

Eastern Wyoming College  
Adult Basic Education Program  
Federal Grant Narrative: Final Report FY 2008/09  
October 2, 2009

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1. Describe successful activities, programs and projects and describe the extent to which these activities, programs and projects were successful in implementing the goals of your program. Indicate those projects using state leadership funds.

The Adult Basic Education program at Eastern Wyoming College had a very successful program year as represented by a 22% growth in the total number of students served. At the end of our 08/09 FY, we had a total of 403 students in our LACES database, of which 271 had fulfilled the twelve hour requirement, 47 had five to eleven hours of attendance, and the remaining 85 students had less than five hours of attendance.

We had a total of 79 GED graduates throughout our service area. This was nearly the same number of graduates that we had in FY 07/08. As in the previous year, all GED graduates were invited to participate in commencement activities. Students from our northern most counties of Crook and Weston were invited to commencement activities in Newcastle while students from our Glenrock and Douglas outreach sites were invited to commencement activities in Douglas. GED graduates from Platte, Goshen and Niobrara counties were invited to participate in commencement activities held at our main campus in Torrington.

One of the largest changes to our ABE program was the reorganization of the program by Eastern Wyoming College. Throughout the 08/09 fiscal year all elements of ABE program management were assigned to our Assistant ABE Director, who was subsequently promoted to ABE program Director. This reorganization of tasks included all accounting aspects for ABE inclusive of budgeting, purchasing, invoicing, monthly draw downs, payroll, and quarterly reports. Our program director is also responsible for ABE testing and instruction, curriculum development, hiring and training of all instructors and staff, data entry into LACES and all other tracking and program management responsibilities as mandated by federal and/or state statutes for Adult Basic Education.

In April 2009, our ABE program in conjunction with Torrington Workforce services launched a new program for 'at risk youth' entitled Academic and Workforce Education (AWE). Our client base for this program were 16-21 year olds who had basic skills below a twelfth grade level and wished to pursue a GED as well as those youth who

lacked the knowledge to successfully enter the work force. This program incorporated multiple mini-seminars geared towards assisting learners to develop the skills they need to become more effective members of society by transitioning into the workforce and/or post-secondary education. The main component of this program was intensive GED instruction; whereby students were provided with 12-15 hours per week of GED instruction. This was complemented by seminars in 'Dealing with the Y-generation', 'Workforce Readiness', 'Completing a FAFSA', 'Nutrition', 'WorkKeys instruction', and 'Leadership Training'. We targeted 15 students across two terms, but at the request of Wyoming Workforce services this will be extended to three terms. The first term ended on June 30, 2009 and we had 3 out of the 4 students enrolled in that term completed their GED. One of these students also earned her 'Career Readiness Certificate'. Two of these students are now enrolled in post-secondary education and the other is working for the City of Seattle. At present, we are in the middle of our second term and our students are making very similar progress. Although this Workforce supported grant was written and approved in both Torrington and in Wheatland, we were not able to launch the program in Wheatland due to a lack of student interest.

Our partnership with the Even Start program here in Torrington continued to grow as we nearly doubled the number of Family Literacy students who completed the minimum requirements for the program. Of the 25 students enrolled in this program, 3 obtained their GED, 1 continued on into post-secondary education and 2 were successfully employed.

In this past year, our partnership with the Head Start program in Wheatland grew to include multiple ESL parents. In May, our ABE instructor for Head Start, Cathy Riddle, was awarded the Head Start Volunteer Award for outstanding service.

We continued to provide ABE instruction to the various correctional facilities located throughout the EWC service area. Adult Basic Education services in the form of ESL and GED instruction were provided to inmates at the Goshen County Detention Center, Platte County Detention Center, the Converse County Jail and the Crook County Jail. Although the nature of this population is quite unstable as we never know from week to week whether the students enrolled in our courses will be present and able to attend, we did teach 50 students and had 9 correctional students receive their GED.

In late 2008, Eastern Wyoming College's ABE program became the first ABE program in the State to begin using TABE CLAS-E. Our ESL student population in Wheatland continues to be our largest and most diverse ESL population as we have students from the Ukraine, Mexico, Russia, Poland and China to name just a few. Because the majority of these students hold college degrees and have lived and worked in various English

speaking countries their spoken abilities are rather high. As such, their BEST PLUS scores have traditionally been very high. In order to keep them classified as ESL students, which they truly are, we began using the TABE CLAS-E to this particular group of students and have been pleased with the results.

ABE specific software continues to supplement the one on one instruction that each of our students receive. Throughout our service area, PLATO 4.2, GED 1120 and KeyTrain are available to students enrolled in our programs of study. Each of these instructional software packages are valuable resources for our students as they seem to appreciate the ease in which they can access instructional materials at any time of the day from each of our sites. The costs associated with our PLATO upgrade contract and tech support as well as for GED 1120 were funded through State monies. In January 2009, we were awarded a grant from Wyoming Workforce to maintain a two year KeyTrain software license for instructional support for the WorkKeys examination..

In December 2008, the Wyoming Community College Commission (WCCC) announced that incentive funds may be available to support additional program needs. As such, we were asked to submit new grant proposals for these funds. To this end, the ABE program at Eastern Wyoming College wrote three very different proposals for these monies. The first was to support the launch of an I-Best program for the welding profession. The concept behind this I-BEST program was to pair basic skills instructors with professional-technical instructors in the classroom so as to provide students with literacy education and workforce skills, at the same time. The second proposal was to acquire the funds needed to obtain the AZTEC software for use throughout our entire service area. The final proposal targeted the implementation of a distance learning program whereby Eastern Wyoming College and the Carbon County Higher Education Center sought funding for a collaborative effort to bring General Educational Developmental, Adult Basic Education coursework to students throughout the state of Wyoming via the advanced technology of Elluminate *Live!* Elluminate *Live!* is a real time web and e-learning collaborative learning environment which provides a customized online experience for every participating student. If approved, we would have had the capability of teaching students across the state simultaneously, thereby enhancing learning opportunities for all students, while increasing enrollment and retention. The program aimed to combine distance and traditional classroom education. Unfortunately, these grant proposals were not approved as funding issues prevented WCCC from releasing these monies.

GED scholarship monies were made available to students who lack the funds to take their GED examination through several sources. Throughout our service area, all GED candidates are eligible for the Norma Beers Memorial GED Scholarship. In Torrington,

candidates may also apply for the Torrington Rotary GED Scholarship and in Glenrock, needy students are provided the funds they need for their GED from a community scholarship program.

Throughout the year, GED instructors were supplied with materials they needed to restock their sets of Steck-Vaughn Complete GED Preparation books as well as Steck-Vaughn Math, Social Studies, Language Arts, and Science. Other materials, such as disposable instructional booklets, GED calculators, headsets, dictionaries, TABE tests, and various other supplies were purchased for use at each EWC outreach site. These books and materials were supplied to our instructors through funds provided by Federal and State monies. For our ESL and Civics classes, the State ABE grant provided the funding needed to purchase BEST PLUS and BEST Literacy tests as well books and materials.

Grant funding also provided the means whereby we were able to purchase three all in one printers for use at three of our outreach sites; Wheatland, Guernsey and Douglas. These machines were needed so that the sites could have access to a FAX machine and a photocopier to process mandatory paperwork for the submission/collection of data for Adult Basic Education.

Leadership funds were used to support our Director's travel to the MPAEA conference in Las Vegas, Nevada where she conducted a poster presentation on our ABE/GEAR UP/Even Start partnership. In addition, leadership funds were used to send our Moorcroft/Upton instructor to a conference on Career Pathways held in Jackson, Wyoming. These same funds were also used to send our Director to multiple in-state committees/conferences, namely Performance Based Funding, Laces Training, the State ABE conference and Wyoming Lifelong Learning Association.

Traditionally, our ABE program has held two teacher in-service programs; one in the fall and one in the spring. However, this past year we held only one full in-service in the fall. This in-service covered a variety of topics, such as NRS updates, GED information, new policies, age waiver applications, accommodations, changes to BEST Literacy and TABE CLAS-E, follow up surveys, exit forms, and TABE on-line training. Our spring in-service was replaced by a one-on-one visit/training by our Director to instructors at each outreach site. This provided the opportunity for our Director to visit with students as well as to follow up on any issues related to the fall in-service.

Throughout this past year, our ABE Director sat on several committees for Eastern Wyoming College. This included the EWC Learning Committee and the Foundations of Excellence Committee for Diversity, which was co-chaired by our ABE Director. In

addition, our Director is actively involved with other community service programs, namely the 'Safe and Drug Free Schools committee'; Wyoming Lifelong Learning Association (WLLA), and serves as an advisory board member for the GEAR UP program, the Even Start program and the Learning Skills lab at Eastern Wyoming College. Our ABE Director also teaches the Sophomore Project course for students enrolled at Eastern Wyoming College.

2. Describe any significant findings from your evaluation of the effectiveness of your adult education and literacy activities based on your program's goals.

**Objective 1A: Core indicators for the State of Wyoming: ABE/GED**

By the end of the fiscal year we had served a total of 403 students, of which 271 had completed twelve or more hours of instruction with total attendance hours of 8,664.74. On the average, our ABE students are requiring 32 hours of instruction in order to meet their educational objectives. Of the 271 students, a manual count indicates that we had 139 students complete at least one level, 98 who separated before completing a level and 34 remained at the initial testing level. These numbers do not match what is shown on Table 4 in this report for reasons unknown. We have attempted for over one month to rectify this situation with LACES, but to no avail. However, for the purpose of this report, the numbers shown below will reflect those numbers found on the attached LACES generated tables.

Enrollment in the six-tiered ABE categories were as follows: Beginning Literacy: 2 students; Beginning Education: 32 students; Low Intermediate: 52 students; High Intermediate: 50 students; ASE Low: 36 students and ASE High: 48 students.

The largest majority of our students in FY 08/09, as represented by 91 of the 271, fell in the age bracket of 25-44 years old (33%). Although this age bracket has consistently represented the largest number of students for the past three years, it is somewhat alarming that the overall percentages are decreasing. For example, in FY 06/07 we had 41% of our students in this category; this was followed in FY 07/08 with 40% and this year by only 33%. This clearly indicates a shift in the age of students seeking our services. The second largest group of students for FY 08/09, as represented by 89 of our students fell in the age bracket of 16-18 years old (33%). Here again, these statistics represent a shift in the age group of students seeking ABE services. In FY 06/07 this category only represented 19% of the total students serviced and in FY 07/08 this percentage increased to 29% and has again increased in the current fiscal year. This clearly indicates that more and more 'at risk' youth are turning to the GED instead of completing high school. The third largest group of students were the 19-24 year olds,

with 66 students; followed respectively by the 45-59 year olds with 19 and 60 and older with only 6 students.

Program enrollment through the year included family literacy programs and correctional facilities as well as the standard ABE/GED/ESL student population. Our total student population, however, represented three distinct categories, ABE with 136 students, ASE with 84 students and ESL with 51 students, each with various functioning levels. Overall, the percentage of students in each of these three categories is somewhat similar to last year. However, we are seeing a growing number of students in the ASE category. This may suggest that the 'at risk' youth who we are seeing in ever increasing numbers are actually leaving high school well prepared to complete a GED examination.

This year we met our negotiated performance level targets in three out of the four ABE functioning levels. However it should be noted that at the lowest level, we registered a very small number of students and small numbers at a single functioning level result in large overall percentage changes.

The ABE Beginning Literacy target of 38% was achieved as 50% of our students completed an academic level. We enrolled only 2 students at this level, with one completing and advancing a level and the other student remained within the initial test-in level.

At the ABE Beginning Education level, we registered 32 students but did not meet the negotiated performance level target of 45% as only 11 students (34.38 %) completed the initial functioning level while 19 separated before completing the level and two remain at level. Part of the difficulty in not meeting our target at this level was our correctional student population who are frequently moved from one facility to another without notice. Because this is the nature of corrections, we are not always able to post test our students as they may be in class one week and the next week they are gone from the facility.

The ABE Low Intermediate level is where we registered the largest majority of our students, as represented by 52 students. Here, our negotiated performance level target was 51%. We successfully met this target as 27 of our students or 51.92% completed the level, while 18 separated before completing and 7 remain at level. At this level we had one student who completed her GED before completing the initial ABE functioning level; thereby achieving her reason for enrollment in the program.

We also met our negotiated performance target of 62% at the ABE High Intermediate level as 31 of the 50 students (62%) completed a level with 15 separating before completing a level and 4 remaining at the initial level. Here again, our results are

somewhat skewed by the number of correctional students (12%) in this category who were only enrolled in the program for a minimal number of hours. As with the previous level, we had one student who completed his GED before successfully completing the ABE High Intermediate functioning level.

The Low Adult Secondary Education level had a projected performance target of 50%, which we successfully met as 18 of our 36 students at this level (50%) completed the functioning level prior to exiting the program. Although we had 17 students who left the program before completing the level, 35% of these students received their GED and successfully achieved their educational program goals.

At the High Adult Secondary Education level we registered a total of 48 students. For the purpose of this report, these students are not counted.

#### **Objective 1B: Core Indicators for the State of Wyoming: ESL**

The total number of ESL students enrolled in our ESL program increased from 45 in FY 07/08 to 51 students in FY 08/09. Although this represents an increase in total number of ESL students served, it is a percentile decrease in the overall type of students served by the ABE program at Eastern Wyoming College as we registered an increased number of GED candidates. As in previous years, our largest ESL populations continue to be found in Wheatland and in Torrington. Although the largest majority of these students are native speakers of Spanish, we are experiencing an increasing number of Ukrainians, Uzbeks, Russians and Chinese students. This makes for great diversity in the ESL classroom.

Sixty one percent of our total ESL student population fell into the ESL Beginning Literacy level where we registered a total of 31 students. This is a dramatic increase from the 35% we registered at this functioning level in FY 07/08. This rise in the number of students at this level stems primarily from an increased number of correctional students we registered at the Goshen County Detention Center. Because 25% of the students at this level were housed in a correctional facility and we have great difficulty in post testing them as they are frequently moved to other facilities, we did not meet our negotiated performance level target of 49%. In fact, we only had 16.13% of the students at this level successfully complete the level, with 17 separating before completing the level and 9 remaining at level. Although the percentage of students completing this level is low, this is not a true reflection of these student's academic gains. The difficulty in showing gain in this category stems from the NRS decision to revise the ESL categories in FY 07/08. This revision places all students who score 0-400 on the BEST PLUS exam into the Beginning Literacy level. It is not realistic to expect an ESL student to show an academic gain of 400 points or more after the mandatory 60 hours of instruction. In fact,

several of our students did show academic gain on their post tests, but these gains were not recognized because their scale scores were not above the 400 mark.

Our performance target of assisting 50% of the students enrolled at the ESL Low Beginning level was accomplished by our completion rate of 66.67%. Here we registered 9 students into the level with 6 completing and advancing one or more levels; 2 separated before completing the level and one remains at level.

In the ESL High Beginning level we registered only 3 students and did not meet our negotiated target performance of 49% as only 1 of these students completed an educational functioning level (33.33%). The primary reason why our target was not met in this category was because two out of the three students placed into this category were correctional students who were not able to complete a program of study before they were moved to another facility.

At the ESL High Intermediate level we registered 2 students and had 1 complete and advance two or more levels with the other student remaining within the level. As such, we were able to meet our negotiated performance target of 40% as 50% of the students at this level completed the functioning level.

The final ESL category, Advanced, had a negotiated performance target of 44%. Here again, we did not meet this goal primarily to the small number of students testing into this level. Of the three students at this level, only one (33.33%) completed and advanced a level while one left and one remained at level.

As noted in previous years, the ESL component of our program is especially difficult to show level gains because this population has a very sporadic work situation, are migratory, and the instructors have some difficulty meeting with them. Even logging more than twelve contact hours for these people is difficult because of these factors. The problem is further exasperated by the difficulties we are experiencing in post testing our increasing ESL correctional population.

#### **Placement in Postsecondary Education from the EWC Program**

This fiscal year we had only 20 students who we helped set a goal of entering post-secondary education. This represents a decrease of nearly 40% from the previous year in the number of GED completers who are seeking post-secondary education. One possible explanation for this decrease is that more students may be completing their GED's for workforce than for post-secondary education. Another justification for this decrease may lie in the fact that ABE centers in the State of Wyoming have no way to track what happens to our GED graduates once they exit our programs. The students reported as achieving this outcome goal are only those who have

entered post-secondary education at Eastern Wyoming College. It is not known whether other students achieved this goal as we do not have access to State-wide college registration data.

The NRS negotiated performance target of 78% was surpassed as 100% of our ABE/GED students who set entering post-secondary education as a goal was met.

3. **Describe how your program has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities in your service area. Include a description of how your program is being represented on local Workforce Investment Boards, the provision of core and other services through the One-Stop system and an estimate for the Title II (ABE Federal) funds being used to support activities and services through the One-Stop delivery system.**

Both our ABE Director and each of our instructors are very involved in the communities we serve and in the various organizations found in their respective communities. We continue to work closely with the Department of Family Services, The Department of Workforce Service, WIA, The University of Wyoming's Outreach and EOC, the Even Start and Head Start programs, the Department of rehabilitation, Workforce Alliance, the GEAR-UP program, local detention centers and area churches as well as numerous other organizations. As such, members have shared information about their programs and practice referrals to each other.

As in previous years, we continue to offer ABE services at Workforce Services here in Torrington. We have an instructor hired for this program, and she provides academic support to Workforce services on a weekly basis. Prospective students who may be job searching are often told that the position they are considering requires a GED. They are then referred to our on-site instructor or to the ABE center located at the College. We also worked very closely with Wyoming Workforce services in the development, launch and management of the A.W.E. program detailed at the beginning of this report.

The University of Wyoming's EOC division helped to promote postsecondary education to our students by providing an overview of services available to students. PLATO, KeyTrain, TABE and BEST Plus training, and various ABE support services were all emphasized at trainings held for the ABE instructors employed by Eastern Wyoming College. Other information about our programs and services have been disseminated via brochures, flyers, local public radio and newspapers as well as on the EWC website.

Activities for the year included biannual meetings with outreach coordinators, Even Start Advisory Board meetings, the Learning Skills Lab Advisory Board meetings, Workforce

Alliance, WLLA Executive quarterly Board meetings, and Safe and Drug Free Schools meetings. We have three secondary locations in Torrington; one at Workforce Services, one at the Goshen County Detention Center and one at the Even Start program. In Wheatland, we also provide services at three locations; at the EWC outreach site, the Platte County Detention Center and at the Head Start program. In Douglas and in Sundance we have provide services at both the EWC outreach site as well as at the local county jails.

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

The EWC Adult Basic Education did not apply for an EL Civics grant. Funding for materials for use by ESL and Civics instructors/students was provided by ABE State grant funds.

STATE OF

SCHOOLDISTRICT / AGENCY  
Eastern Wyoming CollegeProgram Year: 2008-2009  
Period Covered: 07/01-06/30**Table 1**

Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Enter the number of participants \* by educational functioning level, \*\* ethnicity, \*\*\* and sex.

Entering Educational Functioning Level (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
ABE Beginning Literacy	0	0	0	0	0	0	0	0	0	0	2	0	2
ABE Beginning Basic Education	0	0	0	1	0	1	3	2	0	0	15	10	32
ABE Intermediate Low	0	1	0	0	0	0	3	5	0	0	18	25	52
ABE Intermediate High	0	1	0	1	1	0	2	3	0	0	19	23	50
<b>ABE Subtotal</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>54</b>	<b>58</b>	<b>136</b>
ASE Low	0	1	0	1	0	0	1	0	0	0	16	17	36
ASE High	1	0	0	0	0	0	1	1	0	0	23	22	48
<b>ASE Subtotal</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>39</b>	<b>39</b>	<b>84</b>
ESL Beginning Literacy	0	0	0	1	0	0	19	7	0	0	4	0	31
ESL Low Beginning	0	0	0	0	0	0	4	5	0	0	0	0	9
ESL High Beginning	0	0	0	0	0	0	2	0	0	0	1	0	3
ESL Intermediate Low	0	0	0	0	0	0	0	2	0	0	1	0	3
ESL Intermediate High	0	0	0	0	0	0	1	1	0	0	0	0	2
ESL Advanced	0	0	0	1	0	0	1	1	0	0	0	0	3
<b>ESL Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>27</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>51</b>
<b>TOTAL</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>37</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>99</b>	<b>97</b>	<b>271</b>

A participant is an adult who receives at least twelve(12) hours of instruction. Work-based Project learners are not included in this table.

\* See attached definition for educational functioning levels.

\* A participant should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging.

STATE OF

SCHOOLDISTRICT / AGENCY  
Eastern Wyoming CollegeProgram Year: 2008-2009  
Period Covered: 07/01-06/30**Table 2**

Participants by Age, Ethnicity, and Sex.

Enter the number of participants by age\*, ethnicity, and sex.

Age Group (A)	American Indian or Alaskan		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
16-18	0	0	0	1	1	0	6	1	0	0	47	33	89
19-24	1	1	0	0	0	0	9	5	0	0	25	25	66
25-44	0	1	0	2	0	1	18	18	0	0	21	30	91
45-59	0	1	0	1	0	0	4	3	0	0	5	5	19
60 and Older	0	0	0	1	0	0	0	0	0	0	1	4	6
<b>Total</b>	1	3	0	5	1	1	37	27	0	0	99	97	271

Participants should be classified based upon their age at entry. Participants entering the program prior to the current program year should be classified based on their age at the beginning of the current program year. Work-Based project learners are not included in this table.

The totals in Columns B-M should equal the totals in Columns B-M of table 1. Row totals in Column N should equal corresponding column totals in Table 3.

STATE OF

SCHOOLDISTRICT / AGENCY  
Eastern Wyoming CollegeProgram Year: 2008-2009  
Period Covered: 07/01-06/30**Table 3**

Participants by Program Type and Age.

Enter the number of participants by program type and age.

Program Type	16-18	19-24	25-44	45-59	60 and Older	Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Adult Basic Education	48	32	43	7	6	136
Adult Secondary Education	41	22	15	6	0	84
English-as-a-Second Language	0	12	33	6	0	51
<b>TOTAL</b>	<b>89</b>	<b>66</b>	<b>91</b>	<b>19</b>	<b>6</b>	<b>271</b>

The total in Column G should equal the total in Column N of Table 1.

The total in Column B-F should equal the totals for the corresponding rows in Column N of Table 2.

STATE OF

SCHOOLDISTRICT / AGENCY  
Eastern Wyoming CollegeProgram Year: 2008-2009  
Period Covered: 07/01-06/30**Table 4**

Educational Gains and Attendance by Educational Functional Level

Enter the number of participants for each of the categories listed, the total number of attendance hours, and calculate the percentage of participants completing each level.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number Who Completed a Level and Advanced One or More Levels (E)	Number Separated before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	2	34.50	1	1	0	1	50.00%
ABE Beginning Education	32	925.64	11	9	19	2	34.38%
ABE Intermediate Low	52	2575.90	27	24	18	7	51.92%
ABE Intermediate High	50	1509.15	31	25	15	4	62.00%
ASE Low	36	797.85	18	17	17	1	50.00%
ASE High *	48	920.55	30	0	15	3	62.50%
ESL Beginning Literacy	31	955.00	5	5	17	9	16.13%
ESL Low Beginning	9	300.00	6	6	2	1	66.67%
ESL High Beginning	3	52.65	1	1	2	0	33.33%
ESL Intermediate Low	3	304.50	2	2	1	0	66.67%
ESL Intermediate High	2	110.50	1	1	1	0	50.00%
ESL Advanced	3	178.50	1	1	1	1	33.33%
<b>TOTAL</b>	<b>271</b>	<b>8664.74</b>	<b>134</b>	<b>92</b>	<b>108</b>	<b>29</b>	<b>49.45%</b>

The total in Column B should equal the total in Column N of table 1

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remain enrolled and moved to one or more higher levels.

Column E represents a sub-set of Column D (Number Completed Level) and are learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in column H is calculated using the following formula: H = Column D / 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 GED tests.

STATE OF

SCHOOLDISTRICT / AGENCY  
Eastern Wyoming CollegeProgram Year: 2008-2009  
Period Covered: 07/01-06/30**Table 4B**

Educational Gains and Attendance for Pre- and Posttested Participants

Enter number of pre- and posttested participants for each category listed, calculate the percentage of posttested participants completing each level, and enter total attendance hours for posttested completion.

Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Posttested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number Who Completed a Level and Advanced One or More Levels (E)	Number Separated before Completed (F)	Number Remaining within Level (G)	Percent Completed Level (H)
ABE Beginning Literacy	1	12.50	1	1	0	0	100.00%
ABE Beginning Education	13	459.74	11	9	1	1	84.62%
ABE Intermediate Low	33	2218.15	27	24	2	4	81.82%
ABE Intermediate High	37	1255.65	31	25	3	3	83.78%
ASE Low	22	551.85	18	17	4	0	81.82%
ASE High *	33	613.40	29	0	4	0	87.88%
ESL Beginning Literacy	8	485.00	5	5	1	2	62.50%
ESL Low Beginning	7	268.00	6	6	0	1	85.71%
ESL High Beginning	1	25.50	1	1	0	0	100.00%
ESL Intermediate Low	3	304.50	2	2	1	0	66.67%
ESL Intermediate High	1	76.50	1	1	0	0	100.00%
ESL Advanced	1	110.50	1	1	0	0	100.00%
<b>Total</b>	<b>160</b>	<b>6381.29</b>	<b>133</b>	<b>92</b>	<b>16</b>	<b>11</b>	<b>83.13%</b>

Include in this table only students who are both pre- and posttested.

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remain enrolled and moved to one or more higher levels.

Column E represents a sub-set of Column D (Number Completed Level) and are learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in column H is calculated using the following formula:  $H = \text{Column D} / \text{Column B}$ 

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

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

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**Table 4C**

Educational Gains and Attendance for Participants in Distance Education

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

Entering Educational Functioning Level (A)	Total Number Enrolled in Distance Education (B)	Total Estimated and Actual Attendance Hours (C)	Number Completed Level (D)	Number Who Completed a Level and Advanced One or More Levels (E)	Number Separated before Completed (F)	Number Remaining within Level (G)	Percent Completed Level (H)
ABE Beginning Literacy							0.00%
ABE Beginning Education							0.00%
ABE Intermediate Low							0.00%
ABE Intermediate High							0.00%
ASE Low							0.00%
ASE High *							0.00%
ESL Beginning Literacy							0.00%
ESL Beginning							0.00%
ESL Intermediate Low							0.00%
ESL Intermediate High							0.00%
ESL Low Advanced							0.00%
ESL High Advanced							0.00%
<b>Total</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

Include in this table only students who are both pre- and posttested.

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remain enrolled and moved to one or more higher levels.

Column E represents a sub-set of Column D (Number Completed Level) and are learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in column H is calculated using the following formula:  $H = \text{Column D} / \text{Column B}$

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

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

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## Core Follow-up Outcome Achievement

Enter the number of participants for each of the categories listed and calculate the percentage of participants achieving each outcome

Core Follow-up Outcome Measure (A)	Number of Participants with Main or Secondary Goal (B)	Number of Participants Included in Survey Sample (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Percent Achieving Outcome (G)
Entered Employment *	14	14	13	92.86%	7	53.85%
Retained Employment **	9	9	8	88.89%	0	0.00%
Obtained a GED or Secondary School Diploma ***	78	78	78	100.00%	78	100.00%
Entered Postsecondary Education or Training ****	20	20	20	100.00%	20	100.00%

## Instructions for Completing Table 5

\* Report in Column B the number of participants who were unemployed at entry and who had a main or secondary goal of obtaining employment and who exit during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

\*\* Report in Column B: (1) the number of participants who were unemployed at entry and who had a main or secondary goal of employment who exited during program year and who entered employment by the end of the first quarter after program exit, and (2) the number of participants employed at entry who had a main or secondary goal of improved or retained employment who exited during the program year.

\*\*\* Report in Column B the number of participants with a main or secondary goal of passing GED tests or obtaining a secondary school diploma or its recognized equivalent who exited during the program year.

\*\*\*\* Report in Column B the number of participants with a main or secondary goal of placement in postsecondary education or training who exited during the program year.

If survey is used, then the number in Column C should equal the number in Column B unless random sampling was used. If one or more local programs used random sampling, then enter in Column C the total number of students included in the survey. If data matching is used, then Column C should be left blank.

If survey is used, then the number in Column D should be less than Column C, unless there was a 100 percent response rate to the survey. If data matching is used, then the number reported in Column D should be the total number of records available for the data match. That number is normally less than the number in Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.)

Column E = Column D / Column B, unless one or more programs used random sampling. If random sampling was used, see Appendix C of the NRS Survey Guidelines for further instructions on reporting.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

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**Table 5a**

Core Follow-up Outcome Achievement for Participants in Distance Education

Enter the number of participants for each of the categories listed and calculate the percentage of participants achieving each outcome.

Core Follow-up Outcome Measure  (A)	Number of Participants with Main or Secondary Goal  (B)	Number of Participants Included in Survey Sample  (C)	Number of Participants Responding to Survey or Used for Data Matching  (D)	Response Rate or Percent Available for Match  (E)	Number of Participants Achieving Outcome  (F)	Percent Achieving Outcome  (G)
Entered Employment *				0.00%		0.00%
Retained Employment **				0.00%		0.00%
Obtained a GED or Secondary School Diploma ***				0.00%		0.00%
Entered Postsecondary Education or Training ****				0.00%		0.00%

Include in this table only students who are counted as distance education students.

Follow the same instructions for Completing Table 5 to complete Table 5a, repeated below.

\* Report in Column B the number of participants who were unemployed at entry and who had a main or secondary goal of obtaining employment and who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

\*\* Report in Column B: (1) the number of participants who were unemployed at entry and who had a main or secondary goal of employment who exited during the program year and who entered employment by the end of the first quarter after program exit, and (2) the number of participants employed at entry who had a main or secondary goal of improved or retained employment who exited during the program year.

\*\*\* Report in Column B the number of participants with a main or secondary goal of passing GED tests or obtaining a secondary school diploma or its recognized equivalent who exited during the program year.

\*\*\*\* Report in Column B the number of participants with a main or secondary goal of placement in postsecondary education or training who exited during the program year.

If survey is used, then the number in Column C should equal the number in Column B unless random sampling was used. If one or more local programs used random sampling, then enter in Column C the total number of students included in the survey. If data matching is used, then Column C should be left blank.

If survey is used, then the number in Column D should be less than Column C, unless there was a 100 percent response rate to the survey. If data matching is used, then the number reported in Column D should be the total number of records available for the data match. That number is normally less than the number in Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.)

Column E = Column D / Column B, unless one or more programs used random sampling. If random sampling was used, see Appendix C of the NRS Survey Guidelines for further instructions on reporting.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

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Participant Status and Program Enrollment

Enter the number of participants for each of the categories listed

Participant Status on Entry into the Program (A)	Number (B)
Disabled	6
Employed	88
Unemployed	140
Not in Labor Force	43
On Public Assistance	58
Living in Rural Areas *	271
<b>PROGRAM TYPE</b>	
In Family Literacy Programs **	25
In Workplace Literacy Programs **	0
In Programs for the Homeless **	0
In Programs for Work-based Project Learners	0
<b>INSTITUTIONAL PROGRAMS</b>	
In Correctional Facilities	33
In Community Correctional Programs	0
In Other Institutional Settings	0
<b>SECONDARY STATUS MEASURES (Optional)</b>	
Low Income	1
Displaced Homemaker	0
Single Parent	6
Dislocated Worker	0
Learning Disabled Adults	5

\* Rural areas are places of less than 2,500 inhabitants and outside urbanized areas.

\*\* Participants counted here must be in program specifically designed for that purpose.

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**Table 8**  
Outcomes for Adults in Family Literacy Programs (Optional)

Enter the number of participants in family literacy programs for each of the categories listed.

Core Follow-up Outcome Measures (A)	Number of Participants with Main or Secondary Goal (B)	Number of Participants Included in Survey Sample (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent Achieving Outcome (E)	Number of Participants Achieving Outcome (F)	Percent Achieving Outcome (G)
Completed an Educational Functioning Level *	25				11	44.00%
Entered Employment	7	7	7	100.00%	5	71.43%
Retained Employment	0	0	0	0.00%	0	0.00%
Obtained GED or Secondary School Diploma	3	3	3	100.00%	3	100.00%
Entered Postsecondary Education or Training	1	1	1	100.00%	1	100.00%
Increased Involvement in Children's Education	0	0	0	0.00%	0	0.00%
Help more frequently with school					0	
Increased contact with children's teachers					0	
More involved in children's school activities					0	
Increased Involvement in Children's Literacy Activities	0	0	0	0.00%	0	0.00%
Reading to Children					0	
Visiting Library					0	
Purchasing books or magazines					0	

\* Report in Column B for this row all family literacy program participants who received 12 or more hours of service.

Column F should include all participants reported in Column B who advanced one or more levels.

Compute Column G for this row using the following formula:  $G = \text{Column F} / \text{Column B}$

Follow instructions for completing Table 5 to complete the remainder of this table. However, include only family literacy program participants in Table 8.

Achievement of one or more of the increased involvement in children's education or children's literacy activities measures should be counted in this row only once per participant. However, the specific outcome should be recorded in the subcategory and more than one outcome may be reported, so that the total for the three subcategories may be greater than the total reported for the overall category. For example, a participant who helped more frequently with school work and increased contact with child's teachers would be recorded in both categories but would be counted only once in the overall category of "increased involvement in children's education."

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**Table 9**  
 Outcomes for Adults in Workplace Literacy Programs (Optional)

Enter the number of participants in workplace literacy programs for each of the categories listed.

Core Follow-up Outcome Measures  (A)	Number of Participants with Main or Secondary Goal  (B)	Number of Participants Included in Survey Sample  (C)	Number of Participants Responding to Survey or Used for Data Matching  (D)	Response Rate or Percent Available for Match  (E)	Number of Participants Achieving Outcome  (F)	Percent Achieving Outcome  (G)
Completed an Educational Functioning Level *						0.00%
Entered Employment				0.00%		0.00%
Retained Employment				0.00%		0.00%
Obtained GED or Secondary School Diploma				0.00%		0.00%
Entered Postsecondary Education or Training				0.00%		0.00%

\* Report in Column B for this row all workplace literacy program participants who received 12 or more hours of service. Column F should include all participants reported in Column B who advanced one or more levels.

Compute Column G for this row using the following formula:  $G = \text{Column F} / \text{Column B}$

Follow instructions for completing Table 5 to complete the remainder of this table. However, include only workplace literacy program participants in Table 9.

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**Table 10**  
Outcomes for Adults in Correctional Education Programs

Enter the number of participants in correctional education programs for each of the categories listed.

Core Follow-up Outcome Measures  (A)	Number of Participants with Main or Secondary Goal  (B)	Number of Participants Included in Survey Sample  (C)	Number of Participants Responding to Survey or Used for Data Matching  (D)	Response Rate or Percent Available for Match  (E)	Number of Participants Achieving Outcome  (F)	Percent Achieving Outcome  (G)
Completed an Educational Functioning Level *	33				12	36.36%
Entered Employment	2	2	1	50.00%	0	0.00%
Retained Employment	0	0	0	0.00%	0	0.00%
Obtained GED or Secondary School Diploma	9	9	9	100.00%	9	100.00%
Entered Postsecondary Education or Training	1	1	1	100.00%	1	100.00%

\* Report in Column B for this row all correctional education program participants who received 12 or more hours of service. Column F should include all participants reported in Column B who advanced one or more levels.

Compute Column G for this row using the following formula:  $G = \text{Column F} / \text{Column B}$

Follow instructions for completing Table 5 to complete the remainder of this table. However, include only correctional education program participants.

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Secondary Outcome Measures (Optional)

Enter the number of participants for each of the categories listed.

Secondary Outcome Measures (A)	Number of Participants with Main or Secondary Goal (B)	Number of Participants Obtaining Outcome (C)	Percentage Achieving Outcome (D)
Achieved work-based project learning goal	0	0	0.00%
Left public assistance	0	0	0.00%
Achieved citizenship skills	0	0	0.00%
Increased involvement in children's education *	3	0	0.00%
Increased involvement in children's literacy activities	0	0	0.00%
Voted or registered to vote	1	1	100.00%
Increased involvement in community activities	1	1	100.00%

Each row total in column D is calculated using the following formula:  $D = \text{Column C} / \text{Column B}$ 

\* Enter the total number of participants who achieved this goal regardless of whether the participant was in a family literacy program.

Table 8 to enter achievements of family literacy participants. The number reported here may be higher than reported in Table 8 since it includes all participants who achieved this goal.

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**Table 12**

Work-based Project Learners by Age, Ethnicity, and Sex.

Enter the number of work-based project learners by age\*, ethnicity, and sex.

Age Group (A)	American Indian or Alaskan		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0

Only participants designated as work-based project learners should be included in this table. These participants should not be included in Table 1-5.

The total in Column N should equal the number of work-based project learners reported in Table 6.

\*Participants should be classified based on their age at entry.

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**Table 13 (Optional)**  
 Core Follow-up Outcome Achievement for Prior  
 Reporting Year and for Unintended Outcomes

or Column B, enter the number of participants for each of the outcome categories for outcomes not reported in the prior reporting period. Column C, enter the number of participants achieving each outcome who did not have the outcome as a goal.

Core Follow-up Outcome Measure  (A)	Number of Participants with Main or Secondary Goal Who Achieved Outcome but Were Not Reported in the Prior Reporting Period  (B)	Number of Participants Achieving Outcome in Current Year Who Did Not Have the Outcome as a Goal  (C)
Entered Employment *	0	0
Retained Employment **	0	0
Obtained GED or secondary school diploma ***	0	0
Placed in postsecondary education or training ****	0	0

For Column B, report the number of participants who had the core outcome as a primary or secondary goal and who achieved that outcome according to the core outcome definitions (see Table 5), but were not reported in the prior program year.

For Column C, report the number of participants who achieved the outcome in the current reporting year but did not have the outcome as a main or secondary goal.