecondary credentials as follows:

- **National Student Clearinghouse:** local programs are required to data match eligible student records through the National Student Clearinghouse at least three times per year:
 - October: to capture fall enrollments
 - February: to capture spring enrollments
 - June: to capture summer and/or any late student registrations which have not been picked up by previous data matches
- Because non-credit training / workforce courses are not tracked through the National Student Clearinghouse or through the State’s database system, local programs are required to data match eligible student records at the **local community college** at least three times per year following the timeline outlined above.

Local programs must maintain a copy of produced results through data matching for audit/monitoring purposes.

B. Credential Attainment: Postsecondary and/or Training

Students who have completed a program of study and have earned a credential should have copies of their transcripts and/or credentials earned uploaded into their student file (with a hard copy placed in the student’s local file) on the LACES database. This can be accomplished by first opening the student’s record and clicking on the ‘Student Data’ tab. Then open up ‘Documents’. This will bring up a menu that looks like this:



Next, click on “+Add New Record” and complete the drop down menu item before you upload the transcript.

C. Credential Attainment: HSEC-DiplomaSender

Local providers are required to utilize the DiplomaSender database to obtain ‘unofficial’ copies of student HSE credentials earned and of student transcripts. When possible, both of these documents should be uploaded into the student file on LACES by following the aforementioned process, with a hard copy placed into the student’s permanent file at the local provider’s site.

Student scores earned on a high school equivalency test must be recorded into the LACES database, under the assessment tab, within two weeks of earning the credential.

Note: AE providers in Wyoming are required to manually track through local program protocols those students who exit an AE program and return to high school to earn a high school diploma. Evidence of completion of this credential must be placed into a student’s local file with the information being uploaded into LACES.

D. Entering Postsecondary Enrollments on LACES

To enter data obtained for the postsecondary indicator, the student record must be opened on LACES and the tab entitled ‘Education’ opened. Next, click on ‘Postsecondary Education or Training’ to open up the page.

Postsecondary Institution Type	Name of Postsecondary School or Training Program	District	Course of Study	Enroll Date ↓	Exit Date	Total Hours Attended	Earned Credits	Credential Attained	Date Earned	Creation Date
--------------------------------	--	----------	-----------------	---------------	-----------	----------------------	----------------	---------------------	-------------	---------------

Click on the +Add new Record to open up a new page. Complete the following items:

- 1) *Postsecondary Institution Type*: This will either be:
 - a. **postsecondary** which is defined by the State as ‘enrollment into an accredited program of study at a postsecondary institution’ OR
 - b. **training** as defined by the State, as ‘non-credit workforce based courses where the student can earn an industry recognized credential.’
- 2) *Name of Postsecondary School*: Enter the name of the institution, when possible.
- 3) *Enroll date*: enter the date in which enrollment began.
- 4) *Exit date*: enter the date in which exit occurred.

Note: Students who enter postsecondary/training programs of study across multiple terms will have multiple enrollment/exit dates. (i.e. they will have one for each term of study)

- 5) *Credential Attainment*: Complete this line if the student has earned a credential of any sort.
- 6) *Date earned*: the date in which the credential was earned must be recorded or Table 5 Credential Attainment will not be populated.

Appendix #1: Follow-Up Survey for Non SSN Students and Special Populations
Follow-Up Survey for Core, Secondary, and other Measures
Wyoming Community College Commission
Adult Education

Hello. My name is _____. I work for _____. We're contacting people who have recently attended our classes at our adult education programs to find out what happens to them after they leave us. It should take only a few moments of your time to answer.

Attendance/objectives

A-1 I understand that you were in _____ (name of teacher) class in _____(location). Is that correct?

- Yes No (Obtain correct information)

A-2 During what month and year did you enroll in this program?

Month:_____ Year:_____

A-3 Did you attend the class/program until it ended?

- Yes (proceed to B-1) No (Proceed to A-4)

A-4 During what month did you stop attending the class or program? Month:_____

Secondary or Post-secondary Credential

B-1 Did you receive any diplomas, certificates, or degrees, such as a secondary school diploma, from passing HSEC tests or postsecondary credential or certificate, either while you were taking this class or since you took this class?

- Yes (proceed to B-2) No (Proceed to C-1) DK/Refused (proceed to C-1)

B-2 What type of diploma/certificate/degree did you receive? (Check all that apply)

- Secondary credential High school diploma
 Postsecondary credential/certificate Associates' Degree
 Bachelor's Degree Other _____
 DK/Refused

B-3 When did you receive that diploma/certificate/degree? Month:_____ Year:_____

Other Education & Training

C-1 Since you stopped attending the class or program, have you enrolled in any other educational or training programs?

- Yes No (proceed to D-1)

C-2 Where are you enrolled?

Other (Specify)_____

C-3 When did you start that program? Month:_____ Year:_____

C-4 In what type of class or classes are you now enrolled? (Check all that apply)

- English Language Skills GED/HSEC/High School
 Vocational/Job Training/IET Community College/College Level
 Citizenship Family Literacy
 Other (Specify:_____) DK/Refused

Employment

D-1 While you were taking this class, did you get a paying job?

- Yes No

If yes, what was the name of your employer?_____ (proceed to D-3)

D-2 Since you stopped taking this class, have you gotten a paying job?

- Yes No (end of survey)

If yes, What is the name of your employer? _____

When did you first get a job after leaving the program? _____ (proceed to D-4)

D-3 Do you still have the same job, have a different job, or have no current job?

- Still have same job(proceed to D-4) Have a different job(proceed to D-4)

What is the name of your employer?

- Have no job, unemployed (end of survey) DK/Refused (end of survey)

(determine second post-exit quarter from response to A-4)

D-4 Thinking back to the three month period between _____ (specify 2nd post-exit quarter months), did you have a paying job at any time during those three months?

- Yes No (end of survey) DK/Refused (end of survey)

D-5 How much money did you make during these three months, by the hour, week, month, year, or total for the three months? Please provide an answer to only one of the choices below.

A. HOURLY

\$ _____ per _____ (hour)
How many hours per week did you work? _____ For how long? _____

B. WEEKLY

\$ _____ per _____ (week)
How many weeks did you work? _____? For how long? _____

C. MONTHLY

\$ _____ per _____ (month)
How many months did you work? _____?

D. Yearly

\$ _____ per _____ (year)

(determine fourth post-exit quarter from response to A-4)

D-6 Thinking back to the three month period between _____ (specify fourth post-exit quarter months), did you have a paying job at any time during those three months?

- Yes No (end of survey) DK/Refused (end of survey)

D-7 How much money did you make during this these three months, by the hour, week, month, year or total for the three months? Please provide an answer to only one of the choices below.

E. HOURLY

\$ _____ per _____ (hour)
How many hours per week did you work? _____ For how long? _____

F. WEEKLY

\$ _____ per _____ (week)
How many weeks did you work? _____? For how long? _____

G. MONTHLY

\$ _____ per _____ (month)
How many months did you work? _____?

H. Yearly

\$ _____ per _____ (year)

Policy #08142020: Data Validation

Date: August 14, 2020

Section I: Federal Mandates and Guidance

Data Validation Procedures

WIOA section 116 requires each State to have ensure the data contained in its reports be valid and reliable. Data validation helps ensure the accuracy of the annual statewide performance reports, safeguards data integrity, and promotes the timely resolution of data anomalies and inaccuracies. This document contains the procedures and guidelines Adult Education programs in Wyoming are to follow. The OCTAE guidance maybe found in the OCTAE Memorandum 19-1. The following link will take you to the memo.

https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-19-1.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Joint Data Validation Framework

Data validation is a series of internal controls or quality assurance techniques established to verify the accuracy, validity, and reliability of data. Establishing a joint data validation framework based on a consistent approach shared by the Departments will ensure that all program data are consistent and accurately reflect the performance of each core program in each State.

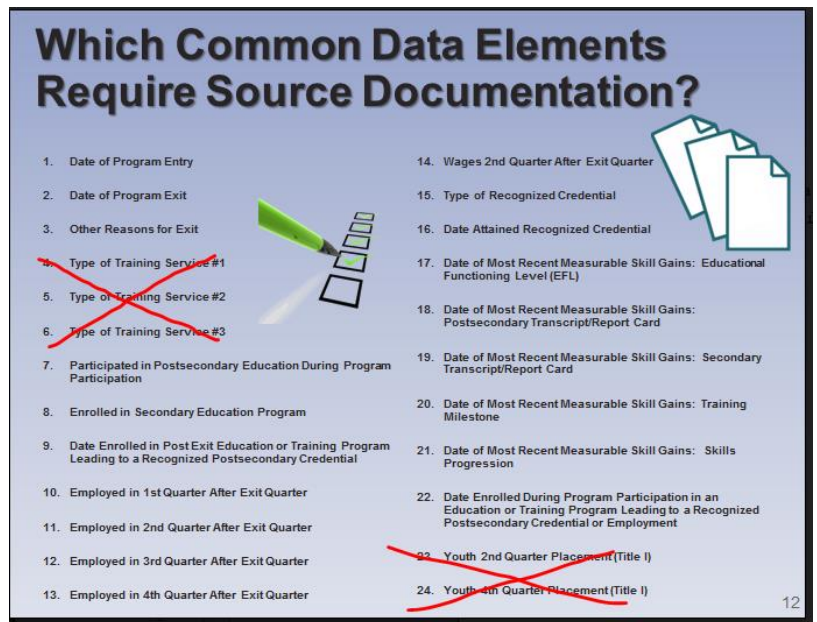
The purposes of validation procedures for jointly required performance data are to:

- Verify that the performance data reported by States to the US Departments of Labor and Education are valid, accurate, reliable, and comparable across programs;
- Identify anomalies in the data and resolve issues that may cause inaccurate reporting;
- Outline source documentation required for common data elements; and
- Improve program performance accountability through the results of data validation efforts.

Source Documentation for Common Data Elements

Procedures developed by the States must include regular data element validation through core program monitoring on 24 common data elements. The Departments selected these elements based on their importance to reporting accurate performance outcomes and to ensure data consistency across core programs.

OCTAE sent States the list shown to the right which encompasses the 19 elements Adult Education must monitor.



Which Common Data Elements Require Source Documentation?

1. Date of Program Entry
2. Date of Program Exit
3. Other Reasons for Exit
- ~~4. Type of Training Service #1~~
- ~~5. Type of Training Service #2~~
- ~~6. Type of Training Service #3~~
7. Participated in Postsecondary Education During Program Participation
8. Enrolled in Secondary Education Program
9. Date Enrolled in Post Exit Education or Training Program Leading to a Recognized Postsecondary Credential
10. Employed in 1st Quarter After Exit Quarter
11. Employed in 2nd Quarter After Exit Quarter
12. Employed in 3rd Quarter After Exit Quarter
13. Employed in 4th Quarter After Exit Quarter
14. Wages 2nd Quarter After Exit Quarter
15. Type of Recognized Credential
16. Date Attained Recognized Credential
17. Date of Most Recent Measurable Skill Gains: Educational Functioning Level (EFL)
18. Date of Most Recent Measurable Skill Gains: Postsecondary Transcript/Report Card
19. Date of Most Recent Measurable Skill Gains: Secondary Transcript/Report Card
20. Date of Most Recent Measurable Skill Gains: Training Milestone
21. Date of Most Recent Measurable Skill Gains: Skills Progression
22. Date Enrolled During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment
- ~~23. Youth 2nd Quarter Placement (Title I)~~
- ~~24. Youth 4th Quarter Placement (Title I)~~

The common data elements are described along with the allowable types of source documents programs may use to validate the data.

Written procedures for data validation contain a description of the process for identifying and correcting errors or missing data, which may include electronic data checks:

1. Regular data validation training for appropriate program staff (e.g., at least annually);
2. Monitoring protocols, consistent with 2 CFR §200.328, to ensure that program staff are following the written data validation procedures and take appropriate corrective action if those procedures are not being followed;
3. A regular review of program data (e.g., quarterly) for errors, missing data, out-of-range values, and anomalies;
4. Documentation that missing and erroneous data identified during the review process have been corrected; and
5. Regular assessment of the effectiveness of the data validation process (e.g., at least annually) and revisions to that process as needed.

II. State Mandates & Guidance

Wyoming's multi-level approach to data validation

- A. Monthly Desk Monitoring - provides an approach for reviewing and tracking program performance by using quantitative data that serves as a supplement to on-site monitoring. Local programs provide data regularly (e.g., monthly) to the state office where state staff can review them to guide program review activities, inform technical assistance plans, and promote program improvement. Desk monitoring relies primarily on data that programs already collect and report.

There are three components to the “Desk Monitoring” instrument:

- 1) Data from LACES – includes enrollment numbers, MSG, post-test rate, and progress toward meeting the negotiated performance goals. Diagnostic checks are also reported.
- 2) Financial draws – this includes the amount of the grant, the monthly draws and balances, and the cost per student.
- 3) Comments – Directors explain events that may be influencing their data and requests for technical assistance.

This monthly report provides local program staff an opportunity to regularly review data and validate demographic information, regularly review their program data (including assessments, attendance, and high school dropout paperwork), and progress toward continuous improvement goals or performance and allows tracking for both local and state staff.

- B. Program Improvement Goals – Local Programs are required to write goals with measurable objectives for program improvement. These goals are to be based on program data which is both qualitative and/or quantitative and an analysis of the cause and effect of strategies implemented within the program. There is a semi-annual report to the state on their progress. Goal(s) may be amended or changed if, by no fault of the program, the goal cannot be met. An example would include if a goal was to offer classes at a business and the business closed.
- C. LACES Training – Each year the AE program contracts for professional development training from LACES staff. There are three online webinars and one face-to-face training. The training includes beginner and advanced training and covers data input, tables and updates to NRS Tales, error checks and corrections, and data analyses. Written transcripts of the webinars are sent to participants and posted to the WCCC website for future reference. Annually there is a program by program

review with special attention paid to local program error patterns, corrections of those errors, and direct and specific remediation for that site.

D. Data Dashboards – There are two data dashboards:

- 1) There is a data dashboard in the LACES system. The state and local programs use it to help programs track their performance. The information is also a part of the Comparison of data for the required “Monthly report” which is a review for fiscal and NRS data.
- 2) Data from the NRS and from High School Equivalency testing results are combined in the Data Hub on the Wyoming Community College Commission (WCCC) website. Data from LACES is entered into tableau software and are used to create tables. These tables are used in the annual “Adult Education Profile” report which is distributed to the Workforce Development Council, State Legislature, Wyoming Community College Commissioners, college presidents, and other stakeholders. It is also stored in the State Archives.

E. Onsite/virtual monitoring visits - Program Monitoring visits review performance data in order to evaluate the effectiveness of programs and to identify areas with potential for improvement.

The Protocol is sent in advance of the visit. A notebook is developed by the local director with supporting documentation for each of the sixteen (16) sections to be reviewed. Some sections require comparing original source documents such as Student Intake forms and attendance rosters to the electronic files in LACES.

The State conducts a random sample review of five student files and reviews local file information to data found on LACES on the following topics:

- 1) Intake form are completed & signed
- 2) A career assessment is in student files
- 3) Age waiver documentation is completed and a copy of the ‘School District Withdrawal Verification’ form has been uploaded into LACES
- 4) Assessment results are evident in both the local file and in LACES
- 5) Computer prescriptive assessment results are in the student file
- 6) Release of information form is signed and dated
- 7) Attendance records match LACES
- 8) Disclosed disability documentation is in file
- 9) Assignments and work samples are evident
- 10) Documentation of student progress and referral notes are in the file and noted in LACES
- 11) HSEC Choice of Tests form is evident in student file.
- 12) Earned credentials/transcripts are in the file and have been uploaded into LACES
- 13) Enrollments in postsecondary are recorded in LACES
- 14) Co-enrollments with DWS/DVR are noted in student file and in LACES
- 15) Evidence of ‘progress’ towards milestones is included in the local file for IET students.

Technical assistance is given during the visit or planned for a specific date if more training is required than time allows during the visit.

A letter of compliance is sent within 30 days. Any recommendations or findings are addressed in the letter. The program has 30 days to return their steps for corrections of any findings for approval.

- F. State data reviews: Quarterly the State conducts a comprehensive review of:
- 1) Assessments: where validation checks certify that:
 - a) local programs are using NRS approved assessments
 - b) State assessment policy is being followed
 - 2) Credentials earned: where validation verifies that evidence of the credential is placed into student online LACES files
 - 3) Postsecondary enrollments: where evidence is provided in the student file of enrollments
 - 4) Employment data: is being tracked in accordance with federal mandates
 - 5) Performance data: where validation measures to-date progress of local performance
 - 6) Entry/exit data is being tracked in accordance with federal mandates and that reason for exiting the program is provided for all exited students.
- G. Year end reports-At the end of each fiscal year local providers submit a comprehensive narrative report which reviews various aspects of their program. This may include, but is not exclusively limited to:
- 1) *performance data analysis*: providers succinctly describe how program performance was measured against federal negotiated targets for measurable skill gain and outcome measures as well as towards meeting the State requirement of post testing 60% of all eligible participants.
 - 2) *successes/challenges*: providers are given the opportunity to briefly discuss successes/challenges to local programming throughout the year
 - 3) *program evaluation and monitoring*: providers describe the tools used to evaluate and monitor the local Adult Education program and how evaluation results are used to improve program performance.
 - 4) *professional development*: providers describe activities/training AE staff participated in to create and support higher accountability and teacher quality. This includes targeted professional development, program goal setting, and LACES data collection trainings.
 - 5) *College & Career Readiness Standards*: providers discuss how these standards are used in the local program.
 - 6) *Essential Components of Reading*: providers explain how the Essential Components of Reading are embedded into instructional methodologies and used in the local AE classroom.
 - 7) *Other topics*, as identified by the State.



**Wyoming Adult Education
SEA: Wyoming Community College Commission**

Policy # 09302020: Credential Attainment

Date: September 30, 2020

Section I: Federal Mandates and Guidance

Credential attainment is one of the six primary indicators of performance for AEFLA funded programs; as such OCTAE has provided guidance on this indicator in two Program Memorandums: 17-2 and 19-2.

OCTAE Program Memorandum 17-2 defines credential attainment as:

“The percentage of participants enrolled in an education or training program (excluding those in OJT and customized training) who attained a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.”

The credential measures attainment of two types of credentials: either a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent.

Definition of a Recognized Postsecondary Credential:

A recognized postsecondary credential is defined as a credential consisting of an industry recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal government, or an associate or baccalaureate degree, as well as graduate degrees for purposes of the VR program as required by section 103(a)(5) of the Rehabilitation Act of 1973, as amended by title IV of WIOA. A recognized postsecondary credential is awarded in recognition of an individual’s attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations.

Certificates awarded by workforce development boards (WDBs) and work readiness certificates are **not** included in this definition because neither type of certificate is recognized industry-wide nor documents the measurable technical or industry/occupational skills necessary to gain employment or advance within an occupation.

Certificates must recognize technical or industry/occupational skills for the specific industry/occupation rather than general skills related to safety, hygiene, etc., even if such general skills certificates are broadly required to qualify for entry-level employment or advancement in employment. A variety of different public and private entities issue recognized postsecondary credentials. Below is a list of the types of organizations and institutions that award recognized postsecondary credentials (not all credentials by these entities meet the definition of recognized postsecondary credential).

- A State educational agency or a State agency responsible for administering vocational and technical education within a State;
- An institution of higher education described in Section 102 of the Higher Education Act of 1965 (20 U.S.C. §1002) that is qualified to participate in the student financial assistance programs authorized by title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in Federal student financial aid programs;

- An institution of higher education that is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or tribes.
- A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or product manufacturer or developer (e.g., recognized Microsoft Information Technology certificates, such as Microsoft Certified IT Professional (MCITP), Certified Novell Engineer, Sun Certified Java Programmer, etc.) using a valid and reliable assessment of an individual's knowledge, skills and abilities;
- ETA's Office of Apprenticeship or a State Apprenticeship Agency;
- A public regulatory agency, which awards a credential upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., Federal Aviation Administration aviation mechanic license, or a State licensed asbestos inspector);
- A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons;
- Job Corps, which issues certificates for completing career training programs that are based on industry skills standards and certification requirements; or

Definition of a Secondary School Diploma or Recognized Equivalent:

For purposes of the credential attainment performance indicator, a secondary school diploma (or alternate diploma) (commonly referred to as high school diploma) is one that is recognized by a State and that is included for accountability purposes under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). A secondary school equivalency certification signifies that a student has completed the requirements for a high school education. The types of recognized equivalents, for those not covered under ESEA, that would satisfy this performance indicator are those recognized by a State.

Examples of secondary school diplomas, alternate diplomas, and recognized equivalents recognized by individual States include:

- Obtaining certification of attaining passing scores on a State-recognized high school equivalency test.
- Earning a secondary school diploma or State-recognized equivalent through a credit bearing secondary education program sanctioned by State law, code, or regulation.
- Obtaining certification of passing a State recognized competency-based assessment.
- Completion of a specified number of college credits.

Types of Acceptable Credentials: The following are acceptable types of credentials that count toward the credential attainment indicator:

- Secondary School diploma or recognized equivalent
- Associate's degree
- Bachelor's degree
- Occupational licensure
- Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates
- Occupational certification
- Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment.

Note: WIOA sec. 3(52) defines a recognized postsecondary credential as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the

State involved or Federal Government, or an associate or baccalaureate degree. Graduate degrees are not included in the definition of a recognized postsecondary credential. Therefore, graduate degrees do not count towards credential attainment, except for the title IV VR programs, which are permitted to include graduate degrees as a type of recognized credential because of statutory and regulatory requirements specific to that program.

Who is included in the Calculation of the Credential Attainment Indicator?

Participants who exit and are in a postsecondary education or training program, or who are in a secondary education program (at or above the 9th grade level) without a secondary school diploma or equivalent, are included in the credential attainment indicator, subject to the “Special Rule” below. However, participants enrolled in work-based OJT or customized training are excluded from this indicator because such training does not typically lead to a credential.

Special Rule Relating to Secondary School Diplomas and Recognized Equivalents in the Calculation of the Credential Attainment Indicator:

As required in WIOA section 116(b)(2)(A)(iii), participants who obtain a secondary school diploma or its recognized equivalent must also meet an additional condition before they are counted as a successful outcome and included in the numerator of the credential attainment indicator. These participants must be employed, or enrolled in an education or training program leading to a recognized postsecondary credential within one year following exit. For Adult Education programs, a description of who is considered to be enrolled in an “education or training program,” and thus included in the credential attainment indicator, follows:

Title II AEFLA: The following AEFLA program participants are included in this measure:

- For the secondary school diploma or recognized equivalent: Participants without a secondary school diploma or recognized equivalent who enrolled in a secondary education program at or above the 9th grade level.
- For the recognized postsecondary credential: Participants who co-enrolled in a postsecondary education or training program.

In August 2019, OCTAE published **Program Memorandum 19-2** to clarify the circumstances in which AEFLA funds could be used to pay for occupational certificates and/or credentials in an Integrated Education and training (IET) program.

AEFLA defines IET as “a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.”

The Use of AEFLA Funds to Pay for Certificates/Credentials in an IET Program

States and eligible providers may use AEFLA funds to pay for occupational certificates and/or credentials within an AEFLA-funded IET program, consistent with the requirements of the AEFLA program regulations at 34 C.F.R. §463.36. Generally, the certificates and credentials must be necessary to achieve the purposes of the IET program as described in 34 C.F.R. §§463.36-463.38.

Acceptable Occupational Certificates and/or Credentials for an IET Program

There are generally two categories of occupational certificates and/or credentials that are acceptable to achieve the purpose of an IET program a recognized postsecondary credential or other types of credentials, as described below.

First, occupational credentials meeting the definition of “recognized postsecondary credential,” defined in section 3(52) of WIOA to include a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, or a license recognized by the State or Federal government, are appropriate to achieve the purpose of an IET program.

A recognized postsecondary credential is awarded in recognition of an individual’s attainment of measurable technical, industry, or occupational skills necessary to obtain employment or to advance within an industry or occupation. These technical, industry, or occupational skills generally are based on standards developed or endorsed by employers or industry associations. Consistent with OCTAE Program Memorandum 17-2, 2 recognized postsecondary credentials earned through an IET program may be counted towards credential attainment in the National Reporting System for Adult Education (NRS).

Second, other types of credentials or certificates may be appropriate to achieve the purpose of an IET program, if such certificates document the attainment of general skills that are required to qualify for entry-level employment or advancement in employment and are a part of a career pathway. These certificates may include skills related to safety, hygiene, and other general skills. As noted in Program Memorandum 17-2,3 general skill certificates are not countable towards the credential attainment measure in the NRS.

Unallowable Certificate/Credentials for An IET Program

AEFLA funds may not be used for the cost of certificates awarded by Local or State Workforce Development Boards or for work readiness certificates. These certificates are not consistent with the purposes of an IET program because integrated education and training (as defined in section 203(11) of WIOA and in the AEFLA program regulations at 34 C.F.R. §463.35), requires workforce training to be for a specific occupation or occupational cluster. Such certificates generally are not recognized industry-wide, do not document the measurable technical or industry/occupational skills necessary to gain employment or advancement within an occupation, and do not document the attainment of general skills that are required to qualify for entry-level employment or advancement in a specific occupational cluster.

Section II: State Mandates and Guidance

The State Educational Agency for Adult Education, in alignment with federal requirements associated with *Credential Attainment* provides further clarification of the types of credentials that are permissible for Wyoming Adult Education programs.

The Association for Career and Technical Education (ACTE) defines ‘credential’ as shown in Figure 1 below. The State recognizes these definitions, with modifications in the examples, for credential attainment in Wyoming.

Figure 1: What is a Credential? (ACTE, 2015)

	CERTIFICATE	CERTIFICATION	DEGREE	LICENSE
Awarded by....	Education Institution	Business, trade associations, industry	Education Institution	Government Agency
Results from....	Course of Study	Assessment	Course of Study	Meeting Requirements
Indicates.....	Education	Skill Mastery	Education	Legal Permission
Completed in...	<2 years	Variable	2+ years	Variable
Maintained by..	N/A	Skill practice,	N/A	Re-application, continuing education

		re-assessment		
Examples for Wyoming would include:	Asbestos Abatement, Carpentry, Diesel Technology, Horseshoeing, Esthetics, Medical Coding & Billing, Wilderness EMT	Certified Welder (CW), Certified Logistics Technician (CLT), Certified International Information Systems Security Professional (CISSP), Registered Apprenticeships	Associate's, Bachelor's, or Master's degrees.	Tractor Trailer Driver, Barbering, C.N.A., Cosmetology, Nail Tech., Real Estate Broker

Part I: Postsecondary/Training Credentials

The credential attainment indicator of performance can be met by various means. Acceptable credentials include those earned from:

- 1) **An institution of higher education described in Section 102 of the Higher Education Act of 1965 (20 U.S.C. §1002) that is qualified to participate in the student financial assistance programs authorized by title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in Federal student financial aid programs;**
- 2) **An institution of higher education that is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or tribes.**

Programs of study that have been accredited by one of the agencies shown below for credit-based courses along an identified career track are approved for the credential attainment outcome measure for Adult Education programs in Wyoming.

- Higher Learning Commission (HLC) on: <https://www.hlcommission.org/>
 - Serving: Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Ohio, Oklahoma, New Mexico, South Dakota, Wisconsin, West Virgin, and Wyoming.
- Middle States Association of Colleges & Universities, Commission on Higher Education (MSCHE) on: <http://www.msche.org>
 - Serving: Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rick, the U.S. Virgin Island, and several locations abroad.
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education (NECHE) on: <https://www.necche.org/>.
 - Serving: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, and American/international schools in more than sixty nations.
- Northwest Commission on Colleges and Universities (NWCCU) at <http://www.nwccu.org>
 - Serving: Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.
- Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) at: <http://www.sacscoc.org>.
 - Serving: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

- Western Association of Colleges & Schools, Accrediting Commission for Schools (WASC) at: <http://www.acswasc.org>.
 - Serving: California, Hawaii, Pacific Islands, and East Asia.
- 3) **A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or product manufacturer or developer (e.g., recognized Microsoft Information Technology certificates, such as Microsoft Certified IT Professional (MCITP), Certified Novell Engineer, Sun Certified Java Programmer, etc.) using a valid and reliable assessment of an individual's knowledge, skills and abilities;**

Credit bearing or non-credit programs of study of less than two years which lead to an industry recognized certificate along an identified career track are approved for the credential attainment outcome measure for Adult Education programs in Wyoming. Examples would include credentials earned in:

Career Pathways Track: Arts

- Photographic & Digital Preservation Specialist
- Photographic Imaging
- Music Technology
- Audio Technician
- Web Design

Career Pathways Track: Business, Management, & Technology

- Accounting/Bookkeeping
- Office Management
- Supervision & Leadership
- Electronics Technology
- CIS Microsoft Systems & Networks/Network Technicians/Computer Applications/Computer Support Specialist/Cybersecurity/Robotics
- Geographical Information Systems
- Retail Management/Entrepreneurship/Administrative Assistant
- Public Management

Career Pathways Track: Health Science

- Addiction
- Nursing Assistant/Patient Care
- Mammography
- Magnetic Resonance Imaging
- Phlebotomy
- Massage Therapy
- Emergency Medical Service
- Medical/Dental Assistant
- Kinesiology

Career Pathways Track: Human Services

- Corrections/Paralegal/Police/Fire Safety
- Early Childhood Education
- Personal Trainer
- Coaching

- Hair/Nail Technician/Cosmetology/Barber Stylist-Technician
- Teaching Certificate: English as a Second Language
- Cognitive Retraining
- Archaeology Technician

Career Pathways Track: Industrial & Engineering Technology

- Automotive & Diesel Technology
- Alternative Fuel Vehicle Technology
- Power Sports Technology
- Mechanical Graphics & Design
- Machine & Maintenance Tool Technology
- Welding & Joining Technology
- Maintenance Mechanic
- Engineering Technology & Design
- Architectural Graphics & Design/Drafting/Construction/Carpentry/Plumbing Tech.
- Industrial & Electrical Technology
- Utility Locator
- Mine Maintenance/Mine Safety & Health Administration
- Gas & Oil Production/Power Plant Maintenance
- Heavy Equipment Operator/Certified Truck Driver's License (CDL)/Forklift Operator
- Fiber Optics Training
- HVAC
- HAZWOPER

Career Pathways Track: Natural Resources Agriculture

- Agriculture-Beef Production
- Equine Certifications
- Farrier Science
- Horseshoeing
- Meat Service/Meat Packing Production

4) ETA's Office of Apprenticeship or a State Apprenticeship Agency

Credentials earned through approved (Pre) Apprenticeships for Wyoming as identified at: <http://buildourwyoming.org/apprenticeship> OR through a nationally recognized apprenticeship program (RAP) as outlined at: <https://www.apprenticeship.gov/apprenticeship-finder> are approved for the Adult Education credential attainment outcome measure in Wyoming.

5) A public regulatory agency, which awards a credential upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., Federal Aviation Administration aviation mechanic license, or a State licensed asbestos inspector);

Credentials earned through a State Licensing Board for Wyoming as defined at: <https://ai.wyo.gov/divisions/directors-office/licensing> are approved for the Adult Education credential attainment outcome measure in Wyoming. These include:

- | | |
|--|-----------------------------------|
| ➤ Board of Acupuncture | ➤ Board of Chiropractic Examiners |
| ➤ Board of Architects & Landscape Architects | ➤ Board of Dental Examiners |
| ➤ Board of Athletic Training | ➤ Dietetics Licensing Board |

- Board of Funeral Service Practitioners
- Board of Hearing Aid Specialists
- Mental Health Professions Licensing Board
- Board of Midwifery
- Board of Nursing Home Administrators
- Board of Occupational Therapy
- Board of Optometry
- Board of Physical Therapy
- Board of Psychology
- Board of Radiologic Technologists
- Board of Registration in Podiatry
- Board for Respiratory Care
- Board of Speech Pathology & Audiology
- Board of Veterinary Medicine

Credentials earned through a **National Licensing** board are approved for the Adult Education credential attainment outcome measure in Wyoming. Examples include:

- National Council of State Boards of Nursing
- National Society of Professional Engineers
- National Association of Long Term Care Administrator Board
- National Board of Chiropractic
- Association of Marital & Family Therapy Regulatory Board

6) A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons

Credentials earned through the Wyoming Veterans Commission for education and training programs for veterans are approved for the credential attainment outcome measure in Wyoming. Information may be obtained at: <https://www.wyomilitary.wyo.gov/veterans/commission/>.

7) Job Corps, which issues certificates for completing career training programs that are based on industry skills standards and certification requirements

Programs of study completed through a Job Corps program which issues an industry recognize credential along an identified career track are approved for the Adult Education credential attainment outcome measure in Wyoming. In Wyoming, the Job Corps program in Riverton has partnered with Central Wyoming Community College to offer programs of study in the following Trades:

- Accounting
- Building Construction Technology
- Carpentry
- Electrical
- Heavy Equipment Mechanic
- Heavy Equipment Operator
- Heavy Truck Driving
- Office Administration
- Petroleum Technician
- Welding

Wyoming Workforce Development Council's Approved List of Eligible Training Providers for the State

The Eligible Training Provider (ETP) list from the Wyoming Department of Workforce Services also provides a list of recognized credentials that have been approved through the Wyoming Workforce Development Council, Wyoming's only Workforce Board. This list may be found at: <http://www.wyomingworkforce.org/businesses/employment/etpl>.

However, there are several programs of study on this list that are **not** approved for Credential Attainment for Adult Education programs in Wyoming. These include the following:

- Adobe Illustrator
- Adobe InDesign
- Adobe Photoshop
- Industrial Safety Certificate
- Office Applications Specialist Certificate

Note: The programs of study approved by Wyoming's Workforce Board may be updated without notice and listings may not always be approved by OCTAE.

Part II: Secondary School Equivalent or its Recognized Equivalent

The credential indicator for Secondary School Equivalent or its Recognized Equivalent has two types of credentials:

- 1) Receipt of a secondary school diploma or recognized equivalent during participation or within one year after exiting from the program. This applies to both Table 4 measureable skill gains and to Table 5 outcome measures if the participants also enters postsecondary education or training, or employment within one year after exit. In Wyoming this can include the following:
 - a) Students who earn a **high school equivalency certificate** through assessment (HiSET or GED)
 - b) Students who enroll in an AE program, exit, and earn a **High school diploma** within one year of exiting the Adult Education program.



Policy #01202020R: Distance Learning Policy

Date: September 28, 2020

Section I: Federal Mandates and Guidance

National Reporting System

The National Reporting System (NRS) has outlined guidance on how Adult Education programs in the United States may record proxy hours for distance learning. This guidance mandates that all students who enroll in a distance learning class must have at least 12 contact hours before they can be counted for Federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference, or online communication, where the participant and program staff can interact and through which participant identity is verifiable. In-person contact time is not required to obtain the initial 12 hours of contact.

Office of Career and Technical Education

OCTAE Program Memorandum 20-5 provides guidance on how distance learning proxy hours may be awarded for participants in corrections. This guidance states “States may use the same distance learning methods for adult education instruction in correctional facilities that they are using in the community, although this may be limited due to the lack of internet access inside of correctional facilities. OCTAE released a policy brief in 2015, titled Educational Technology in Corrections,⁹ that provides information and recommendations on using technology inside of correctional facilities.

Separately, the Department has provided guidance for institutions participating in the Second Chance Pell experiment regarding the opportunity to use distance learning to continue serving incarcerated students receiving Pell grants through this experiment.¹⁰ The Department reminded Second Chance Pell participants that distance learning requires regular and substantive interaction between instructors and students, and that telephonic communication or emails relayed by correctional program staff on behalf of students and from instructors to students are sufficient means to achieve the substantive interaction requirement as long as those interactions are provided regularly, on a scheduled basis, and initiated by the instructor.”

Section II: State Mandates and Guidance

Wyoming Community College Commission

Part I: General Information

Introduction

The pandemic of 2020 resulted in many changes to the Adult Education programs in Wyoming. One of these changes saw the launch of virtual classrooms which incorporated a multitude of learning mediums. The intent of this policy is to clarify how to properly classify hours for a virtual classroom, proxy hours for distance learning, outline approved distance learning platforms/curricula, and establish a protocol for requesting new distance learning programs of study.

The policy further intends to define distance learning delivery for all Wyoming Adult Education (AE) programs that integrate distance learning into AE learning activities. This document is based on the National Reporting System (NRS) distance learning guidelines and incorporates ideas and procedures developed by the Wyoming Community College Commission.

The Need for Distance Education

Wyoming has identified the need for distance learning as a means to improve the state's AE outcomes and to address the need for virtual and/or hybrid classes as a direct result of COVID-19. The vast and remote regions of Wyoming have many small communities where it is economically unfeasible to use local teachers to serve those in need of literacy services. Wyoming has 23 counties, with an average of 6 people per square mile. Distance education provides a viable option for instruction and a way to recruit a larger population of students previously without access to AE services.

By implementing distance learning, AE programs will be able to reach the under-skilled adults who may be employed or unemployed by offering flexible hours and instruction through various types of media.

Students enrolled in distance education now have the same opportunity as traditional students to receive quality instruction from trained, knowledgeable instructors. The greatest attraction to distance learning is the ability of instructors to design delivery around student schedules and life circumstances, enhancing engagement and retention.

Under the Workforce Innovation and Opportunity Act (WIOA) the effective use of technology is highlighted within the thirteen considerations when selecting providers. It states, "effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services and systems lead to improved performance."

The definition from the NRS Guidelines was used:

Distance Education—Formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

Note: For participants who receive distance education and traditional/virtual classroom instruction during a program year (such as through a blended or hybrid distance-classroom approach or concurrent enrollment in both types of instruction) the State defines a student with 51% of their instructional time in distance learning to be a distance learner and thus reported on the NRS reports as such.

It is common for adult learners to take traditional classroom-based, blended and or distance learning services during the same year. The majority of Wyoming distance learners preferred to receive both distance education and traditional classroom instruction during a program year.

General Distance Learning Requirements- Distance Education

The National Reporting System (NRS) definition is used by all Wyoming programs offering this service. Completion of instructional activities in a computer lab for traditional classes does not qualify as distance education. Distance learning materials are delivered through a variety of media including, but not limited to:

- Print
- Video
- Audio recordings
- Broadcasts
- Computer software
- Web-based programs
- Other online technology

Teachers support distance learners through communication via mail, telephone, e-mail, or online technologies and software.

Definition of Adult Education Learners

Traditional Learners: Students who receive the majority of their instruction through traditional face-to-face instruction.

Distance Learners: Students who receive a majority (51%) of their instruction through distance education services.

Blended Learners: Students who receive a majority of their instruction through traditional face-to-face instruction and also participate in distance education activities

Hybrid Learners: Students who receive instruction through a combination of virtual, traditional, and distance learning.

Tracking of Hours for NRS

Instructors will keep track of student time in the Wyoming management information system LACES by LiteracyPro Systems. Attendance hours will be entered in LACES in distance learning classes and in the traditional classroom setting. Students are classified as distance learners if **fifty-one** percent of their hours are logged as distance education for NRS

reporting. If they had forty-nine percent or less they are counted as traditional classroom learners. This designation is determined at the end of the fiscal year once all hours of instruction have been entered into LACES.

When using software products, the system must be able to track time spent on task or time spent before the student timed-out after a preset period of inactivity.

Career Service Course

Participants who are enrolled in any of the curricula outlined in *Exhibit A* must complete a Career Services course prior to enrollment. The Career Services course may be completed online, through telephone communications, virtually, face to face, or through a combination of delivery modes and must include a valid assessment for pre-test purposes. Instructors and/or local program staff must be able to identify participant identity during all aspects of the Career Services course. All hours for the Career Services course must be entered into LACES as regular contact hours before enrolling in distance learning. Total contact hours for a Career Service course may not exceed 15 hours.

Part II: Assessment, Contact Hours and Approved Curricula

Approved Distance Education Curricula

Wyoming recognizes the list in *Exhibit A* “Approved Curriculum for Distance Learning” for use by AE programs. As instructors become more experienced and skilled at delivering distance education, Wyoming will draw from multiple sources to best support instructors and the needs of their students.

Most of the “new” print based materials outlined in this policy indicate that “up to 8 proxy hours” may be awarded; however, local directors may, after reviewing actual hours a participant spends working on these materials, award a lesser number of hours if deemed necessary.

Corrections Populations:

Adult Education participants who are enrolled in a corrections facility and have restricted internet connection may utilize the print based curricula found in *Exhibit A* of this policy providing that participant identify is verifiable and consistent monthly interaction is maintained between Adult Education staff and the participant. Interaction between AE staff and the participant can be conducted virtually, through telephone communiques, in-person visits, or through the submission of mailed in documents in which identify has been verified by Corrections staff.

Requirements for Measuring Contact Hours

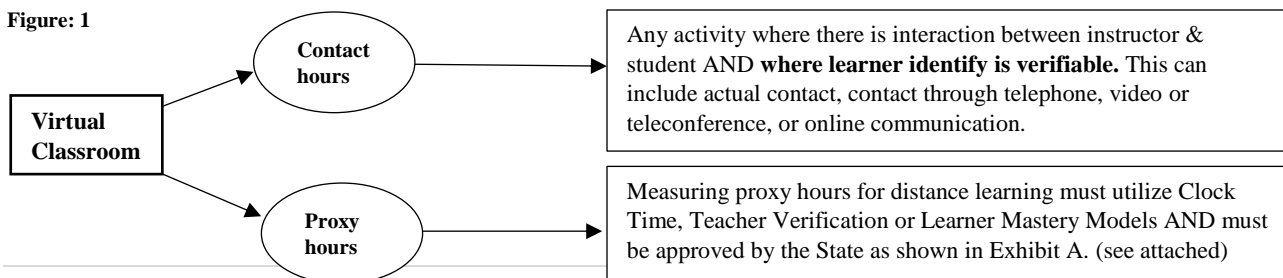
Students in distance education must have at least 12 hours of direct face-to-face contact with an AE program before they can be counted as a distance learner for federal reporting purposes. Beyond the initial 12 hours, contact hours can be a combination of direct contact and distance activities. Direct contact hours must involve interaction between the learner and the staff in real time where the identity of the learner can be verified. Distance learning instruction may include a wider range of activities than those accepted for a traditional classroom, such as:

- Face-to-face contact: orientation to online software, intake, pre-testing, post-testing, goal setting, career counseling
- Telephone conversations
- Live video broadcast to remote locations
- Live online discussions
- Virtual classroom environments

Requirements for Virtual Classrooms:

The State recognizes that the concept of virtual classrooms are new to Adult Education and may combine traditional, and distance learning components. The hours a student works in a virtual classroom are to be identified as shown in the figure below:

Figure: 1



Hours earned in virtual classrooms must be recorded by the instructor and subsequently entered into the LACES database as direct contact hours or distance learning proxy hours, as applicable.

Wyoming's Adult Education programs may develop unique virtual classrooms as appropriate for local needs as long as the model shown above clearly delineates how student hours are earned for reporting purposes.

Contact Hours

Like all participants, participants in distance education must have at least 12 hours of contact with the program before they can be counted for Federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video/teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable. In-person contact time is not required to obtain the initial 12 hours of contact.

Proxy Hours

Proxy hours are defined in one of the three ways listed below. Hours utilizing approved software must be associated with one of the approved distance learning models of instruction:

- Clock Time Model – Assigns hours based on time a learner is engaged in a software program that tracks time. A fifteen (15) minute idle time must be identified as an exit time from the system.

Wyoming AE has adopted software programs that identify active learning time. This incorporation has simplified reporting clock time proxy hours for Wyoming distance learning instructors. Proxy hours calculated through the Clock Time Model must utilize curricula that *electronically tracks* time the student spends interacting with instructional material and disconnects after a preset period of inactivity. Publishers must assure that a maximum of 15 minutes of inactivity occurs before disconnection.

- Teacher Verification Model-Assigns a fixed number of hours of credit for each assignment based on the teacher's determination of the extent to which a learner engaged in, or completed, the assignment.

Proxy hours in the Teacher Verification Model are awarded for various activities completed by the participant and verified by the instructor. These proxy hours are *pre-determined for each activity*. Reporting proxy hours for the Teacher Verification model in Wyoming, must be based upon the participants earned scores for the approved print based materials (See Exhibit A: Approved Curriculum for Distance Learning)

- Learner Mastery Model – Assigns a fixed number of hours based on the learner passing a test (70%) on the content of the lesson.

Proxy hours in the Learner Mastery Model are awarded when the students pass a *test demonstrated mastery* of the course content. These proxy hours are predetermined as shown in Exhibit A “Approved Curriculum for Distance Learning”

While using proxy hours, it is important to understand that the identity of the learner and the exact time spent on a learning activity cannot always be verified directly. Proxy hours are an approximation of what the "average" student needs to reach a mastery level.

Each local program offering distance learning must clearly identify distance learning hours in LACES and require instructors to enter the time tracked by the software for each unit the student completes. All distance learner data will be reported on the federal form NRS Table 4C. (See Exhibit C)

Instructional Time

Programs will count both contact hours and distance education proxy hours. These hours are entered into LACES to calculate instructional time with 'proxy hours' also being tracked in a student file. Contact hours and proxy hours are recorded separately on a weekly basis. At the end of each program year, LACES will classify students either as distance learners or as traditional learners, depending on where the majority (51%) of their time has been spent.

Assessment of Students in Distance Education

Assessment administration for pre-test and post-test is required at a proctored program site within the state. Distance Learning students are to be pre tested in **the first 12 hours** and post-tested after the same amount of instructional time as traditional classroom students. Student contact hours will be tracked in the LACES data system. Upon completion of 40 hours of instruction for all AE students at NRS levels 1-4 or 30 hours minimum for ASE students at NRS levels of 5 and 6, instructors will be advised that it is time to administer a post-test. Alternative forms of the test should be used. English as a Second Language (ESL/ELA) students will be tested after 40 hours with TABE CLAS-E. TABE assessment tools will be administered by a trained TABE examiner/instructor using standardized assessment procedures either in person or virtually. Assessments not conducted through face-to-face interaction or virtually with a trained test administrator in a secure setting are not allowed for NRS reporting. This conforms to the validity and reliability necessary for reporting these scores.

All official practice tests will be administered in person by a local instructor using standardized assessment protocols or through approved virtual testing protocols as outlined in the State Assessment policy.

The intake process, a career service course, a career pathways course (where applicable), and pre/post testing are to be administered on-site and face-to-face at a Wyoming AE center or virtually where learning identify is verifiable.

Part III: Application and Approval Procedures to Operate a Distance Learning Program

Wyoming will allow AE programs the option of implementing a distance learning program at their centers in addition to maintaining the traditional classroom. Each AE program interested in offering a distance learning program will follow these procedures:

- Indicate in the grant application or apply for permission (See Exhibit B) to utilize distance education or a combination of distance learning and traditional classroom hours, hybrid, or virtual program of study.
- Select one individual to become the lead distance learning instructor for the center. This individual must be able to perform a variety of duties including assessment, data entry, counseling, and instruction.
- Complete training as a team (program director, lead instructor and other identified distance learning staff), in order to understand the process and policies of distance learning.
- Coordinate marketing efforts to recruit additional potential distance learning students.
- Maintain communication with state staff via e-mail or telephone if challenges arise with distance learning software or if modifications/changes need to be made to pre-approved Learner Mastery or Teacher Verification model curricula.

Note: The Wyoming distance learning project was based on bridging the gap between local employers, remote learner's needs, and the needs of Wyoming AE programs. Ideally, all programs will continue to use this format as a means of recruiting distance learning students.

Funding for Distance Learning

The Wyoming Community College Commission (WCCC) AE program allows local AE providers to include all expenditures for equipment, supplies, and staff time required for the implementation of a successful distance learning program in their local application budgets. No specialized distance education grants are offered for distance learning.

Local Program Contribution

Programs that implement distance learning must adhere to the Distance Learning Policy. Programs may need to fund additional time and resources for distance education. It is also imperative to budget for increased marketing costs during the first year of implementation.

Training Requirements

WCCC realizes that distance learning is different from classroom teaching and requires classroom instructors to develop new skills. The program director and staff will also be expected to participate in all state required trainings as additional online resources and curricula are added to the state's distance delivery system.

Final Report

Each program will write an annual report with specific data supporting the request to continue distance learning services. NRS Tables 4C (See Exhibit C) will be run on the distance learners and compared to the traditional students. Continuous improvement goals must be established each year.

Section IV: Approval of New Distance Learning Curricula

Local programs that wish to add new curricula to the list of approved distance learning platforms, must complete the application form found in the *Exhibit D*. The State will make every effort to accommodate local program requests; however, submission of the application does not necessitate approval.

Requests for new distance learning programs of study will be approved by a State Distance Learning Committee, comprised of the State Director and two local program directors. All applications will be completely and fairly reviewed by this committee.

The state will approve additional curricula based on investigation and data analysis of products which meet the distance learning requirements.

Requirements for Distance Learning Curricula

Programs wishing to add curricula to the approval list for distance learning in Wyoming must ensure the following:

1. Alignment to the College and Career Readiness Standards or the English Language Proficiency Standards for Adult Education must be evident.
2. Evidence and research based instructional techniques are to be used in all distance learning curricula.
3. OCTAE approved instructional models for distance learning are proposed with clear explanations of how proxy hours are to be awarded.
4. Pre/post testing follows OCTAE/NRS guidelines as outlined in the Wyoming Assessment Policy for Adult Education.
5. Proposed new print-based material must have been utilized by the local program for a period of not less than six months to establish a baseline from which proxy hours can be calculated.
6. Online instructional videos, such as those found on YouTube, may be utilized in conjunction with other learning models OR may only be used in isolation if using Learner Mastery model where participant is required to successfully complete an assessment at 70% or higher with no more than 1 proxy hour being awarded.
7. Applications for new distance learning curricula must be submitted to the State by October 1st each year so that OCTAE approval can be obtained. Submissions to OCTAE are due by December 1st each year and once approved will be allowed for use at the beginning of the following fiscal year.
8. Providers wishing to modify any approved curricula must notify the State of requested modifications. Major modifications will require approval by the State Distance Learning Committee. Curricula modifications which entail a 10% or less change do not need to seek re-approval. Minor changes may include changes to worksheets and instructor developed lessons or assessments.

Exhibit A: Approved Distance Learning Curricula

Title	Audience	Model	Criteria for Awarding Proxy Hours	Delivery Mode	Notes and Contact Information	Description														
Aztec: -HiSet Prep -TASC Prep -Work Ready -Becoming a US Citizen -Learning Financial Literacy -Bridge Series -Foundation Series	ABE/ASE	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other supplementary materials provided by Aztec and completed by students cannot be counted as proxy hours. Aztec Software 51 Commerce Street Springfield, NJ 07081 800-273-0033/913-258-0011 http://www.aztecsoftware.com/aztec/	Aztec assists adult learners with assessing and remediating their learning needs. Aztec’s focus is to help identify a learner’s deficiencies, remediate those deficiencies, and prepare the learner with the life skills essential for his/her post-secondary experience. Build a Solid Foundation is aligned with TABE levels E & M. Building a Bridge to a Brighter Future is aligned to TABE level D and Pre HSE.														
Bring Your ‘A’ Game	ABE/ASE	Clock time	The system records clock time for the eLearning modules, but the quiz at the end of the modules is mastery. The chart below, produced by the manufacturer indicates how proxy hours are to be awarded. <small>TASK AND TIME COMPLETION FOR BRING YOUR ‘A’ GAME ANYWHERE</small> <table border="1" data-bbox="573 889 953 1024"> <thead> <tr> <th>Task</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Engaging in ten, 20-minute eLearning modules</td> <td>3 ½ hours</td> </tr> <tr> <td>Completing nine 10-item online knowledge checks</td> <td>1 ½ hours</td> </tr> <tr> <td>Posting to discussion boards (original posts, responses to classmates’ posts, responses to responses) following the completion of each eLearning module</td> <td>2 ½ hours</td> </tr> <tr> <td>Facilitated virtual discussion sessions with instructor</td> <td>5 hours</td> </tr> <tr> <td>Completing final 35-question certification exam</td> <td>1 hour</td> </tr> <tr> <td>Total</td> <td>13 ½ hours</td> </tr> </tbody> </table>	Task	Time	Engaging in ten, 20-minute eLearning modules	3 ½ hours	Completing nine 10-item online knowledge checks	1 ½ hours	Posting to discussion boards (original posts, responses to classmates’ posts, responses to responses) following the completion of each eLearning module	2 ½ hours	Facilitated virtual discussion sessions with instructor	5 hours	Completing final 35-question certification exam	1 hour	Total	13 ½ hours	online	Each learning module takes approximately 20 minutes with additional time on top for asynchronous or live discussion which is conducted either virtually through Zoom or similar technologies or face to face. The Center for Work Ethic Development 2907 Huron Street, Suite 200 Denver Colorado, 80202 303.433.3243 Josh Davis (jdavies@workethic.org)	Bring Your ‘A’ Game curricula is used to build the seven foundational workplace skills of Work Ethic. Curricula utilizes research-based instructional design with the goal of not just developing skills but creating lasting behavioral change.
Task	Time																			
Engaging in ten, 20-minute eLearning modules	3 ½ hours																			
Completing nine 10-item online knowledge checks	1 ½ hours																			
Posting to discussion boards (original posts, responses to classmates’ posts, responses to responses) following the completion of each eLearning module	2 ½ hours																			
Facilitated virtual discussion sessions with instructor	5 hours																			
Completing final 35-question certification exam	1 hour																			
Total	13 ½ hours																			

Burlington English	ESL	Clock time Teacher Verification	<p>The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. After a preset period of inactivity, the system stops counting time on task.</p> <p>Supplementary hard copy workbooks and/or other supplementary materials provided by Burlington English may be used as proxy hours up to 1 hour per unit.</p> <p>Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 3 hours for the entire booklet.</p>	online	<p>BURLINGTON ENGLISH INC. 4800 N. Federal Hwy, Suite E207 Boca Raton, FL 33431 https://www.burlingtonenglish.com/ Phone: (561) 672 7826 Fax: (561) 672 7827 Email: info@BurlingtonEnglish.us 1(855) USA-BURL / 1(855) 872-2875</p>	Burlington English offers 50 English language courses plus online training.
Common Core Achieve	ABE/HSE	Teacher Verification	<p>Proxy hours are awarded upon completion of each chapter. Instructor verifies completion level.</p> <p>Up to six proxy hours can be awarded for completion of each chapter.</p>	print	<p>Textbooks include:</p> <p>Common Core Achieve: Science ISBN: 9780021400157</p> <p>Common Core Achieve: Reading and Writing. ISBN: 9780021432561</p> <p>Common Core Achieve: Social Studies. ISBN: 9780021355648</p> <p>Common Core Achieve: Mathematics ISBN: 9780021432578</p> <p>McGraw Hill Education PO Box 182605 Columbus, Ohio 43218 1-800-338-3987</p>	Common Core Achieve is a blended test-prep program that helps adult learners prepare for high school equivalency exams more quickly and retain more of what they learn. The text is aligned to the CCRS and is built upon the new standards and assessment targets for high school equivalency examinations. Contextualized skill instruction engages learners while preparing them for success on the HSEC, postsecondary credentials and family-sustaining careers.

Common Core Basics	ABE/HSE	Teacher Verification	<p>Proxy hours are awarded upon completion of each chapter. Instructor verifies completion level.</p> <p>Up to six proxy hours can be awarded for completion of each chapter.</p>	print	<p>Textbooks include:</p> <p>Common Core Basics: Science Core Subject Module ISBN-13 : 9780076575527</p> <p>Common Core Basics: Mathematics Core Subject Module ISBN-13 : 9780076575190</p> <p>Common Core Basics: Writing Core Subject Module ISBN-13 : 9780076575220</p> <p>Common Core Basics: Social Studies Core Subject Module ISBN-13 : 9780076575213</p> <p>Common Core Basics: Reading Core Subject Module ISBN-13 : 9780076575206</p> <p>McGraw Hill Education P.O. Box 182605 Columbus, OH 43218 800-338-3987</p>	Common Core Basics helps students build the essential test readiness skills necessary to master the 2014 GED® and/or HiSET exam. The curriculum builds key skills, strategies, and content knowledge for high school equivalency exams in the areas of Reading, Writing, Math, Science, and Social Studies.
Crossroads Café	Beginning Low to Intermediate High ESL	Mastery	Students receive 10 proxy hours for each of the 26 units if they master each of the unit activities and tests with at least 70% proficiency.	online, video, print	<p>Access to videos: https://www.ket.org/series/XRDC/</p> <p>KET Adult Learning, 600 Cooper Drive Lexington, KY 40502-2200 800.354.9067, fax 859.258.7396.</p>	Crossroads Café is a video and workbook series that includes 26 lessons focusing on English Language skills development for ESOL learners.

Edmentum - PLATO courseware	ABE/ASE	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and activities provided by Plato and completed by students cannot be counted as proxy hours. http://edmentum.com	Plato Courseware provides proven online curriculum, personalized instruction, and assessments to prepare your adult learners for college and career success. Our solutions enhance the learning process with the quality, flexibility, interactivity, and online access that are vital to prepare your adult learners for the next step in their career or education. You can easily search for courses and content by instructional objective and subject area. This enhanced organizational structure makes finding appropriate content for all types of learners easier than ever.
ESL Library	ESL	Teacher Verification	Students receive up to 1 proxy hour for each lesson completed. Lessons are available in print and digital formats.	print	ESL Library Ben Buckwold, CEO 1-866-896-7123 Website: eslibrary.com	ESL Library provides instructors with a wide variety of topic-based lessons that are appropriately levelled from literacy to advanced. Each lesson integrates the four major ESL skills of reading, writing, listening, and speaking. Alignment to the ELA standards has been verified by WY's DL committee.
English Discoveries	ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	http://englishdiscoveries.net/	English Discoveries is an interactive online education software program for ESL students.
Easy English	Low Beginning ESL to High Intermediate ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other supplementary materials provided by Easy English and completed by students cannot be counted as proxy hours in TEAMS. www.easyenglish.com	Easy English has English level test, ESL classes, Reading and Listening tests, games in grammar, vocabulary, pronunciation and spelling.

Essential Education - HiSET Academy	ABE/ASE	Clock time Teacher Verification	System tracks time on task for each activity completed and times students out after preset period of inactivity. Supplementary hard copy workbooks and/or other supplementary materials provided by Essential Education may be used as proxy hours up to 3 hours per chapter. Instructors may award partial proxy hours for completing individual units, but may not exceed 3 hours.	online	http://essentialed.com 800-931-8069	Essential Education's instructional programs (HiSET Academy, GED Academy) feature a built-in assessment that creates a customized learning plan for each student, then adjusts the plan automatically as the student learns. Workbooks are aligned to the CCRS.
Integrated Digital English Acceleration (I-DEA)	ESL	Mastery / Clock time	The system tracks clock time for graded quizzes. Graded discussions require 80% learner mastery. Instructors determine how much time to assign to lessons by utilizing a system Action Log which outlines students' time spent on specific tasks.	Online	I-DEA modules are embedded into a Learning Management System, such as Canvas and students are directed to the Canvas login page at canvas.instructure.com . Instructors, utilize https://www.sbctc.edu/colleges-staff/programs-services/i-dea/default.aspx to build their courses on the LMS system.	I-DEA uses a flipped classroom model. Students complete pre-work through the web-based Canvas LMS on a device of their choice such as smartphone, tablet, laptop, or desktop computer. Pre-work contains pertinent vocabulary, grammar points, and other content to prepare students for the next day's face to face lesson.
KAHN Academy	ABE/ASE	Clock time	Teacher must set up a classroom for the students, then time can be tracked on task per student.	online	www.kahnacademy.org Khan Academy P.O. Box 1630 Mountain View, CA 94042	The online system provides a complete array of course work including Math, science & engineering, history, reading, economics and test prep. Articles and videos support learning.

Math Sense	ABE/ASE	Learner Mastery	<p>Math Sense provides instruction and practice for the range of math skills that adults need to succeed in life, at work, and on the high school equivalency tests.</p> <p>8 proxy hours are to be awarded for successful completion of each unit with scores at 70% or higher.</p>	print	<p>Math Sense by Cathy Fillmore Hoyt New Readers Press (copyright-2015) 104 Marcellus St. Syracuse, NY 13204</p> <p>ISBN: #978-156206923, 978-156206916, 978-1564206930</p> <p>This is a three-text series which aligns to the College and Career Readiness Standards.</p> <p>Math Sense 1: Focus on Operations Math Sense 2: Focus on Problem Solving Math Sense 3: Focus on Analysis</p> <p><u>Math Sense 1: Focus on Operations</u> Unit 1: Whole Numbers: pages 14-35 Unit 2: Decimals: pages 36-65 Unit 3: Fractions: pages 66-101 Unit 4: pages 102-143 Unit 5: pages 144-165</p> <p><u>Math Sense 2: Focus on Problem Solving</u> Unit 1: Numbers & Properties: pages 14-39 Unit 2: Basics of Algebra: pages 40-77 Unit 3: Solving Problems with Algebra: pages 78-99 Unit 4: Geometry Basics: pages 100-141 Unit 5: Connecting Algebra & Geometry: pages 142-169</p> <p><u>Math Sense 3: Focus on Analysis</u> Unit 1: Data Analysis: pages 16-55 Unit 2: Counting & Probability: pages 56-73 Unit 3: Systems of Equations & Inequalities: pages 74-91 Unit 4: Functions: pages 92-111 Unit 5: Polynomials & Rational Expressions: pages 112-135 Unit 6: Quadratic Equations: pages 136-151</p>	<p>Each textbook in the series provides skill level instruction, tips & tools for calculator usage, problem solving skill development, and test-taking practice.</p> <p>Math Sense 1 is designed to develop students' pre-algebra skills, provide a review of basic skills, & apply these skills in the workplace.</p> <p>Math Sense 2 is designed to develop students' skills in algebra, geometry, and reasoning to help them become better problem solvers, in the classroom and in the workplace.</p> <p>Math Sense 3 is designed to develop students' skills in data analysis, probability, and intermediate algebra.</p>
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<p>New Readers Press Scoreboost for HiSET</p>	<p>ABE/ASE HSEC students</p>	<p>Teacher Verification</p>	<p>Up to eight proxy hours are awarded for completion of each booklet in the series.</p> <p>Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 8 hours for the entire booklet.</p>	<p>print</p>	<p>Booklets in Series include:</p> <ol style="list-style-type: none"> 1) Sentence Structure, Usage, & Mechanics: ISBN #: 978-1-56420-688-6 2) Essay Writing & Organizational Skills ISBN#: 978-1-56420-109-6 3) Number Operations, Decimals, Fractions, Proportions, & Percent's: ISBN#: 978-1-56420-108-9 4) Measurement & Geometry ISBN#: 978-1-56420-107-2 5) Algebraic Concepts ISBN#: 978-1-56420-100-3 6) Data Analysis, Probability & Statistics ISBN#: 978-1-56420-106-5 7) Graphic Skills for Science & Social Studies: ISBN#: 978-1-56420-687-9 8) Critical Thinking for Reading, Science, And Social Studies ISBN#: 978-1-56420-686-2 <p>New Readers Press 1-800-448-8878 https://www.newreaderspress.com/</p>	<p>Each of these booklets contains approximately 40 pages of targeted lesson strategies, which include a review of the strategy, practice by example, and practice questions. All questions model the thinking processes and the TESTWISE feature offers test taking tips.</p>
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New Readers Press Scoreboost for TABE	ABE/ASE HSEC students	Teacher Verification	Up to eight proxy hours are awarded for completion of each booklet. Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 8 hours for the entire booklet.	Print	<p>Booklets in Series include:</p> <p>Level E: <u>Reading:</u> ISBN#: 978-0-929631-68-4 <u>Language:</u> ISBN#: 978-0-929631-50-9 <u>Math 1:</u> Number & Operations, Base Ten & Fractions: ISBN#: 978-0-929631-69-1 <u>Math 2:</u> Operations & Algebraic Thinking ISBN#: 978-0-929631-70-7 <u>Math 3:</u>Geometry, Measurement & Data ISBN# 978-0-929631-71-4</p> <p>Level M: <u>Reading:</u> ISBN#: 978-0-929631-73-8 <u>Language:</u> ISBN#: 978-0-929631-72-1 <u>Math 1:</u> Numbers & Operations ISBN# 978-0-929631-74-5 <u>Math 2:</u> Measurement, Data & Geometry ISBN#: 978-0-929631-75-2 <u>Math 3:</u> Algebraic Thinking & Statistics ISBN# 978-0-929631-76-9</p> <p>Level D: <u>Reading:</u> ISBN#: 978-0-929631-78-3 <u>Language:</u> ISBN#: 978-0-929631-77-6 <u>Math 1:</u> Number Systems & Function ISBN#: 978-0-929631-79-0 <u>Math 2:</u> Ratios & Proportional Relationships ISBN#: 978-0-929631-80-6 <u>Math 3:</u> Geometry, Measurement & Data ISBN#: 978-0-929631-81-3 <u>Math 4:</u> Statistics & Probability ISBN#: 978-0-929631-82-0</p> <p>Level A: <u>Reading:</u> ISBN#: 978-0-929631-84-4 <u>Language:</u> ISBN#: 978-0-929631-83-7 <u>Math 1:</u>Numbers, Quantities, & Geometry ISBN#: 978-0-929631-85-1 <u>Math 2:</u>Algebra, ISBN#:978-0-929631-86-8 <u>Math 3:</u> Linear, Quad. & Exponential Models, ISBN#: 978-0-929631-87-5</p> <p>New Readers Press: 1-800-448-8878 https://www.newreaderspress.com/</p>	The series utilizes strategies aligned to the College and Career Readiness standards with examples depicting the strategy within the context of a text question. Guided practice activities activate critical thinking skills as student implement the strategy while independent practices provides learners with the opportunity to reinforce the concept.
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<p>Prealgebra & Intermediate Algebra, 2nd Edition by Elayn Martin-Gay Textbook & Workbook</p>	<p>ABE/ASE</p>	<p>Teacher Verification</p>	<p>Participants receive 8-16 proxy hours for completing each unit from the textbook chapter and/or workbook, when applicable.</p> <p>Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the unit.</p> <p>Instructors may award partial proxy hours, but may not exceed 16 hours for the entire textbook and workbook units.</p>	<p>print</p>	<p>Unit 1: Whole Numbers-pages 1-93 Unit 2: Integers & Introduction to Solving Equations-pages 95-159 Unit 3: Solving Equations & Problem Solving- pages 161-210 Unit 4: Fractions & Mixed Numbers-pages 212-327 Unit 5: Decimals-pages 329-410 Unit 6: Percent-pages 413-487 Unit 7: Graphs & Triangle Applications-pages 489-551 Unit 8: Geometry & Measurement-pages 553-645 Unit 9: Equations, Inequalities, & Problem Solving-pages 648-723 Unit 10: Exponents & Polynomials-pgs 725-798 Unit 11: Factoring Polynomials-pages 801-868 Unit 12: Rational Expressions-pages 870-943 Unit 13: Graphing Equations & Inequalities- pages 946-1052 Unit 14: Systems of Equations-pages 1055-1102 Unit 15: Roots & Radicals-pages 1105-1158 Unit 16: Quadratic Equations-pages 1160-1223</p> <p>Publisher: Martin-Gay, University of New Orleans, Lakefront ISBN-13: 978-0321602459 ISBN-10: 0321602455</p>	<p>The workbook supplements the textbook used in the Adult Education managed classroom environment and/or in a virtual classroom.</p>
<p>Reading Horizons Elevate</p>	<p>ABE/ESL</p>	<p>Clock time</p>	<p>The system tracks the time spent in each area of the program. The time on task for each activity is counted as proxy hours. Reports show time on tasks within lessons, library, and vocabulary sections. The system times students out after 10 minutes of inactivity.</p>	<p>online</p>	<p>Reading Horizons Corporate Headquarters 60 North Cutler Drive, Suite 101 North Salt Lake, Utah 84054 http://readinghorizons.com info@readinghorizons.com 800-333-0054 (Toll Free) 801-295-7088 (Fax)</p>	<p>Reading Horizons teaches beginning, readers, struggling readers, and English Language Learners.</p>

Rosetta Stone	Beginning Low ESL to Intermediate High ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other support materials provided by Rosetta Stone and completed by students cannot be counted as proxy hours. Rosetta Stone 1621 W. Kent Street, Suite 1200 Arlington, VA 22209 http://www.rosettastone.com	Rosetta stone prepares the student to use real world language.
Steck Vaughn Complete Test Preparation for the 2014 GED Test	ABE/ASE	Teacher Verification	Participants receive six proxy hours for completing each chapter. Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the chapter. Instructors may award partial proxy hours, but may not exceed 6 hours for each chapter.	print	Paxen Publishing Customer Service 2194 Highway A1a, SITE 208 Indian Harbour Bch, Florida 32937 www.paxenpublishing.com 1.866.547.1895 ISBN: 978-544-252349-9	Textbook is a comprehensive program of the skills, instruction, practice, and self-assessment needed to prepare for success on a high school equivalency examination. Each content area has an entry test at the beginning to assess a learner's initial strengths/weaknesses and a comprehensive test at the end assesses the student's preparedness for the actual HSE.
Teknimedia	ABE/ASE, HSEC, and ESL	Clock time	System must track time and log out participants after preset period of inactivity.	online	Teknimedia	Supplementary hard copy workbooks and/or other support materials provided by Teknimedia cannot be counted as proxy hours.
The Official Guide to the HiSET Exam	ABE/ASE, HSEC	Teacher Verification / Mastery	Participants receive six proxy hours for completing each chapter in the text. Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the chapter. Instructors may award partial proxy hours, but may not exceed 6 hours for each chapter.	Print	Educational Testing Services (ETS) ISBN: 9780071845847	The text is authorized by Educational Testing Service and contains authentic HiSET exam questions, descriptions and explanations of every test section, official scoring information, and strategies to help students be successful on the test.

TypingWeb	ESL, ABE, workplace	Clock time	System tracks time and logs participants out after present period of inactivity	online	https://www.typing.com/.	This is a free tool that tracks participant hours that they spend on the computer typing, and it will measure their progress. The program offers certifications that the participants can take. There is a variety of tests that the participants can take to watch their progress.
United States History & Geography	ABE/ASE, High level ESL	Teacher Verification	<p>Participants receive up to 2.5 proxy hours for completing each lesson from the textbook along with a 10-20 minute instructional video.</p> <p>Video: .5 hours Workbook: 2 hours</p> <p>Instructors may award partial proxy hours for completing individual units within each text, but may not exceed 2.5 hours.</p>	print	<p>Lesson 1: Colonizing America-Before Columbus: pages 1-3 & 10-13</p> <p>Lesson 2: Founding the 13 Colonies: pages 16-22</p> <p>Lesson 3: Population & Economy: pages 23-28</p> <p>Lesson 4: The Colonies Fight for Their Rights pages 38-43</p> <p>Lesson 5: The Revolution Begins: pages 44-51</p> <p>Lesson 6: The Declaration of Independence: pages 52-62</p> <p>Lesson 7: The Confederation & A New Constitution: pages 63-67 & 76-78</p> <p>Lesson 8: Ratifying the Constitution: pages 81-85</p> <p>Lesson 9: The Constitution-Connections to Today: pages 87-97</p> <p>Lesson 10: Early Industry: pages 145-149</p> <p>Lesson 11:The Land of Cotton: pages 150-154</p> <p>Lesson 12:The Spirit of Reform: pages 164-169</p> <p>Lesson 13:The Abolitionist Movement: pages 174-179</p> <p>Lesson 14:Sectional Conflict Intensifies: pages 210-218</p> <p>Lesson 15: The Civil War: pages 221-226</p> <p>Lesson 16: The Civil War: pages 226-244</p> <p>Lesson 17: Reconstruction: pages 247-253</p> <p>Lesson 18: Urban America, Immigration: pages 304-311</p> <p>Lesson 19: WWI & Its Aftermath: pgs. 376-382</p> <p>Lesson 20: A World in Flames: WWII: pags 376-382</p> <p>Lesson 21: The Civil Rights Movement- 1954-1968: pages 571-586</p> <p>McGraw Hill Publishing Company ISBN 978-0-07-660865-2 P.O. Box 182605 Columbus, OH 43218 800-338-3987</p>	Text is a high school leveled textbook aligned with the Common Core Standards.

USA Learns	Low Beginning to High Intermedia te ESL	Clock time	The system tracks the time on task for each activity. The time on task is counted as proxy hours. The system times students out after a preset period of inactivity	online	www.usalearns.org Sacramento County Office of Education PO Box 269003 Sacramento, CA 95826 408.449.1010	USA Learns is a free multi-course program that helps students learn beginning to intermediate English. The courses include videos, interactive activities, games, and quizzes to improve English skills in listening comprehension, vocabulary, grammar, spelling, pronunciation, reading, writing, speaking and life skills. A placement test is also available.
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Exhibit B: Application to Use DL



**Application to Use Distance Learning (Optional)
For Adult Education Providers
Who Did Not Apply During the RFP Process**

Please submit this form to diane.mcqueen@wyo.gov

Name of Program	Date submitted
Name of Local AE Program Director	
Email	Phone

Distance Learning (DL) activities are an optional service delivery model under the general Adult Education grant (Sec.231) and may be offered by an eligible provider following the WY Distance Learning Policy. Services are to be of sufficient intensity to provide for improvement of literacy skills. Hybrid/Blended approaches to DL where the student attends in-class instruction and also works from a distance on approved curriculum are acceptable. An applicant providing DL services must describe the following in accordance with the Wyoming Distance Learning Policy:

Requirement 1: Need for DL Program Services. Incorporate into your response answers to the following questions:

1. What services are being offered onsite as a blended/hybrid approach?
2. Where the project will be offered?
3. Who will provide the instruction?
4. What research based curriculum will be used?
5. What are the contributions of this project, in terms of student outcomes, you anticipate from offering this activity?

Requirement 2: Use of AEFLA Funds.

1. Describe how the agency will allocate funds for this activity from the AE grant to carry out this project.
2. How will this project be offered if there were no supplemental funding provided to support DL software licenses?

Exhibit C: NRS Table 4C

NRS Table 4C

Educational Gains and Attendance for Participants in Distance Education

Enter number of distance education participants for each category listed, calculate percentage of participants completing each level, and enter total proxy and direct attendance hours.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving MSG's (F)	Number Remaining in Program without MSG's (G)	Percentage Achieving MSG's (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with MSG's (J)	Percentage of Periods of Participation with MSG's (K)
ABE Beginning Literacy										
ABE Beginning Basic										
ABE Intermediate Low										
ABE Intermediate High										
ASE Low										
ASE High*										
ESL Beginning Literacy										
ESL Low Beginning										
ESL High Beginning										
ESL Intermediate Low										
ESL Intermediate High										
ESL Advanced										
Total										

Include in this table only participants who are counted as distance education participants . This table is a subset of the participants reported in Table 4.

- Use participant's pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.

- Count each participant only once in columns D through G.
- The number in column D is the number of participants who completed one or more Educational Functioning Level gains as measured in one of three ways: 1) by comparing a participant’s initial EFL as measured by a pre-test with the participant’s EFL as measured by a participant’s post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column E is the number of participants who attained a secondary school diploma or its equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.
- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column D + E + F + G should equal the total in column B.
- Column H is calculated using the following formula: $(\text{Column H}) = (\text{Column D} + \text{Column E}) / (\text{Column B})$
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.
- Column K is calculated using the following formula: $(\text{Column K}) = (\text{Column J}) / (\text{Column I})$ Each row total in Column H is calculated using the following formula: $H = \frac{\text{Column D}}{\text{Column B}}$

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing HSEC tests.



Wyoming Distance Education Application for New Distance Education Curriculum Approval

Please submit this form to diane.mcqueen@wyo.gov

Name of Program	Date submitted
Name of Local AE Program Director	
Email	Phone

Section I: New Curriculum for Approval

Publisher:	Curriculum Information – Instructional Model
Curriculum Product Name:	<p>_____ Clock Time Model: assigns contact hours based on the elapsed time that a student is connected to or engaged in an online or stand-alone software program that tracks time.</p> <p>_____ Teacher Verification Model: assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a student engaged in, or completed, the assignment.</p> <p>_____ Learner Mastery Model: assigns a fixed number of hours of credit based on the student passing a test on the content of each lesson. Students work with the curriculum and materials and take a test when they feel they have mastered the material. A high percentage of correct answers (typically 70%-80%) earn the credit hours attached to the material.</p>
Contact Name:	
Telephone:	
Email:	
Website: (where applicable)	

Section II: Audience: Please identify the type of course(s) the proposed distance learning curricula will be applicable to.

Check (✓) all that apply	Type of Course	Instructional Content e.g. speaking, listening, social studies
	Adult Education (Literacy)	
	English as a Second Language	
	High School Equivalency	
	Workforce (Workforce Literacy, Workplace Literacy)	
	Bridge /Transitions	
	Career Services/ Career Pathways	
	IET/IELCE	
	Co-enrollment: SCOPE, LYFE, BOOST	
	Other (Please specify)	

Section III: Additional Information

1. Describe the reason for this request.
2. What evidence can be produced that the proposed curriculum is aligned to the College & Career-Readiness Standards or the English Language Proficiency Standards?
3. Provide a succinct description of the materials to be used.
4. How will attendance and progress be monitored? (Please attach a sample report if using a Clock Time Model.)
5. Identify the lead person responsible for distance learning in the local program.
6. Is training provided with the curriculum? If yes, who will provide the training? Describe how outreach instructors will be trained on the use of this DL curriculum.
7. How do you plan to administer assessment and provide feedback in frequent cycles as the student progresses through each stage of the curriculum?

Section IV: Only applicable if you are seeking approval for a Learner Mastery or Teacher Verification Model

A. For all Print-Based Material, please answer the following and include a copy of the Table of Contents with this application.

- 1. Name of Text: _____
- 2. Publisher: _____ Copyright date: _____
- 3. Publisher address: _____
- 4. ISBN #: _____ Author: _____
- 5. Will the distance learning program combine both Learner Mastery and Teacher Verification? Yes No
(If yes, please respond to both of the questions below. If no, provide answers in the appropriate section.)

A. How many proxy hours will be assigned per proof of mastery through assessment? Describe how these hours have been identified. (Learner Mastery)
B. How many proxy hours will be assigned per module/activity/lesson? What is your rationale in assigning proxy hour? (i.e. How has this been determined?) (Teacher Verification)

Please attach a full course syllabus.

WCCC Approval: To be Used by State Distance Learning Committee

Approved ___ yes ___ no	Date
Typed Name: _____ Title: _____ Comments:	



**Wyoming Adult Education
SEA: Wyoming Community College Commission**

Policy #10282020: Contextualized Instruction

Date: October 28, 2020

Purpose: The purpose of this policy is to provide a State definition of ‘Contextualized Instruction’.

Section I: Federal Mandates and Guidance

Workforce Innovations and Opportunities Act & the Adult & Family Literacy Act

WIOA Section 203(11) and AEFLA §463.35 provide a definition of contextualized instruction as “a service approach that provides adult education and literacy activities contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.”

AEFLA Section 463.37 also provides a definition of contextualization which states that occupationally relevant instructional materials are to be used in a contextualized curriculum.

Section II: State Mandates and Guidance

Wyoming’s Adult Education program takes guidance from the federal definitions above to define ‘contextualized instruction’ below.

“Contextualized instruction is a set of instructional strategies designed to link the learning of basic academic and work readiness skills to a specific occupation or occupational cluster for the purpose of educational and career advancement. Contextualized curricula created and/or used for Adult Education classes in Wyoming must use occupationally relevant materials.”



Wyoming Adult Education SEA: Wyoming Community College Commission

Policy #11162020-Collection of Social Security Numbers

Date: November 16, 2020

Section I: Federal Mandates and Guidance

OCTAE Program Memorandum 17-2 provides guidance and justifications for the collection of social security numbers for enrolled participants in Adult Education programs.

Section 116(i)(2) of WIOA requires States to use quarterly wage records, consistent with State law, to measure their progress on satisfying State and local performance accountability indicators. The Joint WIOA Final Rule implements these requirements in 20 CFR 677.175, 34 CFR 463.175, and 34 CFR 361.175 by requiring States to use, consistent with State law, quarterly wage record information such as intrastate and interstate wages paid to an individual, *an individual's SSN*, and the Federal employer identification number of the employer paying the wages to the individual.

However, the Departments recognize that in particular circumstances (further described below) there are challenges the core programs face in tracking the progress of individuals for whom obtaining a quarterly wage record match may not be possible. In order to ensure that programs may track the participants for performance accountability purposes even if their information is not contained in the State's quarterly wage record system, the Joint WIOA Final Rule permits States to use "other information as is necessary to measure the progress of those participants through methods other than quarterly wage record information" if quarterly wage records are not available for a participant (20 CFR 677.175(a)(3), 34 CFR 463.175(a)(3), and 34 CFR 361.175(a)(3)).

Matching a participant's SSN against quarterly wage record information is the most effective means for determining employment status and earnings for a program participant. However, a quarterly wage record match will not be possible in all circumstances. Eligibility to participate in any of the programs under WIOA is not contingent upon the individual providing an SSN. More broadly, since the performance indicators require reporting on all participants, States are encouraged to develop a method for quantifying the performance outcomes of participants who do not provide SSNs or for whom wage records are not available in order to include them in the calculation of levels of performance for each of the core programs.

Section II: State Mandates and Guidance

The State intake form asks that participants provide a social security number (SSN). When possible, local providers should attempt to obtain this information from the student at intake by explaining that the social security number will only be used for data match purposes to collect information on WIOA post-exit indicators and that the information will not be shared or used beyond the authorized parties noted on the intake's 'Release of Information' section. Students should also be informed that the local program has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act of 1974, (20 USC 123g) and its regulations (34 CFR Part 99), as outlined in the General and Program Assurances Section for Adult Education Grants in Wyoming.

Once collected, all SSN's must be entered into the student's LACES record with a local copy of the student intake form and all other sensitive student data being kept in a secure location at the provider's place of business.

There are several points in time across a participant's enrollment and engagement process with an adult education program that the collection of a social security number should take place.

- 1) At intake or re-enrollment

- a. SSN's should be collected on the intake form and on age waiver applications
- b. Participants who exit and then re-enroll at a later date must have SSN collected/verified.
- 2) During orientation/participation in the Career Services course
 - a. SSN's should be collected as students complete the Wyoming at Work registration process
- 3) During program of study
 - a. Local programs should attempt to collect a SSN on participants who continue a program of study across multiple PoP's and/or fiscal years.
 - b. SSN's should be collected as student's register on the ETS website to take their HiSET exam.
 - c. SSN's can be collected from the DiplomaSender website once a student has completed an HSEC.
 - d. SSN's should be collected from DWS or DVR on all WIOA co-enrollments.
 - e. SSN's can be collected from the local community college for co-enrollments with postsecondary.
- 4) Before exiting the program
 - a. Local programs are expected to make 'one last attempt' prior to exit to obtain a SSN from a student.

Non-provision of Social Security Numbers

Through the intake and orientation procedures, local programs are required to explain to students who do not provide a SSN the consequences of this non-provision as follows:

“The local program will contact the student at least two times after exiting the program to ascertain employment status, salary information and enrollment/participation in postsecondary/training.”

Note: Although it is not a State requirement, the local program may wish to require that students sign a form to acknowledge their understanding of this requirement. The State has supplied a sample copy of an acknowledgement form, both in English and in Spanish, which providers may adapt.

Local programs which are unable to collect a SSN on a student will be required to conduct manual surveys for the collection of post-exit outcome measures. Because of this, local programs must ensure that appropriate contact information is recorded and maintained in the LACES database for telephone, email, and emergency contact information.



**Wyoming’s Adult Education Programs
(Educacion para Adulto’s)
Lack of Social Security Number Notification
(Falta de Numero de Seguio Social Notificacion)**

Name of Student

Adult Education site

Because Adult Education is a federally funded program, there are certain requirements we must meet. One of these is to obtain enrolled participants employment data for a year after exiting our program. Without a social security number this is not possible.

WIOA legislation requires that Adult Educators inform participants of the following:

At the six month point and the one year point after exiting our Adult Education program, we are required to request that you submit one of the following types of documents as proof of earnings:

- 1) Copies of quarterly tax payment forms to the Internal Revenue Service, such as a Form 941
- 2) Copies of pay stubs (minimum of two pay stubs)
- 3) Signed letter, or other information, from an employer on company letterhead attesting to an individual’s employment status and earnings.

Signature of Student

Date

Nombre del Estudiante

Sitio de alcance

Porque la educacion para Adultos es un programa financiado por el gobierno federal, hay ciertos requisitos que debemos cumplir. Uno de estos es obtener datos de empleo de los participantes inscritos durante un año despues de salir de nuestro programa. Sin numero de seguro social esto no es posible.

WIOA la legislacion exige que los Educadores de Adultos informen a los participantes sobre lo siguiente:

En el punto de seis meses y el punto de un año despues de salir de nuestro programa de Educacion de Adultos, estamos obligados a solicitar que presente uno de los siguientes tipos de documentos como prueba de ganancias.

- 1) Copias de formularios de pago de impuestos trimestrales al Servicio de Rentas Internas como un formulario 941.
- 2) Copias de recibos de sueldo (minimo dos)
- 3) Carta firmada o otra informacion, de un empleador con membriete de la empresa que acredite el estado de empleo y las ganancias de la persona.

Firma de estudiante



**Wyoming Adult Education
SEA: Wyoming Community College Commission**

Policy #11162020-1: Adult Education Record Retention

Date: November 16, 2020

Section I: Federal Mandates and Guidance

[CFR §200.333 Retention requirements for records.](#)

Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of **three** years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a sub-recipient Federal awarding agencies and pass-through entities must not impose any other record retention requirements upon non-Federal entities. The only exceptions are the following:

- (a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.
- (b) When the non-Federal entity is notified in writing by the Federal awarding agency, cognizant agency for audit, oversight agency for audit, cognizant agency for indirect costs, or pass-through entity to extend the retention period.
- (c) Records for real property and equipment acquired with Federal funds must be retained for 3 years after final disposition.
- (d) When records are transferred to or maintained by the Federal awarding agency or pass-through entity, the 3-year retention requirement is not applicable to the non-Federal entity.
- (e) Records for program income transactions after the period of performance. In some cases recipients must report program income after the period of performance. Where there is such a requirement, the retention period for the records pertaining to the earning of the program income starts from the end of the non-Federal entity's fiscal year in which the program income is earned.
- (f) Indirect cost rate proposals and cost allocations plans. This paragraph applies to the following types of documents and their supporting records: indirect cost rate computations or proposals, cost allocation plans, and any similar accounting computations of the rate at which a particular group of costs is chargeable (such as computer usage chargeback rates or composite fringe benefit rates).
 - (1) *If submitted for negotiation.* If the proposal, plan, or other computation is required to be submitted to the Federal Government (or to the pass-through entity) to form the basis for negotiation of the rate, then the 3-year retention period for its supporting records starts from the date of such submission.
 - (2) *If not submitted for negotiation.* If the proposal, plan, or other computation is not required to be submitted to the Federal Government (or to the pass-through entity) for negotiation purposes, then the 3-year retention period for the proposal, plan, or computation and its supporting records starts from the end of the fiscal year (or other accounting period) covered by the proposal, plan, or other computation.

Section II: State Mandates and Guidance

All Adult Education programs in Wyoming are required to follow the federal guidelines outlined above for the retention of records. This requires that all records for the previous grant, awarded through the 2017 competition process, be retained for three years after the end of the grant cycle which is June 30, 2023.

Wyoming Adult Education Assessment Policy

For Program Year 2021-2022

Wyoming Community College Commission



WCCC Contact Information:

Email: diane.mcqueen@wyo.gov

Website: <https://communitycolleges.wy.edu>

Phone: 307-777-7885

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Assessment Policy

for Program Year 2021-22

Section 10 – WY ABE Policy Manual

Policy Number: 11172020

Date Submitted for Approval: November 2020

Part I. Introduction and State Context

Need for Assessment

The Workforce Innovation and Opportunity Act (WIOA – Title II) and the National Reporting System (NRS) require standardized assessment. *34 CFR 462 Subpart D* outlines the requirements that must be included to guide local providers in measuring educational gain and reporting data in the NRS. “To ensure comparability of the meaning of the educational functioning levels across all programs in the State, all programs must use *standardized assessment procedures* that conform to the State’s assessment policy when determining students’ educational functioning levels. The assessment procedure must include a standardized test or a standardized performance-based assessment with a standardized scoring rubric that has been approved by the Office of Career, Technical, and Adult Education (OCTAE) within the US Department of Education (DOE) for measuring educational gain within the NRS framework.” Adult learner educational gains are namely, gains in the development of basic English literacy, language skills, and/or numeracy skills. The NRS specifically requires that adult education (AE) programs assess and place each student of Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Secondary Education (ASE) into NRS educational functioning levels at intake and at least one other time during the year to determine and document the academic progress of each student.

The Act establishes primary indicators of performance for WIOA Core programs that will be used to assess state performance (WIOA Sec 116). Part(IV) and (V) pertain to academic gain:

- (I) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program;
- (II) the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.

Adult Education will continue to track basic academic skill gains in English language arts, English literacy, speaking and listening, and numeracy. Descriptors for the NRS educational functioning levels can be found in Exhibit B-1 and B-2.

The US DOE has promulgated rules that require the State to have a written assessment policy that its local eligible providers must follow in measuring educational gain and reporting data in the NRS. The state must submit its assessment policy to the Secretary of Education for review and approval each year.

The State uses measurable skill gain, determined in part by assessments, to set performance standards. It is very important that assessments are uniformly implemented and data be comparable across Wyoming Adult Education programs and within each program outreach site in order to document achievement. With the implementation of the Wyoming AE funding formula that ties increased measurable skill gains to local program funding, it is vital that comparability of testing be uniform across the state.

Every Adult Education grant recipient is responsible for following the Assessment Policy and is held accountable for both the security and integrity of the data entered into the state’s management information system – LACES. It is critical for programs to administer assessments in a standardized and consistent way to help preserve data *validity* and *reliability*. *Validity* is how well an instrument measures what it is intended to measure. This relates to the NRS educational functioning levels for ASE, ABE and ESL. *Reliability* is how well an instrument performs with similar use.

Purpose and Use of Standardized Assessments

Assessment is much broader than test administration for instructional purposes. A full assessment profile includes consideration of work, educational experiences, career ambition and educational goals. Assessment should take participant goals, strengths, interests, motivation and outside support needs into account in addition to academic development needs.

Accurate assessment using standardized assessments of student educational gain is critical for reporting to NRS. Simply reaching a minimum number of hours of attendance should not be the significant factor to determine the time to post-test.

Assessment is important because it helps:

Assessment Use by Program & State	Assessment Use by Student
Establish state appropriate performance standards for program accountability	Inform students about their basic skills abilities and areas to focus on for learning
Ensure the collection and reporting of quality data	Assists students to determine short and long-term goals
Sustain continued funding for local programs using the performance outcomes in the funding formula	Guide and motivate students to be actively involved in their learning
Accurately inform programs about the students’ basic skill levels and accuracy in placement of adult learners	Offer students the most appropriate instructional programs
Monitor program and student progress and certify learner mastery	Monitor progress toward goals and readiness to take the high school equivalency test battery
Determine the extent to which instructors are meeting student needs	
Provide programs and instructors with information to improve instruction.	
Plan and develop professional development activities	

Use of Informal Assessments

Local AE providers are encouraged to use a variety of informal assessments to monitor learning and inform instruction on a regular basis. These informal assessments may include but are not limited to teacher-made tests, unit tests, portfolios, rubrics for learner observations and applied performance.

Policy Overview and Summary

This policy is intended to help ensure accuracy and consistency across programs in assessment administration, data collection, and reporting. Additionally, the policy will identify and explain such important issues as:

- Approved assessments to measure student educational gain;
- Appropriate administration of pre- and post-tests;
- Appropriate reporting of student advancement.

For additional clarification and technical assistance, contact the State Adult Education Director at the Wyoming Community College Commission at (307) 777-7885.

Part II. General Assessment Requirements

Wyoming Approved Assessments

The assessments approved for Wyoming AE programs to use as standardized assessment instruments (were identified in the Federal Register /Vol. 85, No. 153 on Friday August 7, 2020) allowable for NRS reporting are as follows for Wyoming:

ABE/ASE tests

- TABE® 11& 12 (Reading, Language, and Math)

ESL tests

- TABE CLAS-E® (Listening, Speaking, Reading, and Writing)

All eligible students being served with AE funding are required to be pretested during the initial introduction to the program, using only state approved instruments with standardized scale scores. The skill areas to be assessed are literacy, numeracy, and language skills. ESL students are to be given a complete battery of assessments testing reading, writing, listening, and speaking using TABE CLAS-E. Demographic and skill level data should be collected during the initial introduction and entered into LACES. At the latest a student should be pretested before 12 hours of direct instruction [34 CRF 462.40 (c)(1)] especially in the case of English language learner (ELL) student with limited English proficiency.

Please refer to the table in *Exhibit A* for pertinent information on these tests (i.e., publisher contacts, approved forms and tests for the NRS levels, and publisher recommended post-test timing). Please refer to the tables in *Exhibit B* for standardized scoring requirements. The tables specify the score ranges tied to educational functioning levels for placement and for reporting educational gains.

Programs may **not** use other performance-based or homegrown assessments for reporting to the State for NRS purposes. However, programs are encouraged to use their own placement tests, diagnostic assessments, and other informal assessments that provide additional, useful instructional information to teachers and students.

Programs may use the results of post-tests for measurable skill gain reporting and advancing students across educational functioning levels for the NRS. Test results may only be entered into LACES if the test was administered in a manner that is consistent with the State's assessment policy and the test publisher's guidelines. The testing must be administered with a

trained teacher or proctor present under standardized testing conditions. All staff administering the test must be certified by TABE.

Minimum Instruction for Inclusion in NRS

The use of standardized assessments is essential to ensure that all adult students are placed at the appropriate level of instruction. Local AE providers must measure the educational gain of all students receiving 12 or more hours of instruction with an NRS-approved assessment. The post-test is used to measure educational gain and advance students across educational functioning levels. [34 CRF 462.40 (c)(11)]

Assessment systems may include appraisal, pre-assessment tools, or locator tests which supply basic skill level information for the individual. Test results guide placement into an appropriate instructional program and identify the appropriate pretest level. These pre-assessment tests are not used to measure learner progress or educational functioning level.

Programs must follow these important guidelines when assessing students:

- The test publisher describes the use of a locator or pre-assessment tool if it is required for determining initial level to begin testing.
- Use the test scores and educational level descriptors found in *Exhibits A and B* as criteria for placing students at the appropriate NRS educational functioning levels.
- Determine measurable skill gain by comparing the initial (pre-test) educational functioning level to the level attained on the post-test. If a student is not post-tested, then no advancement can be determined.
- Testing for NRS reporting must be conducted face-to-face or through remote testing in a secure proctored setting with a trained test administrator.
- Assessments should be given under good logistical conditions (i.e., well-lit, quiet space, adherence to time limits).
- Instructors, counselors and advisors must have access to assessment results and counsel with students on academic progress.
- If a student has a high school diploma or high school equivalency certificate (HSEC) and is seeking AE services, they must provide a legitimate reason for these services. Lack of sufficient mastery of basic educational skills to enable the individual to function effectively in society or on the job is considered a legitimate reason to seek AE services.

Special populations may require exceptions or accommodations (e.g. learners with disabilities, language barriers, and limited literacy skills). [34 CRF 462.40 (c)(6)] See additional instructions under “Student Accommodations.”

Test Administration Requirements

Grant recipients receiving AEFLA and state funding must report all participants who receive an NRS approved pre-test. All programs must ensure the following procedures are in place and implemented. The allowed assessments for NRS reporting are described below. [34 CRF 462.40 (c)(1)and (2)]

Pretesting Guidelines

- Pre-testing must occur at student orientation, during a career services course or prior to the completion of 12 hours of participation in an AE or ESL program, ideally, at intake or soon thereafter, and utilized when setting goals. [34 CRF 462.40 (c)(9)]

- The initial 12 contact hours can be accrued through face-to-face interaction, virtual classrooms, telephone, video, teleconference, or online communication where participant and program staff can interact and through which participant identity is verifiable.
- All students are to be administered the locator to identify the level for initial pre-testing. [34 CRF 462.40 (c)(1)]
- All students enrolled in an ABE or ASE level program must be assessed using **TABE 11 & 12** (levels L, E, M, D or A), and ELA students must be assessed using the approved assessments for **TABE CLAS-E**. These are the only assessments that may be used for student placement and to document the Educational Functioning Level (EFL) based on scores according to the publisher's guidelines.
- Programs must follow publisher guidelines for test administration.
- Programs must ensure that the time for administering the post test is long enough after the pretest to allow the test to measure educational gains according to the test publisher's guidelines.
- All students must be officially registered in LACES upon completion of the registration/intake form.
- The hours spent in the career services course, career pathways course, intake, assessment, career explorations, working in the classroom, in a virtual environment, working with the instructor or in online approved distance or learning curriculum shall count toward the student's total attendance hours.
- Allowable attendance includes time a student is working in the AE center lab or class, in an approved online distance learning program, in virtual classrooms settings, or spending time with an instructor in advisory activities. High School Equivalency (HSE) testing time is not included in instructional hours.
 - Hours accrued through face to face interactions with students are to be verified by student signature or time card methods where the student clocks in/out. Hours are then entered into the student file on the LACES database.
 - Hours accrued in a virtual classroom are to be recorded by the instructor and recorded in the student file on the LACES database as either contact hours or proxy hours.
 - Hours accrued through distance learning are to be recorded & entered into the LACES database through one of the following formats:
 - ✓ Proxy hours as recorded by the distance learning software program (clock time hours)
 - ✓ Proxy hours as recorded by the instructor for Mastery or Teacher Verification models
- Within a program year, if a student "**stops-out**" of class and then returns after an absence of less than 90 days (three months), a new pretest does not have to be given. If the student is absent between 90-179 days and the test on record is less than one year old, a new test does not have to be given. Students with a lapse of 180 days or more must be retested. *TABE tests will be good for one year from the test date for all continuing students.*
- Pre- and post-testing should use different test forms of an approved assessment (for example, TABE® Form 11, Level D for pre-test and TABE® Form 12, Level D for post-test) for the minimum hours of instruction to be utilized.
- When using the minimum number of instructional hours, the majority of the instructional hours should be in the subject being tested.
- TABE 11/12 areas to be measured are reading, math, and language skills. The assessment(s) should be in areas in which instruction will be focused to facilitate student educational gain. [34 CRF 462.40 (c)(2)and(5)].
 - Exceptions:
 - ✓ If a student is a referral from a college and needs remediation in only one subject and is not enrolled in college in the same subject.
 - ✓ If a student is a referral from a business and needs remediation in only one subject.
 - ✓ If a student has partially completed a HSE and only needs remediation in one subject.
- Pre- and post-testing should use different test forms of an approved assessment for ESL.
 - When using TABE CLAS-E® for ESL testing, all areas **must** be administered at pre-testing (reading, writing, speaking and listening).

Virtual (Remote) Testing

- Virtual testing must follow test manufacturer guidelines and must use only approved NRS and Wyoming approved assessments for adult education. Test manufacturer guidelines must;
 - Specify how participants will be identified
 - Detail maintenance of test security issues
 - Describe how proctoring will be completed
 - Establish technology requirements
 - Provide procedures on protocols to be implemented in the event of technology issues which occur during the proctoring of an assessment.
- Virtual testing, using only NRS approved and Wyoming approved assessments for Adult Education may also include assessments given within a virtual classroom environment where the instructor/proctor controls the release of each test page virtually and where the testing environment ensures that:
 - Test manufacturer guidelines for virtual testing can be implemented
 - The instructor is able to verify the students identity
 - Student responses to each test item are recorded by the instructor/proctor in either virtual form for the online TABE or on paper based answer forms.
- Virtual testing may be conducted for up to five students at a time.
- Remote proctoring for TABE 11 & 12 with ProctorU, a third-party proctoring services, is a permissible testing option for participants needing to test from a remote location.

Publisher’s Recommended Pre/Post Testing Intervals

Providers must utilize alternate and equivalent test forms for pre and post-testing. (see Exhibit A)

Quick Reference to Post-testing

DRC and BEST - Pre and Post Testing Requirements for NRS Reporting

TABE 11 & 12	Test manufacturer guidelines: 50-60 hours is recommended for post-testing with an alternate form for participants that test into NRS Levels 1-4. Minimum of 40 hours. 30-59 hours of instruction is recommended for post-testing with an alternative form for participants that test into NRS levels 5-6. Minimum of 30 hours. If the same form of the <i>TABE</i> is used, then 60-80 hours of instruction is required.
TABE CLAS-E	50-60 hours is recommended when post-testing with an alternate form. Minimum of 40 hours. If the same form is used, then 100-140 hours of instruction is recommended. Minimum of 50 hours.

Post-testing Guidelines

- The length of time between the pre- and post-tests must be long enough to allow the test to measure educational gains according to the test publisher’s guidelines. [34 CRF 462.40 (c)(3)(iii)]
- Programs should consider the factors that will influence learning proficiency gains when determining timing for post-testing; intensity of instruction, duration of classes, class size, teacher training and experience, and use of and completion of appropriate curricula and materials. Hybrid classrooms which incorporate face to face instruction, virtual classrooms and/or distance learning may offer additional opportunity for gains by extending the hours of instruction outside of class.
- The State requires that instructors use professional judgment and students complete an appropriate curriculum based on their academic assessments and diagnostics to determine if the student is ready for post-testing

- A list of participants who may be eligible for post-testing, based on their instructional hours, is available on the LACES Dashboard – Student Alerts – Eligible for Post-Testing. This is checked monthly by local staff.
- Post-testing at the minimum hours of instructions, **as defined by the publisher**, must be completed on alternate forms of the TABE. If the same assessment form is used, the hour requirement is increased in accordance to the test manufacturer guidelines for each type of test.
- Hours calculated for post testing purposes may include contact hours and proxy hours.
 - **Contact Hours:** Synchronous time spent instructing the learner. Contact hours include two-way interaction between instructor and learner by face-to-face interaction, telephone, video, teleconference, virtual classrooms, or other online communication where learner and program staff are able to interact and through which learner identity is verifiable.
 - **Proxy Hours:** Asynchronous time a learner spends independently engaged with distance learning activities, such as using an approved distance learning platform or approved instructional tool. Proxy hours can include approved independent instructional activities in a computer lab, activities assigned out of class, or supplemental activities, but must be pre-approved by the State Distance Learning Committee.
- Testing before the time designated by the publisher should not occur without a Post-testing Exception Form. Corrective action and retraining will occur should this happen. Only 3% of all fundable students at NRS Level 4 can be post-tested using a Post-Testing Exception Form as long as they have completed 30 hours of instruction and the student has demonstrated through informal testing protocols an ability to show measurable skill gain.
 - Waivers are to be approved by the local program director who are required to maintain a log of waivers detailing the following information:

✓ Name of student	✓ Reason for waiver
✓ Name of local provider: Location	✓ Date of approval

Recommendation for Low ASE and High ASE (NRS Level 5 & 6) students:

ASE students, placed into NRS Level 5 (tested with TABE) may be post-tested after a minimum of 30 hours of instruction when using alternate forms of the test. For the same form, 60-80 hours of instruction are required.

- Testing before the minimum time designated by the publisher should not occur.
- The following must be in place when sending **ASE students** (NRS levels 5 & 6) for HSE testing:
 - Staff confirms the student has taken a post-test and has shown academic gain (where applicable) before taking the Official Practice Tests (OPT), when applicable, AND
 - That the student has been placed into a LACES class which indicates instruction is at a ninth grade or higher level (only applicable when all subjects are not at ASE levels). This supports the maximum outcomes for post-exit outcome measures.
 - The student **must have a minimum of 30 hours of instruction**; and
 - For students using a High School Equivalency (HSE) test as their post-test for completion, proof of readiness to test on a HSE test should be evidenced by:
 - ✓ A minimum score of 8 on the HiSET or a 150 on the GED 2014 Official Practice Tests,
 - ✓ Results placed in the student file, and
 - ✓ All Official Practice Test results must be documented in LACES
- **High School Equivalency (HSE) test passing rates differ** with each test:
 - HiSET
 - ✓ “Prepared” on a subtest with a total of 45 on four subtests.
 - ✓ College and Career Ready is 15 out of 20 on a subtest.
 - GED 2014
 - ✓ Passing score is 150 on each of the five subtests.
 - ✓ GED Honors is 170 on a subtest.

Recommendation for ABE Level (NRS Level 1- 4) students:

In accordance with test manufacturer guidelines for TABE 11/12, participants may be assessed after 40 hours of instruction when using alternate forms of the test. The State allows no more than 3% of NRS level 4 students to be post tested before 40 hours of instruction; however participants must have logged at least 30 hours of instruction before an exception can be granted. Local directors are required to maintain a log of testing exceptions and must complete the Exception to Test form, found on page 36. This will be monitored by the State.

- 60-80 hours of instruction are required if the same level and form of the assessment is use for TABE 11/12 and 100-140 hours for TABE CLAS-E.
- Testing before the time designated by the publisher should not occur. Corrective action and training of staff will occur should this happen.
- The following must be in place when sending students to HSEC test:
 - Staff confirms the student has a minimum of 40 hours of instruction between pre and post-testing sessions
 - Staff has documented through informal testing or through an official practice test (for HSEC candidates) the student’s readiness to test AND has received documented permission from the local director for the *Exception to Post-test, when applicable*.
 - All Official Practice Test scores have been entered on LACES and must indicate a readiness to test.

Recommendation for all ESL NRS Levels using TABE CLAS-E:

- For alternate form testing, DRC recommends 50-60 hours of instruction (i.e., A2 to B2) with a minimum of 40 hours.
- For same form testing DRC recommends– 100-140 hours of instruction (i.e. A2 to A2)

All programs are required to achieve or exceed the State’s post-test standard. In order to help offset programmatic challenges in post-testing created by the pandemic, the State has adjusted the post-testing standard for **FY 2020-21 to 50%**. To achieve this goal, programs must adhere to post-testing recommendations and retain their students for a sufficient length of time to qualify for post-testing.

Affected students may be post-tested and/or re-assessed at:

- the end of the instructional session, i.e. end of 30-60 hours and/or managed enrollment class period of the same length, or
- a student must be re-assessed after he/she has had an instructional lapse in services for more than 180 consecutive days.

Only one measurable skill gain will be counted per period of participation (PoP). For new PoPs the student may use the same subject area or change the subject area being tracked.

Retesting Continuing Students

If a student is attending class at the end of the program year and continues into the next program year, that student’s contact hours from the previous year carries over and counts toward the post-testing hour requirement in the new program year for a single period of participation. For example, a student enrolls in an adult education class in March and accumulates 27 hours of instruction by June 30. She/he continues with the class when it resumes in July. The student only has to make up the difference in required instruction hours for their level to be eligible to post-test. This requires that the student assessment be pushed forward in LACES from the previous year. The student must not be separated from the AE program in the prior year

(absent from class for 90 days as federal law requires that the student be dropped/separated from the class with no exceptions.)

Late re-entry or “stop-out”

Late re-entry or ‘stop-out’ students are those students who were in attendance during the last *quarter* of the previous year (April –June), left the program for a period of time and re-entered during the current year. Local programs may roll assessment scores over the program years for “stop-out” or continuing students on assessments not older than 180 days and consider instructional hours obtained between January and June when calculating time for post-testing.

Official High School Equivalency (OPT) Test Scores

Any student with partial test scores in June must have 12 hours of instruction in the new grant PoP for the completion of the certificate to count as a measurable skill gain in the next grant year unless guidance from OCTAE allows for the completion to occur prior to the 12 hours.

- OPT exams should not be given to students unless they have demonstrated a readiness to test, as measured by TABE unless approved by the local director.
- Official Practice tests may include:
 - HiSET official practice tests published by the test manufacturer.
 - GED Ready as published by the test manufacturer.
 - Official practice tests available on State approved distance learning platforms may also be used in periods of extended closure due to COVID-19 or when approved by local program director. This is not applicable for age waiver students as students who are 16/17 years old must complete an age waiver application using only test manufacturer official practice tests with this process.

All official practice test scores earned must be entered into the LACES system before a student commences testing for their high school equivalency certificate.

Exception to Post-Testing Policy for TABE

There are circumstances when it is permissible to posttest a student before the recommended hours of instruction. The length of time between the pre-and post-tests has been established by test publishers in order to allow the test to validly and reliably measure educational gains. When these procedures are not followed correctly or consistently, the determination of educational functioning level is invalid and not comparable across programs or possibly even within programs, making the data validity questionable.

Exceptions to the required minimum number of post-testing hours for TABE are permitted, as long as they are limited, rare, and documented. Examples may include:

- The participant is permanently moving out of the area.
- The participant is permanently leaving the program AND the instructor has determined that the participant has made sufficient progress to warrant post-testing.
- Early post-testing is conducted due to COVID-19 restrictions.

An approved Post-testing Exception for Post-testing is uploaded into LACES. The Posttest Exception Form is attached as Exhibit E.

The State allows no more than 3% of NRS level 4 students to be post tested before 40 hours of instruction however participants must have logged at least 30 hours of instruction before an exception can be granted. Local. Local directors are required to maintain a log of testing exceptions and must complete the Exception to Test form referenced above. This will be monitored by the State.

General Data Entry

- Students' scaled scores must be entered in the LACES database to identify the appropriate NRS level.
- All interim and post-test results must be entered into LACES by the 10th of each month. If more than one assessment is given in the same subject area, the latest assessment determines measurable skill gain completion or advancement. Programs may determine the subject area test score used to determine a student's progress.
 - Regardless of the subject area chosen, the student must be tracked and assessed within the same subject area during the PoP.
 - The state will check data entry quarterly and verify data entry during monitoring visits.
- A PoP is determined when a student exits the program and there is a 90 day period with no services scheduled. The exit date cannot be determined until at least 90 days have elapsed since the participant received services. Participants with more than one program entry will have multiple PoPs in a program year. Scheduled future services must be documented in LACES.
- Assessments are good for twelve months from the date administered for all **continuing** students when used for eligibility for entrance into the program. Programs may choose to reassess to establish a new baseline on returning students who have an absence of 90-179 days.
- Participants with extended absences of 180 days or more **must** be retested.
- Students may be co-enrolled in ESL and ABE or ASE program. If co-enrolled, the student should be enrolled in LACES in the program in which they can demonstrate progress (e.g., if a student tops out on the TABE CLAS-E assessment in the Advanced level , then a TABE 11/12 should be administered to determine the level for the next PoP; the posttest, then, should also be given in TABE 11/12.
- The LACES database allows the most recent assessment (the one assessment a student is to be tracked in for the PoP) to be pushed forward when a returning student enrolls in the new program year or utilized for a new PoP.
- OPTs cannot be pushed forward in LACES, as this is not an approved NRS assessment. Problems will occur in LACES if attempting to push these forward.
 - OPTs must be tracked under the LACES Assessments tab.
 - OPTs must be administered following the protocols for any standardized test and cannot be used as a diagnostic instrument. They are only to be used as a determination of readiness for taking the HSE test.
- College entrance exams are not an approved NRS assessment and cannot be used to determine measurable skill gains for Adult Education.

Assessment Training

Pre-service and in-service training must be provided for all staff who conduct student intake; those who administer or score each of the tests used to measure skill gain; and all staff involved in gathering, analyzing, compiling, and reporting data for the NRS are to be certified by TABE. This training is required to ensure accurate use of tests and appropriate interpretation of learner results. Training also maintains the integrity and quality of the assessment process. The training includes the following topics:

- NRS policy, accountability policies, and the data collection process
- Definitions of measures
- Standardized administration of assessments
- Interpreting assessment results

Local programs are responsible for utilizing online and lead instructor training to train new staff. Statewide training will be coordinated by the State AE office at state conferences or through publisher training materials. [34 CRF 462.40 (c)(12) (I and II)]. In general, programs and assigned staff must follow these training guidelines [34 CRF 462.40 (c)(12) and (13)] for administering all assessments:

- Read the publisher’s Guide to Administering the TABE, study examples provided and work through any practice exercises.
- Become familiar with the assessment, its tests, procedures, instructions, timing, scoring rules and standard testing procedures.
- Practice giving the tests several times to colleagues or non-student volunteers before actual test administration.
- Test administrators and data entry personnel must be familiar with proper assessment guidelines, proper data entry protocol, and NRS guidelines (see www.nrsweb.org).
- Annual training must include:
 - NRS policy, accountability policies, and data quality and collection process
 - Definitions of measures
 - Conducting assessments
 - Importance of appropriate accommodations when needed and approved
- For each training, programs must keep a copy of the syllabus, including topics covered, along with a record of all trainers and trainees. There should be a minimum of two staff trained to administer assessments. The state office will monitor these training documents.

Pre- and in-service training, refresher information, and guidance are offered upon request of the AE State office and will generally be conducted in conjunction with other conferences and/or meetings around the state. When new instruments or forms are added to the assessment list, training is provided in their use. The State maintains copies of syllabi and records of all trainers and trainees for each of the trainings they provide. Local directors will establish a timeline to observe the process and procedure of administering assessments to verify that correct procedures have been followed.

***Test Publisher Requirements for Training
TABE 11/12 & TABE CLAS-E:***

DRC/CTB recommends that test administrators be trained before purchasing materials or administering the test. The State requires all test administrators to be certified in TABE test administration. DRC/CTB certifies test administrators that complete TABE training. Certificates must be kept locally. This will be monitored by the State. All persons who administer, score, and/or interpret the test must be trained. <http://tabetest.com/students-2/tabe-professional-development/>

Test manufacturer guidance on virtual testing can be found at: <https://tabetest.com/>

Accommodations for Students with Disabilities or Other Special Needs

Accommodations in testing alter the conditions for administering a test or change the nature of an assessment instrument, allowing test takers with disabilities to demonstrate their skills and abilities more accurately. Proper accommodations meet the needs of the examinees without changing what the test measures. Programs must consider individual student needs when providing accommodations. Programs are responsible for providing accessible services and for ensuring that these services

meet reasonable criteria. In addition, reasonable accommodations are to be provided at no cost to the student. Test publishers describe accommodations in their administration documents. Accommodated assessments shall be in compliance with test publisher guidelines. [34 CFR 462.40 (c)(6)]

Administrative Responsibilities for Accommodations

Local programs can best service students with disabilities by becoming aware, being informed, encouraging students to self-identify, keeping current student documentation on file, and helping protect student rights under the law.

Programs need to provide reasonable accommodations once a student **discloses** a disability and **requests** accommodations. The program will need current documentation, including an evaluation and official diagnosis by a qualified professional diagnostician. The documentation should describe the nature and extent of the disability and state specific recommendations for the accommodation(s) the student may need to participate effectively. Complete documentation will not only provide the basis for setting realistic expectations and student goals, but will also help facilitate the learning process, help students make appropriate requests for assistance, and increase the likelihood of success.

The U.S. Department of Health & Human Services (HHS), Office for Civil Rights (OCR), places *no* obligation on an institution to determine appropriate accommodations. Further, it is up to the student to advise the institution if accommodations are *not* effective.

To comply with **Section 504 and ADA** administrative requirements, programs should arrange to:

- Have access to a designated Section 504/ADA coordinator.
- Provide public and internal notice that the institution/organization does not discriminate based on disability.
- Have access to an established grievance policy/procedure. If the program is part of a larger institution/organization, staff members should become familiar with the grievance policy in place. In addition, enrolled students should receive information describing the grievance process.
- Provide reasonable access and accommodations for qualified students.

Identifying Students in Need of Accommodations:

All students are informed during orientation/intake of their right to request accommodations. Adult students with disabilities are responsible for providing information on and documentation of their disability. Documentation may include such items as a physician's report, a diagnostic assessment from a qualified professional diagnostician, Individual Education Plan (IEP) records, a vocational rehabilitation report, and/or report from other appropriate agencies.

Testing Students in Need of Accommodations:

For testing and placing special populations and students with self-disclosed disabilities, programs must:

- Comply within the guidance set by ADAAA - Americans with Disabilities Act Amendments Act of 2008
- All documented disabilities will be accommodated in a testing situation following each publisher's recommended guidelines. The following test manuals should be consulted. See *Exhibit A* for publisher contacts.
 - TABE – Test of Adult Basic Education, DRC|CTB
 - TABE CLAS-E - Test of Adult Basic Education - Complete Language Assessment System, DRC|CTB

- If a student will be requesting any of the accommodations available for GED® testing or HiSET® testing, the same accommodations should be available during classroom study and for administration of the TABE®, and the OPT. See Exhibit C for a list of “Accommodations Available.” Contact your local Chief Examiner for information regarding required accommodations documentation and approval.

Quality Control

Instructors are required to complete a student weekly attendance form for each class taught. This attendance form (paper or computerized), and any student data, including pre and post-test scores, are to be submitted to the local program director at the end of each week in which classes are held. Data is to be entered into LACES by the 10th of each month..

To help ensure the quality of assessment data, all programs must follow these operating procedures:

- Every local program provider must have a minimum of two staff trained to administer the AE and/or ESL assessments.
- Testing data must be entered into the program database within two (2) weeks of completion.
- All new students must be given a locator test to determine educational functioning level.
- Staff with assigned responsibility for assessment must be adequately trained and have a clear understanding of the instrument’s administration (i.e., timing, scoring, determining appropriate NRS levels, etc.).
- If different staff members are assigned to assessment and data entry of results, the roles, responsibilities, tasks, interfaces with other agencies or programs, and verification and site review of records must be clearly communicated in writing. Assessment results must be kept in student files (electronic and/or paper) 3 years after the end of the grant cycle, to ensure a full audit trail, if necessary.
- Records may be archived off site in a secure location, provided the local program maintains program security, record retrieval, record retention, and record destruction policy and procedures.
- The assessment results in permanent student files must match those in the program database.
- Each program is responsible to periodically assess personnel to assure consistency within the program and conformance with the assessment policy.
- Assessment policies and procedures will be verified during program monitoring.

Improper use of Assessments

- Teaching to the actual test item and/or providing answers to test questions.
- Copying and distributing a test item or test booklet as a study guide to unauthorized personnel or learners prior to or after test administration.
- Administering a lower-level test to artificially increase the learning gain between pre and post-tests.
- Reducing the amount of time given on a pretest while increasing the amount of time on a post-test.
- Not timing a test to see how much a student knows and recording this test as a standardized test.
- Deleting test answers on a pretest to lower the test score.
- Deleting accurate tests to manipulate the learning gains.
- Duplicating or copying the test of one learner and replacing the name of another student.
- Altering test items or test score information.
- Reporting out of range test scores to artificially inflate learning gains.
- Translating test items and answers into another language.
- Administering tests in quick succession without sufficient time for instructional intervention to maximize gains.

Part III. Requirements for Administering Each Assessment Assessment Guidelines and Accommodations Available

This section discusses fundamental procedures for administering and reporting results on Wyoming AE approved assessments. The guidelines may differ depending upon the selected instrument, as shown in the following table. Please refer to *Exhibits A and B* for further, detailed guidelines. **[34 CRF 462.40 (c)(6)]**

Instrument	Guidelines
TABE 11/12	<ul style="list-style-type: none"> ▪ Locator is required. ▪ Tests Reading, Math and Language ▪ Pre- and post-testing should use different test forms of an approved assessment (for example, TABE Form 11, Level D for pre-test and TABE Form 12, Level D for post-test). ▪ Use an alternate form and/or level if the student pre-tested at a level where they topped that level of the test. Consult publishers' guidelines for students pre-testing at a level where they topped that level of the test (http://www.DRC CTB.com/). ▪ Scores at entry and at the end are compared to measure student skill attainment. ▪ The publisher discourages random and/or frequent testing. ▪ Large print, Braille, and audio cassette versions of the assessment are available through the publisher.
TABE CLAS-E	<ul style="list-style-type: none"> ▪ Locator is required. ▪ Pre- and post-testing should use different test forms of an approved assessment (for example, TABE CLAS-E Form A for pre-test and TABE CLAS-E Form B for post-test). ▪ Scores at entry and at the end are compared to measure student skill attainment. ▪ The publisher discourages random and/or frequent testing. ▪ Large print and audio cassette/DVD versions of the assessment are available through the publisher.

Exhibit A - Wyoming Approved Assessment Instruments

Subject/skill area(s) each test assesses 34CFR 462.40(c)(5)

Instrument/ Publisher Contact	Approved Forms	Approved Tests	Appropriate NRS Levels	Pre- and Post-Testing Intervals (Publisher Recommended)
<p>TABE 11/12 (Test of Adult Basic Education)</p> <p>Data Recognition Corp.- CTB Customer Service Department 13490 Bass Lake Road Maple Grove , MN 55311 Phone orders: 800.538.9547 Fax orders: 800.282.0266 www.tabetest.com</p> <p>Michael Johnson National Adult Education Director mjohnson@datarecognitioncorp.com 630-995-6712</p>	<p>Forms 11-12</p> <p>*Locator is required*</p> <p>Levels</p> <p>L</p> <p>E</p> <p>M</p> <p>D</p> <p>A</p>	<ul style="list-style-type: none"> ▪ Reading ▪ Language ▪ Math 	<ul style="list-style-type: none"> ▪ All ABE/ASE NRS Levels ▪ TABE may be used when testing out of Advanced ESL with TABE CLAS-E.. 	<p>DRC CTB recommends 50-60 hours of instruction when testing with an alternate form (i.e. 11M to 12M) for students that test into NRS Levels 1-4 (ABE) with a minimum of 40 hours.</p> <p>For students testing into NRS Levels 5 and 6 (ASE Low and High) 50-60 hours of instruction is recommended with a minimum of 30 hours.</p> <p>If the pre- and posttest are the same level and same form: 60-80 hours.</p> <p>DRC CTB suggests the pre- and post-test guidelines as best practice recommendations based upon practitioner feedback.</p> <p>DRC CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended.</p>

<p>TABE CLAS-E (Test of Adult Basic Education – Complete Language Assessment System – English)</p> <p>DRC CTB Customer Service Department 13490 Bass Lake Road Maple Grove , MN 55311 Phone orders: 800.538.9547 Fax orders: 800.282.0266 www.datarecognitioncorp.com (tabetest.com is coming soon)</p> <p>Michael Johnson National Adult Education Director mjohnson@datarecognitioncorp.com 630-995-6712</p>	<p>Forms A and B</p> <p>*Locator is required*</p>	<ul style="list-style-type: none"> ▪ Reading ▪ Writing ▪ Listening ▪ Speaking 	<ul style="list-style-type: none"> ▪ All ESL NRS Levels 	<p>For alternate form testing DRC CTB recommends 50- 60 hours of instruction with a minimum of 40 hours between assessments.</p> <p>If the pre/post test are the same level and same form, 100-140 hours are recommended by the publisher.</p> <p>DRC CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended.</p>
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Exhibit B – Approved Assessment Systems

The following tables provide a brief summary of the approved assessment systems in Wyoming for ABE, ASE and ELA instructional programs. See score ranges tied to educational functional levels for reporting educational gain [34 CRF 462.40 (c)(4) and [34 CRF 462.44] along with linkage to NRS levels and types of students for which the test is appropriate. [34 CRF 462.40 (c)(1) and (2)]

TABE CLAS-E Series by DRC|CTB Approved for Use by WIOA Title II Funded Providers

TABE CLAS-E Reading and Writing Assessments				
Subjects	Reading			
Type of Learner	ESL			
EFL Alignment and NRS Scale Scores	EFL Level	Reading	Writing	Total Reading and Writing
	ESL Beginning Literacy	250-392	200-396	225-394
	ESL Low Beginning	393-436	397-445	395-441
	ESL High Beginning	437-476	446-488	442-482
	ESL Low Intermediate	477-508	489-520	483-514
	ESL High Intermediate	509-557	521-555	515-556
	ESL Advanced	558-588	556-612	557-600
	TABE CLAS-E Listening and Speaking Assessments			
Subjects	Listening, Speaking			
Type of Learner	ESL			
EFL Alignment and NRS Scale Scores	EFL Level	Listening	Speaking	Total Listening and Speaking
	ESL Beginning Literacy	230-389	231-425	230-407
	ESL Low Beginning	390-437	426-460	408-449
	ESL High Beginning	438-468	461-501	450-485
	ESL Low Intermediate	469-514	502-536	486-525
	ESL High Intermediate	515-549	537-567	526-558
	ESL Advanced	550-607	568-594	559-600

TABE CLAS-E Information on Subtests

	TABE CLAS-E Reading Test
Item Type/Content	Language proficiency of adult English language learners in the area of reading
Applicable Program(s)	ESL
Subject or Modality	Reading
Version Availability	Print
Administration Time	25 minutes
Locator/Appraisal	TABE CLAS-E Locator
Forms Available	A1, A2, A3, A4, B1, B2, B3, B4
Length before Post-test	50 hours, with a minimum of 40 hours
Training Requirements	Basic

	TABE CLAS-E Writing Test
Item Type/Content	Language proficiency of adult English language learners in the area of writing
Applicable Program(s)	ESL
Subject or Modality	Writing
Version Availability	Print and Computer Based
Administration Time	47 minutes (Writing Mechanics: 20 minutes; Expository Writing Folio: 27 minutes)
Locator/Appraisal	TABE CLAS-E Locator
Forms Available	A1, A2, A3, A4, B1, B2, B3, B4
Length before Post-test	50 hours, with a minimum of 40 hours
Training Requirements	Basic

	TABE CLAS-E Listening Test
Item Type/Content	Language proficiency of adult English language learners in the area of listening
Applicable Program(s)	ESL
Subject or Modality	Listening
Version Availability	Print and computer based with audio media
Administration Time	20 minutes
Locator/Appraisal	TABE CLAS-E Locator with audio media
Forms Available	A1, A2, A3, A4, B1, B2, B3, B4
Length before Post-test	50 hours, with a minimum of 40 hours
Training Requirements	Basic

	TABE CLAS-E Speaking Test
Item Type/Content	Language proficiency of adult English language learners in the area of speaking
Applicable Program(s)	ESL
Subject or Modality	Speaking
Version Availability	Print and computer based
Administration Time	15 minutes
Locator/Appraisal	TABE CLAS-E Locator
Forms Available	A1, A2, A3, A4, B1, B2, B3, B4
Length before Post-test	50 hours, with a minimum of 40 hours
Training Requirements	Basic

TABE 11 & 12 Series by DRC|CTB- Approved for Use by WIOA Title II Funded Providers

TABE – Forms 11 and 12				
Subjects	Reading; Applied Math; Language (e.g. Writing)			
Type of Learner	ABE, ASE			
EFL Alignment and NRS Scale Scores	EFL Level	Reading	Applied Math	Language
	ABE Beginning Literacy L-1	300-441	300-448	300-457
	ABE Beginning Basic Ed. L-2	442-500	449-495	458-510
	ABE Low Intermediate Ed. L-3	501-535	496-536	511-546
	ABE High Intermediate Ed. L-4	536-575	537-595	547-583
	Low Adult Sec Education L-5	576-616	596-656	584-630
	High Adult Sec. Education L-6	617-800	657-800	631-800

TABE Information on Subtests

	TABE Language Test
Item Type/Content	The goal of adult language instruction is to build communication skills necessary for functioning effectively on the job and in daily life
Applicable Program(s)	ABE, ASE
Subject or Modality	Language
Version Availability	Print and Computer-based (TABE PC and TABE Online)
Administration Time	Complete Battery All levels: 85 minutes
Locator/Appraisal	TABE Locator (30 minutes)
Forms Available	11, 12 (Levels L, E, M, D, A)
Length before Post-test	40 - 60 hours for learners pre-testing in NRS levels 1-4 30 - 60 hours for learners pre-testing in NRS 5-6
Training Requirements	Local TABE training

TABE Reading Test	
Item Type/Content	Reading content reflects mature, life and work-related situations and highlights overlapping objectives, from word-meaning skills to critical-thinking skills
Applicable Program(s)	ABE, ASE
Subject or Modality	Reading
Version Availability	Print and Computer-based (TABE PC and TABE Online)
Administration Time	Complete Battery: Level A: Part 1 70 minutes Part 2 70 minutes Level D: Part 1 80 minutes Part 2 60 minutes Level M: Part 1 50 minutes Part 2 80 minutes Level E: Part 1 55 minutes Part 2 75 minutes Level L: Part 1 35 minutes Part 2 75 minute
Locator/Appraisal	TABE Locator (45 minutes)
Forms Available	11, 12 (Levels L, E, M, D, A)
Length before Post-test	40 - 60 hours for learners pre-testing in NRS levels 1-4 30 - 60 hours for learners pre-testing in NRS 5-6
Training Requirements	Local TABE training

TABE Mathematics Test	
Item Type/Content	Mathematics reflects math application, particularly routine tasks such as estimating quantities and making computations involving time, distance, weight, statistics, and equations
Applicable Program(s)	ABE, ASE
Subject or Modality	Math
Version Availability	Print and Computer-based (local computer and online)
Administration Time	Complete Battery: 50 minutes ; Levels A & D: Part 1 40 minutes Part 2 45 minutes Level M: Part 1 60 minutes Part 2 15 minutes Levels E & L: 75 minutes

Locator/Appraisal	TABE Locator (30 minutes in 2 parts)
Forms Available	11, 12 (Levels L, E, M, D, A)
Length before Post-test	40 - 60 hours for learners pre-testing in NRS levels 1-4 30 - 60 hours for learners pre-testing in NRS 5-6
Training Requirements	TABE training certificate

TABE Timing Criteria for Paper/Pencil Word list

Timing chart for initial and low literacy

	Administration Time
Item Type/Content	
Word list	15 minutes

Exhibit B-1 Functioning Level Table ABE

<p><u>Beginning Literacy (ABE)</u></p> <p>Level 1</p> <p>TABE (11–12) scale scores (grade level 0-1.9): Reading: 441 and below Mathematics: 448 and below Language: 457 and below</p> <ul style="list-style-type: none"> • LITERACY / ENGLISH LANGUAGE ARTS 	<p>Reading: Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context. Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to use text features, both print and digital, to locate key facts or information. When listening to text above their current independent reading level, they are able to identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.</p> <p>Writing : Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question.</p> <p>Speaking & Listening : Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question.</p> <p>Language: When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions. When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series. They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally. Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.</p>
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<ul style="list-style-type: none"> • MATHEMATICS • Level 1 	<p>The Mathematical Practices: Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.</p> <p>Algebraic Thinking: Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.</p> <p>Geometry and Measurement: Students prepared to exit this level can analyze and compare 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two dimensional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.</p> <p>Data Analysis: Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.</p>
<p>Beginning Basic (ABE) Level 2</p> <p>TABE (11–12) scale scores (grade level 2-3.9): Reading: 442-500 Mathematics: 449-495</p>	<p>Reading: Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a Lexile Measure of between 420 and 820) with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in level-</p>

Language: 458-510

- **LITERACY / ENGLISH LANGUAGE ARTS**

appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the most important points and key details of two texts on the same topic. When listening to text above their current independent reading level, they are able to describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as well as use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able to describe how reasons support specific points an author makes in a text and identify the author's main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author's.

Writing: Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly. They also are able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level are able to use technology to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories.

Speaking & Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes gaining the floor in respectful way, linking their comments to the remarks of others, and expressing their own ideas, clearly in light of the discussions. Individuals are able to report on a topic or text or recount an experience, with appropriate facts, and relevant, descriptive details. They are able to speak in complete sentences appropriate to task and situation in order to provide requested detail or clarification. They can discuss what they have heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented.

Language: When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement. They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives. They also are able to spell words with conventional patterns and suffixes. They are able to use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words. In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. They are able to distinguish literal from non-literal meaning of words, and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships.

<ul style="list-style-type: none"> • MATHEMATICS • Level 2 • Beginning Basic 	<p>The Mathematical Practices: Students prepared to exit this level are able to decipher two-step problems presented in a context, visualizing a situation using diagrams or sketches, and reasoning about and applying the correct units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They are able to see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100. They are able to compute fluently with all four operations with whole numbers within 100. They use place value and properties of operations to explain why addition and subtraction strategies work, and can demonstrate an understanding of the inverse relationship between multiplication and division. They can solve one- and two-step word problems involving all four operations within 100 and identify and explain arithmetic patterns. They have an understanding of fractions, especially unit fractions, and can represent simple fractions on a number line. They understand and can explain equivalence of fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or denominator by reasoning about their size.</p> <p>Algebraic Thinking: Students prepared to exit this level apply the properties of operations to multiplication and division of whole numbers. They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations.</p> <p>Geometry and Measurement: Students prepared to exit this level are able to reason about geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes (e.g., four sides) and can compare and classify two-dimensional shapes, particularly quadrilaterals. They are able to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. They can use common U.S. Customary and metric units for linear measurements (e.g., inches, feet, centimeters, and meters) and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They also understand, and can solve, real-world and mathematical problems involving perimeter of polygons.</p> <p>Data Analysis: Students prepared to exit this level are able to draw and interpret simple graphs (e.g., bar graphs, picture graphs, and number line diagrams) including scaled bar and picture graphs. They can solve one- and two-step problems using scaled bar graphs. They can generate measurement data by measuring lengths to the nearest half- and quarter-inch and display that data by making a line plot marked off in appropriate units.</p>
<p>Low Intermediate Basic Education (ABE) Level 3</p>	<p>Reading: Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 740 and 1010).¹² They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level are able to</p>

TABE (11–12) scale scores
(grade level 4-5.9):
Reading: 501-535
Mathematics: 496-536
Language: 511-546

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make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to produce valid evidence for their findings and assertions.

Writing: Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources.

Speaking & Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and working well with others by carrying out their assigned roles, and posing and responding to specific questions, and making comments that contribute to and elaborate on the remarks of others. Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes. They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence.

Language: When writing and speaking, individuals ready to exit this level are able to use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense. They use prepositions, conjunctions, and interjections properly. Individuals write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing. They also use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works. They are able to correctly use frequently confused words (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They are able to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons as well as expand, combine and reduce sentences for meaning, reader interest and style. Individuals are able to determine the meaning of unknown and multiple meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. Individuals are able to interpret figurative language, including similes and metaphors. They also are able to recognize and explain the meaning of common idioms, adages, and proverbs. They are able to demonstrate

	<p>understanding of and use general academic words that signal precise actions or emotions (e.g., whined, stammered), signal contrast (e.g., however, nevertheless), or other logical relationships (e.g., however, similarly), and are basic to a particular topic (e.g. endangered when discussing animal preservation).</p>
<ul style="list-style-type: none"> • MATHEMATICS • Level 3 • Low Intermediate 	<p>The Mathematical Practices: Students prepared to exit this level are able to decipher multistep problems presented in a context and reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, and/or technology. They are able to see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals. They are able to use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals. They can find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. They can add, subtract, multiply and divide with fractions and mixed numbers. They are able to solve multi-step word problems posed with whole numbers and fractions, using the four operations. They also have an understanding of ratio concepts and can use ratio language to describe a relationship between two quantities, including the concept of a unit rate associated with a ratio.</p> <p>Algebraic Thinking: Students prepared to exit this level are able to apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value. They can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems. They can solve real-world and mathematical problems by writing and solving simple one-variable equations and write a simple inequality that represents a constraint or condition in a real-world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables.</p> <p>Geometry and Measurement: Students prepared to exit this level have a basic understanding of the coordinate plane and can plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve real-world and mathematical problems. They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles and quadrilaterals. They can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms. They are able to convert like measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions to solve multi-step, real-world problems. They are also able to solve measurement word problems (such as those that involve area, perimeter, distance, time intervals, liquid volumes, mass, and money) that involve simple fractions or decimals.</p>

	<p>Data Analysis and Statistics: Students prepared to exit this level have a basic conceptual understanding of statistical variability, including such concepts as center, spread, and the overall shape of a distribution of data. They can present data using displays such as dot plots, histograms, and box plots.</p>
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<p>High Intermediate Basic Education (ABE) Level 4</p> <p>TABE (11–12) scale scores (grade level 6-8.9): Reading: 536-575 Mathematics: 537-595 Language: 547-583</p> <ul style="list-style-type: none"> LITERACY / ENGLISH LANGUAGE ARTS 	<p>Reading: Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 925 and 1185). They display increasing facility with academic vocabulary and are able to analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts. Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.</p> <p>Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism.</p>
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	<p>Speaking and Listening: Individuals ready to exit the High Intermediate level collaborate well as a member of team by building on others' ideas, expressing their own clearly and maintaining a positive attitude. This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines. It also includes the ability to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas. During these discussions, individuals are able to qualify, alter, or justify their own views in light of the evidence presented by others. Just as in writing, individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence. They are able to identify when irrelevant evidence is introduced. They also are able to present their own claims and findings that emphasize salient points in a focused and coherent manner, with relevant evidence, valid reasoning, and well-chosen details. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language: When writing and speaking, individuals ready to exit the High Intermediate level are able to ensure pronouns are in the proper case, recognize and correct inappropriate shifts in pronoun number and person, and correct vague or unclear pronouns. They know how to form all verb tenses, and recognize and correct inappropriate shifts in verb voice and mood. They know how to recognize and correct misplaced and dangling modifiers. They are able to adapt their speech to a variety of contexts and tasks when indicated. They are able to choose language that expresses ideas precisely and concisely, recognizing and eliminating redundancy and wordiness as well as maintaining consistency in style and tone. Though errors may be present, the meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.</p>
<ul style="list-style-type: none"> • MATHEMATICS • Level 4 • Middle Intermediate 	<p>The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can express themselves using the mathematical terms and notation appropriate to the level. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, calculators, and/or spreadsheets. They are able to see patterns and structure in number sets, data, expressions and equations, and geometric figures.</p> <p>Number Sense and Operations: Students prepared to exit this level have an understanding of the rational number system, including how rational numbers can be represented on a number line and pairs of rational numbers can be represented on a coordinate plane. They can apply the concept of absolute value to find horizontal and vertical distances. They are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and cube roots. Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional relationships.</p> <p>Algebraic Thinking: Students prepared to exit this level understand the connections between proportional relationships, lines, and linear equations. They understand numerical and algebraic expressions, and equations and are able to use them to solve real-world and mathematical problems. They are able to analyze and solve linear equations and pairs of simultaneous linear equations. Individuals at this level are able to define, interpret, and compare linear functions.</p>

	<p>Geometry: Students prepared to exit this level can solve real-world and mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures. They are able to solve problems involving scale drawings of 2-dimensional geometric figures. They understand the concepts of congruence and similarity with respect to 2-dimensional figures. They understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles.</p> <p>Statistics and Probability: Students prepared to exit this level can summarize and describe numerical data sets in relation to their context, including determining measures of center and variability and describing patterns and/or striking deviations from patterns. They understand and can apply the concept of chance, or probability. They are able to use scatter plots for bivariate measurement data to describe patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association).</p>
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<p>Low Adult Secondary Education (ASE) Level 5</p> <p>TABE (11–12) scale scores (grade level 9-10.9): Reading: 576-616 Mathematics: 596-656 Language: 584-630</p> <ul style="list-style-type: none"> LITERACY / ENGLISH LANGUAGE ARTS 	<p>Reading: Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 and 1335).¹⁴ This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address). In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.</p> <p>Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well chosen, relevant, and sufficient facts appropriate to the audience’s knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use</p>
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	<p>precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism.</p> <p>Speaking and Listening: Individuals ready to exit the Low Adult Secondary level are able to participate in a thoughtful, respectful, and well-reasoned exchange of ideas as a member of a team. As they collaborate with peers, they are able to set rules for collegial discussions and decision making, clear goals and deadlines. They are able to propel these conversations forward by clarifying, verifying or challenging ideas that are presented, actively incorporating others into the discussion, responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement. They also are able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others. Just as in writing, individuals are able to evaluate a speaker's point of view, and in particular, assess the links among ideas, word choice, and points of emphasis and tone used. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language: Individuals ready to exit the Low Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. Though some errors may be present, meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.</p>
<ul style="list-style-type: none"> • MATHEMATICS – Level 5 • High Intermediate 	<p>The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason quantitatively, including using units as a way to solve problems. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They are able to make generalizations based on patterns and structure they discover in number sets, data, expressions and equations, and geometric figures and use these insights to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers. They can apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can</p>

	<p>apply ratio and percent concepts, including using rates and proportional relationships to solve multistep real-world and mathematical problems.</p> <p>Algebraic Thinking: Students prepared to exit this level are able to use algebraic and graphical representations to solve real-world and mathematical problems, involving linear equations, inequalities, and pairs of simultaneous linear equations. Individuals at this level are able to use linear functions to describe, analyze, and model linear relationships between quantities.</p> <p>Geometry: Students prepared to exit this level can solve real-world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures. They can use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal. They apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.</p> <p>Statistics and Probability: Students prepared to exit this level can use random sampling to draw inferences about a population and are able to draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples. They can develop, use, and evaluate probability models. They are able to use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data.</p>
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<p>Adult Secondary Education (ASE) Level 6</p> <p>TABE (11–12) scale scores (grade level 11-12.9): Reading: 617 and above Mathematics: 657 and above Language: 631 and above</p> <ul style="list-style-type: none"> LITERACY / ENGLISH LANGUAGE ARTS 	<p>Reading: Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 and 1385).¹⁵ This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact. Individuals are able to assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as U.S. founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems.</p> <p>Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When</p>
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writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons and evidence. They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. When writing informative texts, they are able to organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content. They use appropriate and varied transitions to clarify the relationships among complex ideas, create cohesion, and link major sections of the text. Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected.

Speaking and Listening: Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They are able to manage their time and other resources wisely in order to contribute to the team's overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to broader themes or larger ideas. They are able to express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals are able to evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: Individuals ready to exit the High Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. The meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Exhibit B.1. Quantitative Analysis Chart for Determining Text Complexity¹⁶

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity
B (Level 2)	2.75–5.14	42–54	1.98–5.34	420–820	3.53–6.13
C (Level 3)	4.97–7.03	52–60	4.51–7.73	740–1010	5.42–7.92
D (Level 4)	7.00–9.98	57–67	6.51–10.34	925–1185	7.04–9.57
E (Level 5)	9.67–12.01	62–72	8.32–12.12	1050–1335	8.41–10.81
E (Level 6)	11.20–14.10	67–74	10.34–14.2	1185–1385	9.57–12.00

- MATHEMATICS
- Level 6

The Mathematical Practices: Students prepared to exit this level are able to think critically, make assumptions based on a situation, select an efficient strategy from multiple possible problem solving strategies, plan a solution pathway, and make adjustments as needed when solving problems. They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solving a more complex one. They can reason quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms and notation appropriate to the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions and reporting results, and use estimation strategies to assess the reasonableness of their results. They are able to make conjectures, use logic to defend their conclusions, and can detect faulty thinking and errors caused by improper use of technology. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems. They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and/or computer software, to aid in their work. They are able to see patterns and structure in calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers. They are able to assess the reasonableness of calculation results based on the limitations of technology or given units and quantities and give results with the appropriate degree of precision.

Algebraic Thinking: Students prepared to exit this level understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions. They can add, subtract, and multiply polynomials that involve linear and/or quadratic expressions. They are also able to create linear equations and inequalities and quadratic and simple exponential equations to represent relationships between quantities and can represent constraints by linear equations or inequalities, or by systems of linear equations and/or inequalities. They can interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add, subtract, and multiply polynomials that extend

beyond quadratics. They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm's law, $V = IR$, to highlight resistance R . They are also able to create equations and inequalities representing relationships between quantities, including those that extend beyond equations or inequalities arising from linear, quadratic, and simple exponential functions to include those arising from simple rational functions. They are able to use these equations/inequalities to solve problems both algebraically and graphically. They can solve linear equations and inequalities; systems of linear equations; quadratic, simple rational, and radical equations in one variable; and recognize how and when extraneous solutions may arise. Students prepared to exit this level also have a basic understanding of functions, can use function notation properly, and use such notation to write a function describing a relationship between two quantities. They are able to evaluate functions for inputs in their domains and interpret linear, quadratic, and exponential functions that arise in applications in terms of the context. They are able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential). They can sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in applications in a context. They are able to select or define a function that appropriately models a relationship and to compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description).

Geometry: Students prepared to exit this level can solve problems involving similarity and congruence criteria for triangles and use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can apply the concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU's per cubic foot).

Data Analysis and Statistics: Students prepared to exit this level can summarize, represent, and interpret data based on two categorical and quantitative variables, including by using frequency tables. They can compare data sets by looking at commonalities and differences in shape, center, and spread. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and non-linear relationships. They interpret the slope (rate of change) and intercept (constant term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal and conditional).

Exhibit B-2 Functioning Level Table ESL

<p>Beginning ESL Literacy</p> <p>TABE CLAS-E scale scores: (SPL 0-1)</p> <p>Reading: 250-392</p> <p>Writing: 200-396</p> <p>Total Reading/Writing: 225-394</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Low Beginning ESL</p> <p>TABE CLAS-E scale scores: (SPL 2)</p> <p>Reading: 393-436</p> <p>Writing: 397-445</p> <p>Total Reading/Writing: 395-441</p>	<p>Individual can understand basic greetings, simple phrases, and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers, letters, and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p>	<p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry-level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.</p>
<p>High Beginning ESL</p> <p>TABE CLAS-E scale scores: (SPL 3)</p> <p>Reading: 437-476</p> <p>Writing: 446-488</p> <p>Total Reading/Writing: 442-482</p>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace, and community. Can handle routine entry-level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p>
<p>Low Intermediate ESL</p> <p>TABE CLAS-E scale scores: (SPL 4)</p> <p>Reading: 477-508</p> <p>Writing: 489-520</p> <p>Total Reading/Writing: 483-514</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry-level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

Exhibit B-2 Functioning Level Table ESL

<p>High Intermediate ESL</p> <p>TABE CLAS-E scale scores: (SPL 5)</p> <p>Reading: 509-557</p> <p>Writing: 521-555</p> <p>Total Reading/Writing: 515-556</p> <p>Listening: 515-549</p> <p>Speaking: 537-567</p> <p>Total Listening/Speaking: 526-558</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>
<p>Advanced ESL</p> <p>TABE CLAS-E scale scores: (SPL 6)</p> <p>Reading: 558-588</p> <p>Writing: 556-612</p> <p>Total Reading/Writing: 557-600</p> <p>Listening: 550-607</p> <p>Speaking: 568-594</p> <p>Total Listening/Speaking: 559-600</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles, descriptions, and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables, and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>

Exhibit C - Testing Accommodations Available Upon Request

NOTE: A HSEC candidate can request certain accommodations that do not require prior approval from a state’s HSEC Administrator and/or HSEC Testing Services. Candidates should request any of these accommodations prior to arrival for testing. A diagnosed disability is not required to use these accommodations. The accommodations for NRS assessments will follow the HSEC testing guidelines and include the following items that do not require prior approval but do need to be requested in advance:

Colored transparent overlays: These devices, which resemble tinted overhead transparencies, are widely used by persons with visual impairments and those with learning disabilities who have difficulty decoding written words and symbols.

Clear transparent overlays and highlighter: The combination of clear (untinted) overlays and a highlighter can be used with the candidate who needs to use a highlighter while reading. The highlighting takes place on the clear overlay and protects the test booklet from becoming marked. All used overlays must be collected at the end of each testing session.

Temporary adhesive notes with spatial directions: Candidates can affix temporary “sticky” notes (e.g. Post-it Notes) on the answer sheet to accommodate a disability affecting spatial orientation. For example, the candidate might flag the sheet for top, bottom, right, and left. For security reasons, the HSEC Testing Center must supply these adhesive notes to the examinee.

Ear Plugs: The candidate may use earplugs as an aid in concentration.

Large Print form of the test: The candidate may use the large print edition (18 point font) of the tests under normal test time limits upon request to the Examiner.

Magnifying devices: The candidate may use his or her preferred type of magnifying device during test taking. Note: Measuring devices such as rulers and scales may not be used because they may serve as an unauthorized aid in certain portions of the tests.

Priority Seating: A candidate may request to be seated near the front of the room in order to better hear instructions, or in some other location (in the same room) to avoid distractions.

Straightedge: Candidates may use a plain, unmarked straightedge made from any safe materials as an aid in spatial orientation and reading. If the straightedge is an additional piece of scratch paper issued by the Examiner, it must be collected at the end of the testing session and destroyed with any other scratch paper.

Fluorescent Lighting: Candidates may request permission to 1) wear hats or caps to limit the effects of fluorescent lighting causing visual stress syndrome or 2) sit near a window or away from fluorescent lighting.

Other Adaptive Devices: Items such as pencil holders, writing braces, or graph paper may be used so long as it does not provide an unfair advantage to the test-taker. Assistive technology like the Kurzweil scan/reader, JAWS screen reading program for the Blind, ZoomTest Screen Magnification, Ergonomic Keyboards and track balls, NaturallySpeaking Voice Recognition software, Big Keys numeric pad and headsets to block noise may be available.

Note: It is the Chief Examiner's prerogative to examine any materials to ensure that they do not contain any unauthorized testing aids.

Providing Accommodations Using TABE Assessments:

DISABILITY	TEST ADMINISTRATION PROCEDURES	TABE TEST FORMS AVAILABLE
Specific learning disability such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder or ADHD	Extended time or alternate schedule Frequent breaks Scribe/writer/alternate room Computer with spelling and grammar check disabled Simple calculator for Level A/B only	Large-print tests
Deaf or hearing impaired Blind or visually impaired Mobility impairment	Sign language interpreter for test directions only Head phones for those taking a listening test Magnifier Extended time Alternate site/equipment Scribe/writer/communication board	Braille Large-print TABE tests Computer-based TABE tests
Psychiatric disability such as schizophrenia, major depression	Extended time Supervised breaks	
Developmental disability such as autism, cerebral palsy, epilepsy, mental retardation	Recommendation from physician is suggested Private room	

Exhibit D - Definitions for Terms in This Policy:

Assessment for Accountability – To ensure comparability of the meaning of the educational functioning levels across all programs in the State, all programs must use standardized assessment procedures that conform to the State’s assessment policy when determining students’ educational functioning levels. The assessment procedure must include a standardized test or standardized performance-based assessment with a standardized scoring rubric that has been approved by the Office of Career and Technical Adult Education (OCTAE) within the US Department of Education for measuring educational gain within the NRS framework. OCTAE conducts the approval process annually using panels of independent experts in assessment, who evaluate assessments according to the process outlined in 34 CFR Part 462 (see Federal Register, Vol. 73, No. 9, January 14, 2008). Note: the assessment must provide a way to translate scores on the assessment to the NRS educational functioning levels and the method used to establish this translation. Students in distance education should be post-tested after the same amount of instructional time as other students, according to the state’s approved NRS assessment policy.

Assessment for Instruction - Self-made or publisher made tests are an informal assessment used to guide instruction, assist in identifying gaps requiring further instruction, and to help in establishing individual learning plans. It is recommended that local programs encourage the use of informal assessment to inform overall performance in specific subject areas. Many computer-based curriculums have built –in assessments for placement which align with the NRS levels. These should be considered informal assessments and do not replace standardized testing for pre and post-testing.

Educational Gain – Educational gain measures the primary purpose of the adult education program: to improve the basic literacy skills of participants. This goal is the reason that all students are counted in the educational gain measure. The NRS approach to measuring educational gain is to define a set of educational functioning levels at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. After a set time period or number of instructional hours set by the State, students are again assessed to determine their skill levels. If their skills have improved sufficiently to be placed one or more levels higher, an “advance” is recorded for that student.

Standardized Tests – a standardized test is uniformly developed, administered, and scored, must be both valid and reliable. These terms are defined by NRS as follows:

- *Content validity* of an assessment is the extent to which the items/tasks of the instrument cover the domain of interest. For the NRS, the domain of interest is comprised of the skills used to describe the educational functioning levels for ABE/ASE and ESL.
- *Reliability* refers to the degree of consistency in performance on an assessment; that is, the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument or under different conditions. An important condition that can differ across administrations of a particular instrument to be used for the NRS is the form of the instrument administered.

While standardized tests are required for all students entering Adult Education classes and identifies the student’s EFL placement and movement, it is recommended that local programs use additional informal tests (chapter tests, pre and posttests in instructional materials, self-made tests, instructional-based assessments, etc.) to further assist in identifying a student’s strengths, areas requiring study and overall performance.

Assessment can be used in the following ways:

- Placement decisions – measure the extent of the student’s academic skills upon entry into the AE program to ensure appropriate class placement.

- Instructional planning – to develop individual learning plans and/or course curriculum but is not used to frequently identify small gains – informal assessments are used for this.
- Assessment of student progress – by use of a post-test, determines the gain in academic skills of an individual.
- Program evaluation – to determine effectiveness of a course or program when both a pre and posttest is administered.
- Accountability for the NRS – to report student progress within an accountability system, such as the NRS, for AE.

Stopped-Out: When an enrolled student has not attended for 90 days or more and then returns to re-enter the program.

Wyoming Adult Education Post-Testing Exception Form

Exhibit E - Adult Education Post-Testing Exception Form

(A signed copy with the local director's signature must be kept in the student file for monitoring and/or auditing purposes. A copy must also be uploaded into LACES in the document section. Exceptions are to be rare and limited.)

Provider Information

Date:

Program Name:

Person Submitting:

Student Information

Student DOB:

Student Name:

Student's number of attendance hours:

PLEASE NOTE: YOU MUST PROVIDE BOTH A REASON FOR THE REQUEST AS WELL AS EVIDENCE OF POSSIBLE GAIN TO BE IN COMPLIANCE WITH THE ASSESSMENT POLICY.

Reason for Request documented in student file and attached to this form

- Student has received at least 30 hours of contact and instruction, is ready to take his/her last High School Equivalency test, and has stated that he/she will not return to class after completing the test
- Release from prison with a Planned Release Date before 45 hours of instruction will be acquired
- Student has accrued 30 or more hours between program years and since last test
- Other, please explain:

Evidence of possible gain that has been placed in student file and attached to this form

- A passing High School Equivalency Test score or a HiSET Official Practice Test with a result of "adequately prepared" or higher
- Classroom assessments that indicate a significant skill gain
- Student has accrued 30 or more hours and is moving out of the area. There is a possibility of gain.

Other, please explain:

Director's signed approval has been placed in student file

Director has approved this request(Director signature)_____

Date of approval:_____

Part IV: Distance Learning Policy



Wyoming Adult Education

SEA: Wyoming Community College Commission

Policy #01202020R: Distance Learning Policy

Date: September 28, 2020

Section I: Federal Mandates and Guidance

National Reporting System

The National Reporting System (NRS) has outlined guidance on how Adult Education programs in the United States may record proxy hours for distance learning. This guidance mandates that all students who enroll in a distance learning class must have at least 12 contact hours before they can be counted for Federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference, or online communication, where the participant and program staff can interact and through which participant identity is verifiable. In-person contact time is not required to obtain the initial 12 hours of contact.

Office of Career and Technical Education

OCTAE Program Memorandum 20-5 provides guidance on how distance learning proxy hours may be awarded for participants in corrections. This guidance states "States may use the same distance learning methods for adult education instruction in correctional facilities that they are using in the community, although this may be limited due to the lack of internet access inside of correctional facilities. OCTAE released a policy brief in 2015, titled Educational Technology in Corrections,⁹ that provides information and recommendations on using technology inside of correctional facilities.

Separately, the Department has provided guidance for institutions participating in the Second Chance Pell experiment regarding the opportunity to use distance learning to continue serving incarcerated students receiving Pell grants through this experiment.¹⁰ The Department reminded Second Chance Pell participants that distance learning requires regular and

substantive interaction between instructors and students, and that telephonic communication or emails relayed by correctional program staff on behalf of students and from instructors to students are sufficient means to achieve the substantive interaction requirement as long as those interactions are provided regularly, on a scheduled basis, and initiated by the instructor.”

Section II: State Mandates and Guidance

Wyoming Community College Commission

Part I: General Information

Introduction

The pandemic of 2020 resulted in many changes to the Adult Education programs in Wyoming. One of these changes saw the launch of virtual classrooms which incorporated a multitude of learning mediums. The intent of this policy is to clarify how to properly classify hours for a virtual classroom, proxy hours for distance learning, outline approved distance learning platforms/curricula, and establish a protocol for requesting new distance learning programs of study.

The policy further intends to define distance learning delivery for all Wyoming Adult Education (AE) programs that integrate distance learning into AE learning activities. This document is based on the National Reporting System (NRS) distance learning guidelines and incorporates ideas and procedures developed by the Wyoming Community College Commission.

The Need for Distance Education

Wyoming has identified the need for distance learning as a means to improve the state's AE outcomes and to address the need for virtual and/or hybrid classes as a direct result of COVID-19. The vast and remote regions of Wyoming have many small communities where it is economically unfeasible to use local teachers to serve those in need of literacy services. Wyoming has 23 counties, with an average of 6 people per square mile. Distance education provides a viable option for instruction and a way to recruit a larger population of students previously without access to AE services.

By implementing distance learning, AE programs will be able to reach the under-skilled adults who may be employed or unemployed by offering flexible hours and instruction through various types of media.

Students enrolled in distance education now have the same opportunity as traditional students to receive quality instruction from trained, knowledgeable instructors. The greatest attraction to distance learning is the ability of instructors to design delivery around student schedules and life circumstances, enhancing engagement and retention.

Under the Workforce Innovation and Opportunity Act (WIOA) the effective use of technology is highlighted within the thirteen considerations when selecting providers. It states, “effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services and systems lead to improved performance.”

The definition from the NRS Guidelines was used:

Distance Education—Formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

Note: For participants who receive distance education and traditional/virtual classroom instruction during a program year (such as through a blended, virtual or hybrid distance-classroom approach or concurrent enrollment in both types of instruction) the State defines a student with 51% of their instructional time in distance learning to be a distance learner and thus reported on the NRS reports as such.

It is common for adult learners to take traditional classroom-based, blended and or distance learning services during the same year. The majority of Wyoming distance learners preferred to receive both distance education and traditional classroom instruction during a program year.

General Distance Learning Requirements- Distance Education

The National Reporting System (NRS) definition is used by all Wyoming programs offering this service. Completion of instructional activities in a computer lab for traditional classes does not qualify as distance education. Distance learning materials are delivered through a variety of media including, but not limited to:

- Print
- Video
- Audio recordings
- Broadcasts
- Computer software
- Web-based programs
- Other online technology

Teachers support distance learners through communication via mail, telephone, e-mail, or online technologies and software.

Definition of Adult Education Learners

Traditional Learners: Students who receive the majority of their instruction through traditional face-to-face instruction.

Distance Learners: Students who receive a majority (51%) of their instruction through distance education services.

Blended Learners: Students who receive a majority of their instruction through traditional face-to-face instruction and also participate in distance education activities

Hybrid Learners: Students who receive instruction through a combination of virtual, traditional, and distance learning.

Tracking of Hours for NRS

Instructors will keep track of student time in the Wyoming management information system LACES by LiteracyPro Systems. Attendance hours will be entered in LACES in distance learning classes and in the traditional classroom setting. Students are classified as distance learners if **fifty-one** percent of their hours are logged as distance education for NRS reporting. If they had forty-nine percent or less they are counted as traditional classroom learners. This designation is determined at the end of the fiscal year once all hours of instruction have been entered into LACES.

When using software products, the system must be able to track time spent on task or time spent before the student timed-out after a preset period of inactivity.

Career Service Course

Participants who are enrolled in any of the curricula outlined in *Exhibit A* to this policy, must complete a Career Services course prior to enrollment. The Career Services course may be completed online, through telephone communications, virtually, face to face, or through a combination of delivery modes and must include a valid assessment for pre-test purposes. Instructors and/or local program staff must be able to verify participant identity during all aspects of the Career Services course. All hours for the Career Services course must be entered into LACES as regular contact hours before enrolling in distance learning. Total contact hours for a Career Service course may not exceed 15 hours.

Part II: Assessment, Contact Hours and Approved Curricula

Approved Distance Education Curricula

Wyoming recognizes the list in *Exhibit A to this policy* "Approved Curriculum for Distance Learning" for use by AE programs. As instructors become more experienced and skilled at delivering distance education, Wyoming will draw from multiple sources to best support instructors and the needs of their students.

Many of the "new" print based materials outlined in this policy indicate that "up to 6 proxy hours" may be awarded; however, local directors may, after reviewing actual hours a participant spends working on these materials, award a lesser number of hours if deemed necessary.

Corrections Populations:

Adult Education participants who are enrolled in a corrections facility and have restricted internet connection may utilize the print based curricula found in *Exhibit A* of this policy providing that participant identify is verifiable and consistent monthly interaction is maintained between Adult Education staff and the participant. Interaction between AE staff and the participant can be conducted virtually, through telephone communiques, in-person visits, or through the submission of mailed in documents in which identify has been verified by Corrections staff.

Requirements for Measuring Contact Hours

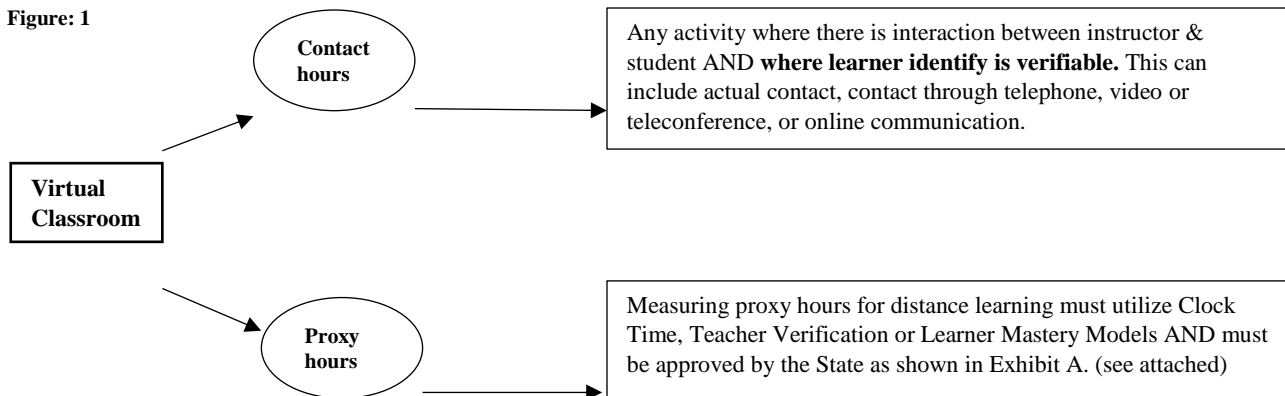
Students in distance education must have at least 12 hours of direct face-to-face contact with an AE program before they can be counted as a distance learner for federal reporting purposes. Beyond the initial 12 hours, contact hours can be a combination of direct contact and distance activities. Direct contact hours must involve interaction between the learner and the staff in real time where the identity of the learner can be verified. Distance learning instruction may include a wider range of activities than those accepted for a traditional classroom, such as:

- Face-to-face contact: orientation to online software, intake, pre-testing, post-testing, goal setting, career counseling
- Live online discussions
- Telephone conversations
- Live video broadcast to remote locations
- Virtual classroom environments

Requirements for Virtual Classrooms:

The State recognizes that the concept of virtual classrooms are new to Adult Education and may combine traditional, and distance learning components. The hours a student works in a virtual classroom are to be identified as shown in the figure below:

Figure: 1



Hours earned in virtual classrooms must be recorded by the instructor and subsequently entered into the LACES database as direct contact hours or distance learning proxy hours, as applicable.

Wyoming's Adult Education programs may develop unique virtual classrooms as appropriate for local needs as long as the model shown above clearly delineates how student hours are earned for reporting purposes.

Contact Hours

Like all participants, participants in distance education must have at least 12 hours of contact with the program before they can be counted for Federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video/teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable. In-person contact time is not required to obtain the initial 12 hours of contact.

Proxy Hours

Proxy hours are defined in one of the three ways listed below. Hours utilizing approved software must be associated with one of the approved distance learning models of instruction:

- **Clock Time Model** – Assigns hours based on time a learner is engaged in a software program that tracks time. A fifteen (15) minute idle time must be identified as an exit time from the system.

Wyoming AE has adopted software programs that identify active learning time. This incorporation has simplified reporting clock time proxy hours for Wyoming distance learning instructors. Proxy hours calculated through the Clock Time Model must utilize curricula that *electronically tracks* time the student spends interacting with instructional material and disconnects

after a preset period of inactivity. Publishers must assure that a maximum of 15 minutes of inactivity occurs before disconnection.

- Teacher Verification Model-Assigns a fixed number of hours of credit for each assignment based on the teacher's determination of the extent to which a learner engaged in, or completed, the assignment.

Proxy hours in the Teacher Verification Model are awarded for various activities completed by the participant and verified by the instructor. These proxy hours are *pre-determined for each activity*. Reporting proxy hours for the Teacher Verification model in Wyoming, must be based upon the participants earned scores for the approved print based materials (See Exhibit A for this policy: Approved Curriculum for Distance Learning)

- Learner Mastery Model – Assigns a fixed number of hours based on the learner passing a test (70%) on the content of the lesson.

Proxy hours in the Learner Mastery Model are awarded when the students pass a *test demonstrated mastery* of the course content. These proxy hours are predetermined as shown in Exhibit A for this policy “Approved Curriculum for Distance Learning”.

While using proxy hours, it is important to understand that the identity of the learner and the exact time spent on a learning activity cannot always be verified directly. Proxy hours are an approximation of what the "average" student needs to reach a mastery level.

Each local program offering distance learning must clearly identify distance learning hours in LACES and require instructors to enter the time tracked by the software for each unit the student completes. All distance learner data will be reported on the federal form NRS Table 4C. (See Exhibit C for this policy)

Instructional Time

Programs will count both contact hours and distance education proxy hours. These hours are entered into LACES to calculate instructional time with 'proxy hours' also being tracked in a student file. Contact hours and proxy hours are recorded separately on a weekly basis. At the end of each program year, LACES will classify students either as distance learners or as traditional learners, depending on where the majority (51%) of their time has been spent.

Assessment of Students in Distance Education

Assessment administration for pre-test and post-test is required at a proctored program site within the state. Distance learning students are to be pre tested in **the first 12 hours** and post-tested after the same amount of instructional time as traditional classroom students. Student contact hours will be tracked in the LACES data system. Upon completion of a minimum of 40 hours of instruction for all AE students at NRS levels 1-4 or 30 hours minimum for ASE students at NRS levels of 5 and 6, instructors will be advised that it is time to administer a post-test. Alternative forms of the test should be used. English as a Second Language (ESL/ELA) students will be tested after a minimum of 40 hours with TABE CLAS-E. TABE assessment tools will be administered by a trained TABE examiner/instructor using standardized assessment procedures either in person or virtually. Assessments not conducted through face-to-face interaction or virtually with a trained test administrator in a secure setting are not allowed for NRS reporting. This conforms to the validity and reliability necessary for reporting these scores.

All official practice tests will be administered in person by a local instructor using standardized assessment protocols or through approved virtual testing protocols as outlined in the State Assessment policy.

The intake process, a career service course, a career pathways course (where applicable), and pre/post testing are to be administered on-site and face-to-face at a Wyoming AE center or virtually where learning identify is verifiable.

Part III: Application and Approval Procedures to Operate a Distance Learning Program

Wyoming will allow AE programs the option of implementing a distance learning program at their centers in addition to maintaining the traditional classroom. Each AE program interested in offering a distance learning program will follow these procedures:

- Indicate in the grant application or apply for permission (See Exhibit B to this policy) to utilize distance education or a combination of distance learning and traditional classroom hours, hybrid, or virtual program of study.
- Select one individual to become the lead distance learning instructor for the center. This individual must be able to perform a variety of duties including assessment, data entry, counseling, and instruction.
- Complete training as a team (program director, lead instructor and other identified distance learning staff), in order to understand the process and policies of distance learning.
- Coordinate marketing efforts to recruit additional potential distance learning students.
- Maintain communication with state staff via e-mail or telephone if challenges arise with distance learning software or if modifications/changes need to be made to pre-approved Learner Mastery or Teacher Verification model curricula.

Note: The Wyoming distance learning project was based on bridging the gap between local employers, remote learner's needs, and the needs of Wyoming AE programs. Ideally, all programs will continue to use this format as a means of recruiting distance learning students.

Funding for Distance Learning

The Wyoming Community College Commission (WCCC) AE program allows local AE providers to include all expenditures for equipment, supplies, and staff time required for the implementation of a successful distance learning program in their local application budgets. No specialized distance education grants are offered for distance learning; however, the State has purchased statewide licenses for Essential Education, AZTEC, and Edmentum which are shared among all providers.

Local Program Contribution

Programs that implement distance learning must adhere to the Distance Learning Policy. Programs may need to fund additional time and resources for distance education. It is also imperative to budget for increased marketing costs during the first year of implementation.

Training Requirements

WCCC realizes that distance learning is different from classroom teaching and requires classroom instructors to develop new skills. The program director and staff will also be expected to participate in all state required trainings as additional online resources and curricula are added to the state's distance delivery system.

Final Report

Each program will write an annual report with specific data supporting the request to continue distance learning services. NRS Tables 4C (See Exhibit C to this policy) will be run on the distance learners and compared to the traditional students. Continuous improvement goals must be established each year.

Part IV: Approval of New Distance Learning Curricula

Local programs that wish to add new curricula to the list of approved distance learning platforms, must complete the application form found in the *Exhibit D to this policy*. The State will make every effort to accommodate local program requests; however, submission of the application does not necessitate approval.

Requests for new distance learning programs of study will be approved by a State Distance Learning Committee, comprised of the State Director and two local program directors. All applications will be completely and fairly reviewed by this committee.

The state will approve additional curricula based on investigation and data analysis of products which meet the distance learning requirements.

Requirements for Distance Learning Curricula

- Programs wishing to add curricula to the approval list for distance learning in Wyoming must ensure the following:
 - Alignment to the College and Career Readiness Standards or the English Language Proficiency Standards for Adult Education must be evident.
 - Evidence and research based instructional techniques are to be used in all distance learning curricula.
 - OCTAE approved instructional models for distance learning are proposed with clear explanations of how proxy hours are to be awarded.
 - Pre/post testing follows OCTAE/NRS guidelines as outlined in the Wyoming Assessment Policy for Adult Education.
 - Proposed new print-based material must have been utilized by the local program for a period of not less than six months to establish a baseline from which proxy hours can be calculated.
 - Online instructional videos, such as those found on YouTube, may be utilized in conjunction with other learning models OR may only be used in isolation if using Learner Mastery model where participant is required to successfully complete an assessment at 70% or higher with no more than 1 proxy hour being awarded.
- Applications for new distance learning curricula must be submitted to the State by October 1st each year so that OCTAE approval can be obtained. Submissions to OCTAE are due by December 1st each year and once approved will be allowed for use at the beginning of the following fiscal year.
- Providers wishing to modify any approved curricula must notify the State of requested modifications. Major modifications will require approval by the State Distance Learning Committee. Curricula modifications which entail a 10% or less change do not need to seek re-approval. Minor changes may include changes to worksheets and instructor developed lessons or assessments.

Exhibit A: Approved Distance Learning Materials

Title	Audience	Model	Criteria for Awarding Proxy Hours	Delivery Mode	Notes and Contact Information	Description														
<p>Aztec:</p> <ul style="list-style-type: none"> -HiSet Prep -TASC Prep -Work Ready -Becoming a US Citizen -Learning Financial Literacy -Bridge Series -Foundation Series 	ABE/ASE	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	<p>Supplementary hard copy workbooks and/or other supplementary materials provided by Aztec and completed by students cannot be counted as proxy hours.</p> <p>Aztec Software 51 Commerce Street Springfield, NJ 07081 800-273-0033/913-258-0011 http://www.aztecsoftware.com/aztec/</p>	Aztec assists adult learners with assessing and remediating their learning needs. Aztec’s focus is to help identify a learner’s deficiencies, remediate those deficiencies, and prepare the learner with the life skills essential for his/her post-secondary experience. Build a Solid Foundation is aligned with TABE levels E & M. Building a Bridge to a Brighter Future is aligned to TABE level D and Pre HSE.														
Bring Your ‘A’ Game	ABE/ASE	Clock time	<p>The system records clock time for the eLearning modules, but the quiz at the end of the modules is mastery. The chart below, produced by the manufacturer indicates how proxy hours are to be awarded.</p> <p><small>TASK AND TIME COMPLETION FOR BRING YOUR ‘A’ GAME ANYWHERE:</small></p> <table border="1"> <thead> <tr> <th>Task</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Engaging in ten, 20-minute eLearning modules</td> <td>3 ½ hours</td> </tr> <tr> <td>Completing nine 10-item online knowledge checks</td> <td>1 ½ hours</td> </tr> <tr> <td>Posting to discussion boards (original posts, responses to classmates’ posts, responses to responses) following the completion of each eLearning module</td> <td>2 ½ hours</td> </tr> <tr> <td>Facilitated virtual discussion sessions with instructor</td> <td>5 hours</td> </tr> <tr> <td>Completing final 35-question certification exam</td> <td>1 hour</td> </tr> <tr> <td>Total</td> <td>13 ½ hours</td> </tr> </tbody> </table>	Task	Time	Engaging in ten, 20-minute eLearning modules	3 ½ hours	Completing nine 10-item online knowledge checks	1 ½ hours	Posting to discussion boards (original posts, responses to classmates’ posts, responses to responses) following the completion of each eLearning module	2 ½ hours	Facilitated virtual discussion sessions with instructor	5 hours	Completing final 35-question certification exam	1 hour	Total	13 ½ hours	online	<p>Each learning module takes approximately 20 minutes with additional time on top for asynchronous or live discussion which is conducted either virtually through Zoom or similar technologies or face to face.</p> <p>The Center for Work Ethic Development 2907 Huron Street, Suite 200 Denver Colorado, 80202 303.433.3243 Josh Davis (jdavies@workethic.org)</p>	Bring Your ‘A’ Game curricula is used to build the seven foundational workplace skills of Work Ethic. Curricula utilizes research-based instructional design with the goal of not just developing skills but creating lasting behavioral change.
Task	Time																			
Engaging in ten, 20-minute eLearning modules	3 ½ hours																			
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Facilitated virtual discussion sessions with instructor	5 hours																			
Completing final 35-question certification exam	1 hour																			
Total	13 ½ hours																			

					Common Core Achieve: Mathematics ISBN: 9780021432578 McGraw Hill Education PO Box 182605 Columbus, Ohio 43218 1-800-338-3987	
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Common Core Basics	ABE/HSE	Teacher Verification	<p>Proxy hours are awarded upon completion of each chapter. Instructor verifies completion level.</p> <p>Up to six proxy hours can be awarded for completion of each chapter.</p>	print	<p>Textbooks include:</p> <p>Common Core Basics: Science Core Subject Module ISBN-13 : 9780076575527</p> <p>Common Core Basics: Mathematics Core Subject Module ISBN-13 : 9780076575190</p> <p>Common Core Basics: Writing Core Subject Module ISBN-13 : 9780076575220</p> <p>Common Core Basics: Social Studies Core Subject Module ISBN-13 : 9780076575213</p> <p>Common Core Basics: Reading Core Subject Module ISBN-13 : 9780076575206</p> <p>McGraw Hill Education P.O. Box 182605 Columbus, OH 43218 800-338-3987</p>	Common Core Basics helps students build the essential test readiness skills necessary to master the 2014 GED® and/or HiSET exam. The standards-based curriculum builds key skills, strategies, and content knowledge for high school equivalency exams in the areas of Reading, Writing, Math, Science, and Social Studies.
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Crossroads Café	Beginning Low to Intermediate High ESL	Learner Mastery	Students receive 10 proxy hours for each of the 26 units if they master each of the unit activities and tests with at least 70% proficiency.	online, video, print	<p>Access to videos: https://www.ket.org/series/XRDC/</p> <p>KET Adult Learning, 600 Cooper Drive Lexington, KY 40502-2200 800.354.9067, fax 859.258.7396.</p>	Crossroads Café is a video and workbook series that includes 26 lessons focusing on English Language skills development for ESOL learners.
Edmentum - PLATO courseware	ABE/ASE	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	<p>Supplementary hard copy workbooks and activities provided by Plato and completed by students cannot be counted as proxy hours.</p> <p>http://edmentum.com</p>	Plato Courseware provides proven online curriculum, personalized instruction, and assessments to prepare your adult learners for college and career success. Our solutions enhance the learning process with the quality, flexibility, interactivity, and online access that are vital to prepare your adult learners for the next step in their career or education. You can easily search for courses and content by instructional objective and subject area. This enhanced organizational structure makes finding appropriate content for all types of learners easier than ever.
ESL Library	ESL	Teacher Verification	<p>Students receive up to 1 proxy hour for each lesson completed.</p> <p>Lessons are available in print and digital formats.</p>	print	<p>ESL Library Ben Buckwold, CEO 1-866-896-7123 Website: eslibrary.com</p>	ESL Library provides instructors with a wide variety of topic-based lessons that are appropriately levelled from literacy to advanced. Each lesson integrates the four major ESL skills of reading, writing, listening, and speaking.

						Alignment to the ELA standards has been verified by WY's DL committee.
English Discoveries	ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	http://englishdiscoveries.net/	English Discoveries is an interactive online education software program for ESL students.
Easy English	Low Beginning ESL to High Intermediate ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other supplementary materials provided by Easy English and completed by students cannot be counted as proxy hours in TEAMS. www.easyenglish.com	Easy English has English level test, ESL classes, Reading and Listening tests, games in grammar, vocabulary, pronunciation and spelling.
Essential Education - HiSET Academy	ABE/ASE	Clock time Teacher Verification	System tracks time on task for each activity completed and times students out after preset period of inactivity. Supplementary hard copy workbooks and/or other supplementary materials provided by Essential Education may be used as proxy hours up to 3 hours per chapter. Instructors may award partial proxy hours for completing individual units, but may not exceed 3 hours.	online	http://essentialed.com 800-931-8069	Essential Education's instructional programs (HiSET Academy, GED Academy) feature a built-in assessment that creates a customized learning plan for each student, then adjusts the plan automatically as the student learns. Workbooks are aligned to the CCRS.

Integrated Digital English Acceleration (I-DEA)	ESL	Learner Mastery / Clock time	The system tracks clock time for graded quizzes. Graded discussions require 80% learner mastery. Instructors determine how much time to assign to lessons by utilizing a system Action Log which outlines students' time spent on specific tasks.	Online	<p>I-DEA modules are embedded into a Learning Management System, such as Canvas and students are directed to the Canvas login page at canvas.instructure.com.</p> <p>Instructors, utilize https://www.sbctc.edu/colleges-staff/programs-services/i-dea/default.aspx to build their courses on the LMS system.</p>	I-DEA uses a flipped classroom model. Students complete pre-work through the web-based Canvas LMS on a device of their choice such as smartphone, tablet, laptop, or desktop computer. Pre-work contains pertinent vocabulary, grammar points, and other content to prepare students for the next day's face to face lesson.
KAHN Academy	ABE/ASE	Clock time	Teacher must set up a classroom for the students, then time can be tracked on task per student.	online	<p>www.kahnacademy.org</p> <p>Khan Academy P.O. Box 1630 Mountain View, CA 94042</p>	The online system provides a complete array of course work including Math, science & engineering, history, reading, economics and test prep. Articles and videos support learning.

Math Sense	ABE/ASE	Learner Mastery	<p>Math Sense provides instruction and practice for the range of math skills that adults need to succeed in life, at work, and on the high school equivalency tests.</p> <p>8 proxy hours are to be awarded for successful completion of each unit with scores at 70% or higher.</p>	print	<p>This is a three-text series which aligns to the College and Career Readiness Standards.</p> <p>Math Sense 1: Focus on Operations</p> <p>Math Sense 2: Focus on Problem Solving</p> <p>Math Sense 3: Focus on Analysis</p> <p><u>Math Sense 1: Focus on Operations</u></p> <p>Unit 1: Whole Numbers: pages 14-35</p> <p>Unit 2: Decimals: pages 36-65</p> <p>Unit 3: Fractions: pages 66-101</p> <p>Unit 4: pages 102-143</p> <p>Unit 5: pages 144-165</p> <p><u>Math Sense 2: Focus on Problem Solving</u></p> <p>Unit 1: Numbers & Properties: pages 14-39</p> <p>Unit 2: Basics of Algebra: pages 40-77</p> <p>Unit 3: Solving Problems with Algebra: pages 78-99</p> <p>Unit 4: Geometry Basics: pages 100-141</p> <p>Unit 5: Connecting Algebra & Geometry: pages 142-169</p> <p><u>Math Sense 3: Focus on Analysis</u></p> <p>Unit 1: Data Analysis: pages 16-55</p>	<p>Each textbook in the series provides skill level instruction, tips & tools for calculator usage, problem solving skill development, and test-taking practice.</p> <p>Math Sense 1 is designed to develop students' pre-algebra skills, provide a review of basic skills, & apply these skills in the workplace.</p> <p>Math Sense 2 is designed to develop students' skills in algebra, geometry, and reasoning to help them become better problem solvers, in the classroom and in the workplace.</p> <p>Math Sense 3 is designed to develop students' skills in data analysis, probability, and intermediate algebra.</p>
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				<p>Unit 2: Counting & Probability: pages 56-73</p> <p>Unit 3: Systems of Equations & Inequalities: pages 74-91</p> <p>Unit 4: Functions: pages 92-111</p> <p>Unit 5: Polynomials & Rational Expressions: pages 112-135</p> <p>Unit 6: Quadratic Equations: pages 136-151</p> <p>Math Sense by Cathy Fillmore Hoyt New Readers Press (copyright-2015) 104 Marcellus St. Syracuse, NY 13204</p> <p>ISBN: #978-156206923, 978-156206916, 978-1564206930</p>	
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<p>New Readers Press Scoreboost for HiSET</p>	<p>ABE/ASE HSEC students</p>	<p>Teacher Verification</p>	<p>Up to eight proxy hours are awarded for completion of each booklet in the series.</p> <p>Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 8 hours for the entire booklet.</p>	<p>print</p>	<p>Booklets in Series include:</p> <ol style="list-style-type: none"> 1) Sentence Structure, Usage, & Mechanics: ISBN #: 978-1-56420-688-6 2) Essay Writing & Organizational Skills ISBN#: 978-1-56420-109-6 3) Number Operations, Decimals, Fractions, Proportions, & Percent's: ISBN#: 978-1-56420-108-9 4) Measurement & Geometry ISBN#: 978-1-56420-107-2 5) Algebraic Concepts ISBN#: 978-1-56420-100-3 6) Data Analysis, Probability & Statistics ISBN#: 978-1-56420-106-5 7) Graphic Skills for Science & Social Studies: ISBN#: 978-1-56420-687-9 8) Critical Thinking for Reading, Science, And Social Studies ISBN#: 978-1-56420-686-2 <p>New Readers Press 1-800-448-8878 https://www.newreaderspress.com/</p>	<p>Each of these booklets contains approximately 40 pages of targeted lesson strategies, which include a review of the strategy, practice by example, and practice questions. All questions model the thinking processes and the TESTWISE feature offers test taking tips.</p>
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<p>New Readers Press Scoreboost for TABE</p>	<p>ABE/ASE HSEC students</p>	<p>Teacher Verification</p>	<p>Up to eight proxy hours are awarded for completion of each booklet.</p> <p>Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 8 hours for the entire booklet.</p>	<p>Print</p>	<p>Booklets in Series include:</p> <p>Level E:</p> <p><u>Reading</u>: ISBN#: 978-0-929631-68-4</p> <p><u>Language</u>: ISBN#: 978-0-929631-50-9</p> <p><u>Math 1</u>: Number & Operations, Base Ten & Fractions: ISBN#: 978-0-929631-69-1</p> <p><u>Math 2</u>: Operations & Algebraic Thinking ISBN#: 978-0-929631-70-7</p> <p><u>Math 3</u>: Geometry, Measurement & Data ISBN# 978-0-929631-71-4</p> <p>Level M:</p> <p><u>Reading</u>: ISBN#: 978-0-929631-73-8</p> <p><u>Language</u>: ISBN#: 978-0-929631-72-1</p> <p><u>Math 1</u>: Numbers & Operations ISBN# 978-0-929631-74-5</p> <p><u>Math 2</u>: Measurement, Data & Geometry ISBN#: 978-0-929631-75-2</p> <p><u>Math 3</u>: Algebraic Thinking & Statistics ISBN# 978-0-929631-76-9</p> <p>Level D:</p> <p><u>Reading</u>: ISBN#: 978-0-929631-78-3</p> <p><u>Language</u>: ISBN#: 978-0-929631-77-6</p> <p><u>Math 1</u>: Number Systems & Function</p>	<p>The series utilizes strategies aligned to the College and Career Readiness standards with examples depicting the strategy within the context of a text question. Guided practice activities activate critical thinking skills as student implement the strategy while independent practices provides learners with the opportunity to reinforce the concept.</p>
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				<p>ISBN#: 978-0-929631-79-0</p> <p><u>Math 2: Ratios & Proportional Relationships</u> ISBN#: 978-0-929631-80-6</p> <p><u>Math 3: Geometry, Measurement & Data</u> ISBN#: 978-0-929631-81-3</p> <p><u>Math 4: Statistics & Probability</u> ISBN#: 978-0-929631-82-0</p> <p>Level A:</p> <p><u>Reading:</u> ISBN#: 978-0-929631-84-4</p> <p><u>Language:</u> ISBN#: 978-0-929631-83-7</p> <p><u>Math 1:</u> Numbers, Quantities, & Geometry ISBN#: 978-0-929631-85-1</p> <p><u>Math 2:</u> Algebra, ISBN#: 978-0-929631-86-8</p> <p><u>Math 3:</u> Linear, Quad. & Exponential Models, ISBN#: 978-0-929631-87-5</p> <p>New Readers Press: 1-800-448-8878</p> <p>https://www.newreaderspress.com/</p>	
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<p>Prealgebra & Intermediate Algebra, 2nd Edition by Elayn Martin-Gay</p> <p>Textbook & Workbook</p>	<p>ABE/ASE</p>	<p>Teacher Verification</p>	<p>Participants receive 8-16 proxy hours for completing each unit from the textbook chapter and/or workbook, when applicable.</p> <p>Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the unit.</p> <p>Instructors may award partial proxy hours, but may not exceed 16 hours for the entire textbook and workbook units.</p>	<p>print</p>	<p>Unit 1: Whole Numbers-pages 1-93</p> <p>Unit 2: Integers & Introduction to Solving Equations-pages 95-159</p> <p>Unit 3: Solving Equations & Problem Solving- pages 161-210</p> <p>Unit 4: Fractions & Mixed Numbers- pages 212-327</p> <p>Unit 5: Decimals-pages 329-410</p> <p>Unit 6: Percent-pages 413-487</p> <p>Unit 7: Graphs & Triangle Applications- pages 489-551</p> <p>Unit 8: Geometry & Measurement-pages 553-645</p> <p>Unit 9: Equations, Inequalities, & Problem Solving-pages 648-723</p> <p>Unit 10: Exponents & Polynomials-pgs 725-798</p> <p>Unit 11: Factoring Polynomials-pages 801-868</p> <p>Unit 12: Rational Expressions-pages 870-943</p> <p>Unit 13: Graphing Equations & Inequalities- pages 946-1052</p> <p>Unit 14: Systems of Equations-pages 1055-</p>	<p>The workbook supplements the textbook used in the Adult Education managed classroom environment and/or in a virtual classroom.</p>
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					<p>1102</p> <p>Unit 15: Roots & Radicals-pages 1105-1158</p> <p>Unit 16: Quadratic Equations-pages 1160-1223</p> <p>Publisher: Martin-Gay, University of New Orleans, Lakefront</p> <p>ISBN-13: 978-0321602459</p> <p>ISBN-10: 0321602455</p>	
Reading Horizons Elevate	ABE/ESL	Clock time	The system tracks the time spent in each area of the program. The time on task for each activity is counted as proxy hours. Reports show time on tasks within lessons, library, and vocabulary sections. The system times students out after 10 minutes of inactivity.	online	<p>Reading Horizons</p> <p>Corporate Headquarters</p> <p>60 North Cutler Drive, Suite 101</p> <p>North Salt Lake, Utah 84054</p> <p>http://readinghorizons.com</p> <p>info@readinghorizons.com</p>	Reading Horizons teaches beginning, readers, struggling readers, and English Language Learners.

					800-333-0054 (Toll Free) 801-295-7088 (Fax)	
Rosetta Stone	Beginning Low ESL to Intermediate High ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other support materials provided by Rosetta Stone and completed by students cannot be counted as proxy hours. Rosetta Stone 1621 W. Kent Street, Suite 1200 Arlington, VA 22209 http://www.rosettastone.com	Rosetta stone prepares the student to use real world language.
Steck Vaughn Complete Test Preparation for the 2014 GED Test	ABE/ASE	Teacher Verification / Learner Mastery	Participants receive six proxy hours for completing each chapter. Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the chapter. Instructors may award partial proxy hours, but may not exceed 6 hours for each chapter.	print	Paxen Publishing Customer Service 2194 Highway A1a, SITE 208 Indian Harbour Bch, Florida 32937 www.paxenpublishing.com 1.866.547.1895 ISBN: 978-544-252349-9	Textbook is a comprehensive program of the skills, instruction, practice, and self-assessment needed to prepare for success on a high school equivalency examination. Each content area has an entry test at the beginning to assess a learner's initial strengths/weaknesses and a comprehensive test at the end assesses the student's preparedness for the actual HSE.
Teknimedia	ABE/ASE, HSEC, and ESL	Clock time	System must track time and log out participants after preset period of inactivity.	online	Teknimedia	Supplementary hard copy workbooks and/or other support materials

						provided by Teknimedia cannot be counted as proxy hours.
The Official Guide to the HiSET Exam	ABE/ASE, HSEC	Teacher Verification / Learner Mastery	<p>Participants receive six proxy hours for completing each chapter in the text.</p> <p>Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the chapter.</p> <p>Instructors may award partial proxy hours, but may not exceed 6 hours for each chapter.</p>	Print	Educational Testing Services (ETS) ISBN: 9780071845847	The text is authorized by Educational Testing Service and contains authentic HiSET exam questions, descriptions and explanations of every test section, official scoring information, and strategies to help students be successful on the test.
TypingWeb	ESL, ABE, workplace	Clock time	System tracks time and logs participants out after present period of inactivity	online	https://www.typing.com/ .	This is a free tool that tracks participant hours that they spend on the computer typing, and it will measure their progress. The program offers certifications that the participants can take. There is a variety of tests that the participants can take to watch their progress.
United States History & Geography	ABE/ASE, High level ESL	Teacher Verification	<p>Participants receive up to 2.5 proxy hours for completing each lesson from the textbook along with a 10-20 minute instructional video.</p> <p>Video: .5 hours</p> <p>Workbook: 2 hours</p>	print	<p>Lesson 1: Colonizing America-Before Columbus: pages 1-3 & 10-13</p> <p>Lesson 2: Founding the 13 Colonies: pages 16-22</p> <p>Lesson 3: Population & Economy: pages 23-28</p> <p>Lesson 4: The Colonies Fight for Their Rights pages 38-43</p> <p>Lesson 5: The Revolution Begins: pages 44-51</p>	Text is a high school leveled textbook aligned with the Common Core Standards.

			<p>Instructors may award partial proxy hours for completing individual units within each text, but may not exceed 2.5 hours.</p>	<p>Lesson 6: The Declaration of Independence: pages 52-62</p> <p>Lesson 7: The Confederation & A New Constitution: pages 63-67 & 76-78</p> <p>Lesson 8: Ratifying the Constitution: pages 81-85</p> <p>Lesson 9: The Constitution-Connections to Today: pages 87-97</p> <p>Lesson 10: Early Industry: pages 145-149</p> <p>Lesson 11: The Land of Cotton: pages 150-154</p> <p>Lesson 12: The Spirit of Reform: pages 164-169</p> <p>Lesson 13: The Abolitionist Movement: pages 174-179</p> <p>Lesson 14: Sectional Conflict Intensifies: pages 210-218</p> <p>Lesson 15: The Civil War: pages 221-226</p> <p>Lesson 16: The Civil War: pages 226-244</p> <p>Lesson 17: Reconstruction: pages 247-253</p> <p>Lesson 18: Urban America, Immigration: pages 304-311</p> <p>Lesson 19: WWI & Its Aftermath: pgs. 376-382</p> <p>Lesson 20: A World in Flames: WWII: pages 376-382</p> <p>Lesson 21: The Civil Rights Movement- 1954-1968: pages 571-586</p>	
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					<p>McGraw Hill Publishing Company</p> <p>ISBN 978-0-07-660865-2</p> <p>P.O. Box 182605 Columbus, OH 43218</p> <p>800-338-3987</p>	
USA Learns	Low Beginning to High Intermediate ESL	Clock time	The system tracks the time on task for each activity. The time on task is counted as proxy hours. The system times students out after a preset period of inactivity	online	<p>www.usalearns.org</p> <p>Sacramento County Office of Education</p> <p>PO Box 269003</p> <p>Sacramento, CA 95826</p> <p>408.449.1010</p>	<p>USA Learns is a free multi-course program that helps students learn beginning to intermediate English. The courses include videos, interactive activities, games, and quizzes to improve English skills in listening comprehension, vocabulary, grammar, spelling, pronunciation, reading, writing, speaking and life skills. A placement test is also available.</p>

Exhibit B: Application to Use Distance Learning Application to Use Distance Learning (Optional)



For Adult Education Providers Who Did Not Apply During the RFP Process

Please submit this form to diane.mcqueen@wyo.gov

Name of Program	Date submitted
Name of Local AE Program Director	
Email	Phone

Distance Learning (DL) activities are an optional service delivery model under the general Adult Education grant (Sec.231) and may be offered by an eligible provider following the WY Distance Learning Policy. Services are to be of sufficient intensity to provide for improvement of literacy skills. Hybrid/Blended approaches to DL where the student attends in-class instruction and also works from a distance on approved curriculum are acceptable. An applicant providing DL services must describe the following in accordance with the Wyoming Distance Learning Policy:

Requirement 1: Need for DL Program Services. Incorporate into your response answers to the following questions:

1. What services are being offered onsite as a blended/hybrid approach?
2. Where the project will be offered?
3. Who will provide the instruction?
4. What research based curriculum will be used?
5. What are the contributions of this project, in terms of student outcomes, you anticipate from offering this activity?

Requirement 2: Use of AEFLA Funds.

3. Describe how the agency will allocate funds for this activity from the AE grant to carry out this project.
4. How will this project be offered if there were no supplemental funding provided to support DL software licenses?

Exhibit C: NRS Table 4C

NRS Table 4C

Educational Gains and Attendance for Participants in Distance Education

Enter number of distance education participants for each category listed, calculate percentage of participants completing each level, and enter total proxy and direct attendance hours.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving MSG's (F)	Number Remaining in Program without MSG's (G)	Percentage Achieving MSG's (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with MSG's (J)	Percentage of Periods of Participation with MSG's (K)
ABE Beginning Literacy										
ABE Beginning Basic										
ABE Intermediate Low										
ABE Intermediate High										
ASE Low										
ASE High*										
ESL Beginning Literacy										

ESL Low Beginning										
ESL High Beginning										
ESL Intermediate Low										
ESL Intermediate High										
ESL Advanced										
Total										

Include in this table only participants who are counted as distance education participants . This table is a subset of the participants reported in Table 4.

- Use participant’s pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns D through G.
- The number in column D is the number of participants who completed one or more Educational Functioning Level gains as measured in one of three ways: 1) by comparing a participant’s initial EFL as measured by a pre-test with the participant’s EFL as measured by a participant’s post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column E is the number of participants who attained a secondary school diploma or its equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.
- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column D + E + F + G should equal the total in column B.
- Column H is calculated using the following formula: $(\text{Column H}) = (\text{Column D} + \text{Column E}) / (\text{Column B})$
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.

- **Column K is calculated using the following formula: (Column K) = (Column J) / (Column I) Each row total in Column H is calculated using the following formula:**
- $$H = \frac{\text{Column D}}{\text{Column B}}$$

Work-based project learners are not included in this table.

***Completion of ASE high level is attainment of a secondary credential or passing HSEC tests.**

Exhibit D: WY Distance Learning Application

Wyoming Distance Education Application for New

Distance Education Curriculum Approval



Please submit this form to diane.mcqueen@wyo.gov

Name of Program	Date submitted
Name of Local AE Program Director	
Email	Phone

Section I: New Curriculum for Approval

Publisher:	Curriculum Information – Instructional Model
Curriculum Product Name:	<p>___ Clock Time Model: assigns contact hours based on the elapsed time that a student is connected to or engaged in an online or stand-alone software program that tracks time.</p> <p>___ Teacher Verification Model: assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a student engaged in, or completed, the assignment.</p> <p>___ Learner Mastery Model: assigns a fixed number of hours of credit based on the student passing a test on the content of each lesson. Students work with the curriculum and materials and take a test when they feel they have mastered the material. A high percentage of correct answers (typically 70%-80%) earn the credit hours attached to the material.</p>
Contact Name:	
Telephone:	
Email:	
Website: (where applicable)	

Section II: Audience: Please identify the type of course(s) the proposed distance learning curricula will be applicable to.

Check (√) all that apply	Type of Course	Instructional Content e.g. speaking, listening, social studies
	Adult Education (Literacy)	
	English as a Second Language	
	High School Equivalency	
	Workforce (Workforce Literacy, Workplace Literacy)	

	Bridge /Transitions	
	Career Services/ Career Pathways	
	IET/IELCE	
	Co-enrollment: SCOPE, LYFE, BOOST	
	Other (Please specify)	

Section III: Additional Information

8. Describe the reason for this request.
9. What evidence can be produced that the proposed curriculum is aligned to the College & Career-Readiness Standards or the English Language Proficiency Standards?
10. Provide a succinct description of the materials to be used.
11. How will attendance and progress be monitored? (Please attach a sample report if using a Clock Time Model.)
12. Identify the lead person responsible for distance learning in the local program.
13. Is training provided with the curriculum? If yes, who will provide the training? Describe how outreach instructors will be trained on the use of this DL curriculum.
14. How do you plan to administer assessment and provide feedback in frequent cycles as the student progresses through each stage of the curriculum?

Section IV: Only applicable if you are seeking approval for a Learner Mastery or Teacher Verification Model

B. For all Print-Based Material, please answer the following and include a copy of the Table of Contents with this application.

6. Name of Text: _____
7. Publisher: _____ Copyright date: _____
8. Publisher address: _____
9. ISBN #: _____ Author: _____
10. Will the distance learning program combine both Learner Mastery and Teacher Verification? Yes No

