MEMORANDUM

To: Joint Education Interim Committee
   Joint Mineral, Business and Economic Development Interim Committee

From: Dr. Sandy Caldwell, Executive Director Wyoming Community College Commission on behalf of the Educational Attainment Executive Council

Date: August 31, 2019

Subject: SEA0061 – 2019 Session Report ID 1300

Background

The purpose of this memo is to satisfy the reporting requirement established by SEA0061 (2019 Session). More specifically, the educational attainment executive council, housed within the Wyoming Community College Commission, by September 1 of each year, shall report…on its progress to develop strategic plans.

Section 1 of SEA0061, “The purpose of this act is to continue the work of the educational attainment executive council, created by executive order 2018-4.” Further, it states:

(c) The educational attainment executive council shall:
   (i) Establish a five (5) year strategic plan and a ten (10) year strategic plan to meet the needs of Wyoming's businesses and to reach the following educational attainment goals:
       (A) By 2025, sixty-seven percent (67%) of Wyoming's working population, age twenty-five (25) to sixty-four (64), will possess a valuable postsecondary certificate or degree;
       (B) By 2040, eighty-two percent (82%) of Wyoming's working population, age twenty-five (25) to sixty-four (64), will possess a valuable postsecondary certificate or degree.
   (ii) Convene stakeholders to develop the strategic plans;
   (iii) Convene meetings with stakeholders and the public across Wyoming to obtain necessary information and suggestions on strategic plan elements;
   (iv) Include an analysis of opportunities coordinated across priority economic sectors as identified by the executive council of ENDOW;
   (v) Establish appropriate data metrics and performance indicators in the development of the strategic plans and communicate relevant data to the governor, state legislators and the public; and
(vi) Develop legislative recommendations to present to the joint education interim committee or the joint minerals, business and economic development interim committee to effectuate the strategic plans as necessary.

(e) The educational attainment executive council shall report quarterly on its progress to develop strategic plans to the governor, the board of trustees of the University of Wyoming, the Wyoming community college commission and the executive council of ENDOW.

**Enclosure**

GRADUATE WYOMING
Economic Diversification and Transforming Wyoming
Through
Post-secondary Educational Attainment

Educational Attainment Executive Council Annual Status Report
Senate Enrolled Act 0061 (2019)
Report ID 1300

September 1, 2019
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Executive Summary</td>
<td>3</td>
</tr>
<tr>
<td>II. Introduction</td>
<td>5</td>
</tr>
<tr>
<td>III. Attainment Council Charge: Wyoming Educational Master Plan</td>
<td>9</td>
</tr>
<tr>
<td>Strategic Goals and Metrics</td>
<td></td>
</tr>
<tr>
<td>IV. ENDOW and Economic Impact</td>
<td>13</td>
</tr>
<tr>
<td>V. The Value of Post-Secondary Education</td>
<td>14</td>
</tr>
<tr>
<td>VI. Statewide Effort and Legislation Impacting Educational Attainment</td>
<td>15</td>
</tr>
<tr>
<td>VII. Credential Methodology</td>
<td>18</td>
</tr>
<tr>
<td>VIII. Common Transcript/Transfer Process, Statewide Longitudinal</td>
<td>21</td>
</tr>
<tr>
<td>Educational Data System, and Data Security and Privacy</td>
<td></td>
</tr>
<tr>
<td>IX. Appendixes</td>
<td>26</td>
</tr>
<tr>
<td>a. Quarterly Reports</td>
<td></td>
</tr>
<tr>
<td>b. SHEEO Reports</td>
<td></td>
</tr>
<tr>
<td>c. Recruitment and Retention Plan Summary</td>
<td></td>
</tr>
<tr>
<td>d. Stronger Nation Report</td>
<td></td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

NEW STATE EXECUTIVE ADMINISTRATION AND FOCUS ON ECONOMIC DIVERSIFICATION

*Governor Mark Gordon: “We are stronger together.”*

Statewide Educational Attainment Goals and Council
Wyoming acknowledges the critical role that higher education plays in diversifying the economy and ensuring a vibrant future for the state, and has committed to an equitable and strategic approach to lead the west in transforming the higher education landscape. Wyoming has established an Educational Attainment Executive Council and Educational Attainment Goals per Executive Orders (EO) 2018-1 and 2018-4 in alignment with the state’s economic diversification strategy, ENDOW. The EOs were subsequently codified in the 2019 Legislative Session as SEA 61. The new legislation, signed into law by Governor Mark Gordon, ensures that post-secondary credential attainment is the work of the State via the Educational Attainment Executive Council (EAEC).

Educational Attainment Executive Council Charge
*Develop the 5- and 10-year Ed Master Plans (EMP) to achieve the educational attainment goals of 67% by 2025 and 82% by 2040 as outlined in the Executive Orders. The goals specifically address “achievement gaps focusing on underserved populations, including first generation, low-income, minority, and adult students” with emphasis on women, Native Americans, and the growing Hispanic sub-populations.*

Recent Legislative Progress and Activities
1. Educational Attainment Executive Council and Educational Attainment Goals for Wyoming were codified in SEA 61. The council reports quarterly to the Governor, University of Wyoming Board of Trustees, Community College Commission, and ENDOW Council. The EAEC shall function through 2022.
2. Significant legislation passed during the 2019 legislative session in conjunction and in alignment with SEA 61. Public signing ceremonies were held by Governor Gordon.
   a. HEA 51 Budget Bill funded Statewide Longitudinal Educational Data System (SLEDS).
   b. HEA 96 Common College Transcript and Transfer Process funding bill and codification of the Statewide Longitudinal Educational Data System (SLEDS).
   c. SEA78 Wyoming Works! Provides for immediate funding for local and regional workforce funds for both programs and students at community colleges. Targets students not eligible for Hathaway funding such as CTE and adults. Allows for credential programs both credit and non-credit.
   d. SEA 80 Community colleges-bachelor of applied science programs allows for the community colleges to offer only BAS degrees.
   e. SEA 20 Hathaway Scholarship Expansion for CTE Pathways from HS to college.
   f. HEA 39 Hathaway for out-of-state Honors Students allows for Hathaway to be used by up 24 out-of-state honors students from contiguous states with no more than two from each state.
3. Following the 2019 Legislative session, Management Council established a legislative taskforce based on the unsuccessful HB 310, Wyoming’s Tomorrow Taskforce, to study the TN Promise and other state programs related to educational attainment and economic diversification. The legislators on the EAEC are also on the Wyoming’s Tomorrow taskforce.
4. University of Wyoming Board of Trustees approved the Baccalaureate in General Studies with 16 different concentration areas in 2019. The degree is intended for those who have completed an associate’s degree or 60 credit hours. The degree will be fully online within a couple of years to meet the needs of adults and site-bound students throughout Wyoming. Combined with the UW
BAS and the community college BAS, the addition of the UW General Studies baccalaureate provides statewide baccalaureate-level attainment capacity focused primarily on site-bounds and adult learners.

State Educational Master Plan Areas of Focus
Primary areas of focus for the organization of the 5-year and 10-year Wyoming Statewide Educational Master Plans to achieve the attainment goals of 67% by 2025 and 82% by 2040 *(titles may evolve)*:

I. Alignment of Workforce, Workplace, and Post-secondary Programs
II. Access and Infrastructure
III. Funding and Affordability
IV. College-Going Culture K-12, Adults, and Business/Industry

Primary Metrics That Matter
There are a series of detailed metrics and targets expected within the plans; however, four overarching metrics have been identified for Wyoming to meets the attainment goals most efficiently.

I. High school graduation of entering 9th grade students should increase by 10%
II. High school to college matriculation within one year of high school completion should increase by 20%
III. Graduation rates at both the community colleges and university should double
IV. Adult participation and completion of higher education should triple

Priorities for 2019-2020
1. Statewide focus groups for feedback on the big areas and draft metrics the week of September 16 in Cheyenne, Laramie, Torrington, Sheridan, Casper, Riverton, Rock Springs, and Powell
2. Rules process and implementation for Wyoming Works and Bachelors of Applied Science
3. Implementation of BAS and new General Studies BS
4. Articulation Summit October 2019 Launching Graduate Wyoming Articulation
5. Common Transcript/Transfer Process development and implementation including reverse transfer
6. SLEDS continue to develop the data governance structure and become operational
7. Wyoming’s Tomorrow Taskforce
8. Apprenticeships and Internships integrated statewide across programs at the colleges
9. Adult Readiness Assessment including Prior Learning Assessment development
10. Develop draft of State Higher Education Strategic (Master) Plan with 5- and 10-year implementation
11. Develop WCCC Statewide Strategic Plan aligned with attainment plans
INTRODUCTION

By 2025, 60% of all jobs in the United States will require education beyond high school, according to Georgetown University’s Center on Education and the Workforce, a figure that notably exceeds the number of students even attempting to obtain such a credential currently. In Wyoming, the estimate is even higher at 67% by 2025 according to the New Economy Index. For Wyoming to diversify its economy, it must shift the educational course, and address the 52.5% or 162,000 adults ages 25-64 who have not obtained a post-secondary credential. https://itif.org/publications/2017/11/06/2017-state-new-economy-index https://cew.georgetown.edu/

The most recent available data shows that in 2014, only 48.5% or approximately 150,000 of Wyoming’s adult population ages 25-64 (~310,000) holds a degree or certificate. In 2018, that statistic dropped to only 48.2% in which approximately 8% were certificate holders. Further, there were only about 5,400 Wyoming high school graduates. Of those high school graduates, less than 800 attended UW, about 1,500 attended the Wyoming community colleges, and less than 800 attended out-of-state institutions. The total HS graduate college-going rate was 56%, down from 64% just four years before in 2010. Meanwhile, the national average college-going rate in 2014 was 68% and continues along an upward trajectory per the National Center for Education Statistics. In addition, an estimated 87,500 adults in Wyoming, or 28% of Wyoming’s population ages 25-64 have some college, but have not completed their degree. These non-traditional students may be site-bound, balancing careers and families, and have a variety of needs outside those of traditional college students.

Additionally, the trend of a high population of adults with no post-secondary credential paired with a decreasing rate of recent high school graduates going to college creates a generational impact and weakens the ability to create a college-going culture. Serving the adult population through attainment of a certificate or degree will have ripple effects for long-term higher education attainment. Further, degree completion may be accelerated with the incorporation of certificate programs. Inside Higher Ed found 20% of those students with a certificate will further their education and obtain an associate degree and another 13% will complete a bachelor degree.

In 2017, Wyoming began its work on postsecondary educational attainment in earnest. With a Lumina technical assistance grant, Wyoming convened statewide education leaders in July to begin the discussion of credential attainment. In November of 2017, the University of Wyoming (UW) Board of Trustees and the Wyoming Community College Commission (WCCC) formally adopted by joint board resolution a statewide attainment goal of 60%. The state’s ENDOW council formally supported the adoption of a statewide attainment goal in December of 2017.

Wyoming’s Educational Attainment Goals

Initially enacted by Executive Orders 2018-1 and 2018-4 by then Governor Matt Mead and, subsequently, codified in legislation and signed in to law by Governor Mark Gordon as SEA 61, Wyoming established the following post-secondary educational attainment goals:

67% by 2025 and 82% by 2040 of Wyoming’s working population of 25-64 years will possess a valuable post-secondary credential (certificate or degree)

The Executive Orders and SEA 61 identified the following specific points:

- An increase in educational attainment will have a significant positive impact on the economy and the quality of life for all citizens in Wyoming;
• Educational attainment through industry credentials and higher education degrees is connected to higher employment and increased earning power;
• State of Wyoming supports efforts to address achievement gaps focusing on underserved populations, including first generation, low-income, minority, and adult students;
• Wyoming’s community colleges and the University of Wyoming have committed to educational attainment; and
• Wyoming Department of Education is committed to increasing the number of high school graduates.

Wyoming’s Educational Attainment Executive Council (EAEC or Attainment Council)

There is created the Wyoming Educational Attainment Executive Council as a means of accomplishing the Wyoming Educational Attainment Goals as established in Executive Order.

The EAEC shall:

• Establish a five-year and 10-year strategic plan to reach the Wyoming educational attainment goals;
• Convene stakeholders to develop these plans;
• Convene meetings with stakeholders and public across Wyoming to obtain necessary information and suggestions on strategic plan elements;
• Include an analysis of opportunities coordinated across priority economic sectors (economic engines) as identified by ENDOW;
• Establish data metrics and performance indicators in the development of the strategic plan and communicate relevant data to the Governor, State Legislators, and the public;
• Develop legislative recommendations to present to the joint education interim committee or the joint minerals, business and economic development interim committee to effectuate the strategic plans as necessary.

The EAEC membership:

The educational attainment executive council is continued and shall consist of the following eleven (11) members:

• The president of the University of Wyoming or a designee, who shall serve as a council co-chairman;
• A president of a Wyoming community college as selected by the community colleges’ presidents council or a designee of the selected Wyoming community college president, who shall serve as a council co-chairman;
• The superintendent of public instruction or a designee;
• One (1) member of the executive council of economically needed diversity options for Wyoming (ENDOW) as selected by the governor;
• A school district superintendent as selected by the governor;
• A representative of the governor’s office as selected by the governor;
• The director of the department of workforce services;
• The chief executive officer of the Wyoming business council;
• An individual with expertise in the delivery of education to individuals on the Wind River Indian Reservation as selected by the governor;
• One (1) member of the Wyoming senate as selected by the president of the senate; and
• One (1) member of the Wyoming house of representatives as selected by the speaker of the house.

The EAEC shall be housed within and staffed by the Wyoming Community College Commission. The University of Wyoming, the seven (7) Wyoming community colleges, the department of education and the department of workforce services shall provide assistance to the educational attainment executive council as the council shall direct.

Current membership:

<table>
<thead>
<tr>
<th>Council Representation</th>
<th>Name</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-chair</td>
<td>Dr. Stefani Hicswa</td>
<td>Northwest College President</td>
</tr>
<tr>
<td>Co-chair</td>
<td>Assoc Vice Provost Kyle Moore (ending 8/31/2019)</td>
<td>University of Wyoming President Designee</td>
</tr>
<tr>
<td></td>
<td>Assoc Dean/Faculty Dr. Kent Drummond (effective 9/1/2019)</td>
<td></td>
</tr>
<tr>
<td>WDE</td>
<td>Superintendent Jillian Balow (designee Dicky Shanor)</td>
<td>Superintendent of Public Instruction</td>
</tr>
<tr>
<td>DWS</td>
<td>Director Robin Cooley</td>
<td>Director DWS</td>
</tr>
<tr>
<td>WBC</td>
<td>CEO Shawn Reese</td>
<td>CEO WBC</td>
</tr>
<tr>
<td>Governor’s Office</td>
<td>Lachelle Brant</td>
<td>Sr. Policy Advisory Education</td>
</tr>
<tr>
<td>ENDOW</td>
<td>Cindy Delancey</td>
<td>Executive Director WBA</td>
</tr>
<tr>
<td>WY Senate</td>
<td>Senator Jeff Wasserburger</td>
<td>Senator</td>
</tr>
<tr>
<td>WY House of Representatives</td>
<td>Representative Cathy Connolly</td>
<td>Representative</td>
</tr>
<tr>
<td>Windriver Indian Reservation</td>
<td>Superintendent Owen St. Clair</td>
<td>Wyoming Indian Schools</td>
</tr>
<tr>
<td>K12 Superintendent</td>
<td>Superintendent Gillian Chapman</td>
<td>Teton County #1</td>
</tr>
</tbody>
</table>

**Western Interstate Commission for Higher Education Attainment Taskforce and Staff**

Wyoming is a compact member of the Western Interstate Commission for Higher Education (WICHE) per W.S. 21-16-201 and has statutory authority to enter into contracts and agreements with WICHE to advance education in the Western Region. In 2018 prior to the establishment of the EAEC, Wyoming successfully applied as one of three states to address the achievement gap and focus on higher education attainment through WICHE. The state created a WICHE Attainment Taskforce to develop a plan to impact post-secondary attainment in Wyoming.

A significant focus of this plan was the development of a policy agenda that drives real, measurable change, and works to close the attainment gap for underrepresented students and promote equity. Creating the plan with an equity lens and closing the attainment gaps was identified as mathematically necessary to achieving the statewide goal, and ensure that Wyoming is the *Equality State*.

For Wyoming to develop this agenda to create the necessary changes, the WICHE Attainment Taskforce was charged with two key components: 1. Implement the Dec 2017 Recruitment and Retention Plan submitted by UW with support of all seven community colleges and the Community College...
Commission, and 2. Propose that Governor Mead and ENDOW establish a state “Educational Attainment Council.” This group will integrate K12 and higher education initiatives into the state’s economic diversification priority sectors, articulate the specific value of the state’s higher education sector, and work to create a unified vision through development of a statewide post-secondary educational strategic plan.

The WICHE Attainment Taskforce and assigned staff, comprised of approximately 25 additional participants, is a recognized state team that serves as the official working body to support the EAEC in the work. As such all EAEC meetings are held jointly with the WICHE Taskforce and staff. Through the WICHE Attainment Taskforce, Wyoming has been successful in obtaining two Technical Assistance grants in 2018 and 2019 to help support the attainment work. Further, through the support of the Governor’s Office and ENDOW combined with the WICHE Technical Assistance grants, WCCC contracted with WICHE to support the EAEC in completing the statewide plans. WICHE additionally gained the help of National Center for Higher Education Management Systems (NCHEMS) to help Wyoming develop the plans and facilitate statewide engagement.

**Complete College Wyoming**

Wyoming has been a formal participant in Complete College America (CCA) since early 2011 through individual institutional participation. The state formally entered into the CCA effort in 2014 launching Complete College Wyoming (CCW) incorporating all seven community colleges, Community College Commission, and UW. The WCCC statewide college system strategic plan 2014 2.0 addendum intentionally integrated the CCW framework. The state has had an active effort since 2014 with much of the early work embedded within the Recruitment and Retention Report and the WICHE Attainment Taskforce proposal and plan, which provided the foundation for the EAEC.

On December 5, 2018, the WCCC Executive Council consisting of all the community college presidents formally voted to integrate CCW into the attainment work rather than as a separate entity. Also in December 2018, a recommendation came forward from the WICHE State Team and the CCW co-chairs to incorporate the work of Complete College Wyoming (CCW) into the 5-year and 10-year educational master plans of the Educational Attainment Executive Council (EAEC) and WICHE Attainment Taskforce rather than as a separate group and separate work. As such, the CCW team and effort was fully integrated into the EAEC with the CCW serving as a standing sub-committee of the EAEC.
With the charge to complete the five-year and 10-year Wyoming Education Master Plan to achieve the educational attainment goals, the EAEC has identified the primary areas of focus and implemented eight sub-committees including CCW to fully develop the draft plan. The draft plan is anticipated in October 2019 with an anticipated feedback timeframe, edit and revision process, and final adoption in 2020. Once the plan is adopted, the EAEC will move forward with implementation through 2022.

Wyoming Needs to Increase Credential Awards by 55,000 by 2025

State Educational Master Plan Areas of Focus
Primary areas of focus for the organization of the 5-year and 10-year Wyoming Statewide Educational Master Plans to achieve the attainment goals of 67% by 2025 and 82% by 2040 (titles may evolve):

V. Alignment of Workforce, Workplace, and Post-secondary Programs
VI. Access and Infrastructure
VII. Funding and Affordability
VIII. College-Going Culture K-12, Adults, and Business/Industry

Primary Metrics That Matter
There are a series of detailed metrics and targets expected within the plans; however, four overarching metrics have been identified for Wyoming to meets the attainment goals most efficiently.

V. High school graduation of entering 9th grade students should increase by 10%
VI. High school to college matriculation within one year of high school completion should increase by 20%
VII. Graduation rates at both the community colleges and university should double
VIII. Adult participation and completion of higher education should triple

Sub-Committees: The sub-committees are chaired by either EAEC members or WICHE Attainment Taskforce and staff members. Sub-committee membership consists of EAEC members, WICHE Attainment Taskforce and staff members, and others who are knowledgeable in the content such as business and industry participants, experts, and others.

1. Complete College Wyoming- Standing Sub-committee of the EAEC
2. Credentials
3. Public Information Campaign
4. Alignment of WF, WP, and Post-secondary programs
5. Access and Infrastructure
6. Funding and Affordability
7. College-going culture - K-12 and HS to College Transitions
8. College-going culture - Adults, Incumbent Workers, Business/Industry
The plan will have each goal fully developed with metrics, targets, and objectives. The following information is the working draft of definition of each Goal and draft metrics, targets, and objectives. These are DRAFT elements and may change.

**Goal 1. College-going Culture:** In order to ensure that its citizens are prepared to meet the challenges of an increasingly complex world and that they have the knowledge and skills needed to succeed in a 21st century global economy, Wyoming’s adult population (ages 25-64) will have post-secondary education attainment levels among the top 5 states in the nation.

**Metric**
No. of individuals aged 25-64 holding AA, BA, Masters, Doctoral degrees, or first professional degrees (from the American Community Survey) plus an estimate of the no. of certificate holders using the Georgetown Center’s methodology, divided by the total population aged 25-64 (from the ACS)

**Targets**
- 67% of the 25-64 population will have a postsecondary credential of value by 2025
- 82% will have such a credential by 2040
- Special populations of adults, women, minorities, first generation, and low income will complete within 5% of peer group by 2025 and at the same rate by 2040.

- **Objective 1. High School Graduation Rate.** By 2025 Wyoming’s high school graduation rate based on entering 9th graders will 85% and by 2040 it will be 92%.
- **Objective 2. College Matriculation Rate.** By 2025 the college participation rate of recent WY high school graduates will be 60%, and by 2040 it will be 65%.
- **Objective 3. College Adult Participation Rate.** By 2025 the college participation rates of adults will be 7.5% and by 2040 it will be 8.0%.

**Goal 2. Access and Infrastructure for Recruitment, Retention, and Completion:** Wyoming will develop a credential workforce to support the expansion and diversification its economy in ways that make it more competitive in a 21st century global economy. The mix of credentials will be appropriate to the needs of Wyoming’s economy.

**Targets**
- Of the 67%, 30% will have a baccalaureate degree or higher and 37% an associate degree or certificate by 2025
- Of the 82%, 40% will have baccalaureate degrees and 42% an associate degree or certificate by 2040.

- **Objective 1. Out-of-state student imports:** Wyoming public institutions will enroll 10% more out-of-state students by 2025 and 30% more by 2040 (data from IPEDS).
- **Objective 2. Credentialed state in-migration:** Wyoming will become a net importer of working-age adults 25-44 years old with postsecondary credentials by 2025.
- **Objective 3. Post-secondary credential completion:** By 2025 the six-year graduation rate at the University of WY will be 63% and by 2040 it will be 70%.
- **Objective 4. Post-secondary credential time-to-completion:** By 2025, 67% of the graduates of the University of Wyoming will have completed bachelor’s degrees within 4 years.
- **Objective 5. Workplace Learning:** By 2025, Wyoming post-secondary institutions will provide access to credential programs through distributed and/or workplace learning for incumbent workers for 70% of high demand/high priority programs. Distributed and workplace learning will incorporate mentorships, internships, apprenticeships, cohort groups, and/or asynchronous on-line delivery.
Goal 3. Workforce, Workplace, and Post-secondary Program Alignment: Wyoming’s public institutions will produce graduates with the necessary college credentials and will engage in research through the University of Wyoming to meet the high demand/high priority workforce needs of the state’s employers.

**Objective 1. Gap Analysis.** Conduct comprehensive gap analysis of projected job openings and post-secondary program credential generation (ENDOW report page 137). Include analysis of access/capacity for public institutions to deliver aligned programs.

**Metric**
No. of projected job openings in high priority/high demand occupations (as identified by the Department of Workforce, Wyoming Business Council, and ENDOW) minus the number of certificates/degrees that prepare individuals for entry into these occupations.

**Targets**
The gap between demand and supply of employees in high demand/high priority occupations will be reduced by 50% by 2025 and by 90% by 2040. Occupations identified as high priority/high demand may change over this period of time.

**Objective 2. Credentialed employees.** Increase the number of incumbent workers with a post-secondary credential.

**Metric**
The number of 25-64 year olds employed in the state who have a postsecondary credential (from ACS)

**Target**
The number of employed individuals with a college credential will increase by 10,000 by 2025 and by 30,000 by 2040.

**Objective 3. Increase Research.** The University of Wyoming will increase research expenditures focused on priority economic engines/sectors as a means to develop workplace alignment with the state’s interests.

**Metric**
The University of Wyoming will increase its research expenditures in fields directly related to High Priority industries (as defined by ENDOW).

**Target**
Based on 2018 fiscal year, the university will increase its research expenditures by 10% by 2025 and by 30% by 2040 (data from NSF).

Goal 4. Funding and Affordability: Wyoming higher education will be affordable to both students and taxpayers.

**Objective 1. Higher Education as nearly free as possible.** Students of all income levels should be able to complete a community college education without incurring debt.
Students of all income levels should be able to complete a baccalaureate degree program at the University of Wyoming without incurring a cumulative debt of more than $10,000.

**Metric**
Median unmet need as defined by total cost of attendance minus state and federal grant aid minus earning from reasonable work (e.g., 15 hrs/week for 48 weeks) minus family contribution (EFC).

**Targets**
Community College resident students: median unmet need should be no more than $2,000 per year by 2025 and $0 by 2040
University of Wyoming resident students: median unmet need should be no more than $4,000 per year by 2025 and $2,500 per year by 2040

Objective 2. Wyoming colleges and universities will improve productivity so that costs to both students and taxpayers of producing a college credential are reduced.
Metrics
State appropriations plus local tax revenues plus tuition revenues divided by number of awards. It is suggested that awards be weighted in some fashion, for example:

Targets
The University of Wyoming and the Community Colleges collectively will reduce the cost of producing degrees by 10% per (weighted) degree by 2025 and by 25% per (weighted) degree by 2040.

Objective 3. Wyoming will establish a need-based state aid program and a scholarship program for adults including working adults.
Metrics
Wyoming will develop a Hathaway-like program for low-income and/or working Wyoming adults.

Targets
By 2025, Wyoming will have established a structure for an adult scholarship program that incorporates public/private participation. By 2040, Wyoming will be the leader in funding traditional and adult learner scholarships aligned with long-term economic priorities.
ENDOW AND EDUCATIONAL ATTAINMENT

The #1 indicator of economic and social mobility is higher education attainment

Transforming Wyoming
ENDOW Economic Diversification Strategy

The Economically Needed Diversity Options for Wyoming (ENDOW) Executive Council released their 20-year economic diversification strategy on August 22, 2018. Wyoming’s future will see disruption. As such, embracing change means quickly identifying and capitalizing on services and technologies, which are quickly transforming the global marketplace. A key element of ENDOW is post-secondary educational attainment. [www.edlabor.house.gov](http://www.edlabor.house.gov) [https://cew.georgetown.edu/](https://cew.georgetown.edu/)

The Report
The final ENDOW report targets moving Wyoming beyond the boom-and-bust cycles that have driven its collective fate for generations. The recommendations outlined support Wyoming’s natural resource, tourism and recreation, and agriculture industries while growing additional sectors alongside the priority sectors. Businesses in the marketplace will define success, spur economic growth, and create jobs. The government’s role is not to interfere with that process, but foster and accelerate it, particularly in terms of EDUCATION and WORKFORCE TRAINING.

House of ENDOW and Educational Attainment as a Building Block

Pillars as Economic Engines (Priority Sectors)

The Pills of ENDOW are the Economic Engines that will create economic opportunity and job growth and shelter Wyoming from future economic volatility over time. The pillars are: Advanced Manufacturing, Agriculture, Knowledge and Creative (Healthcare, Financial Services, Digital, Arts and Cultural), Natural Resources, and Tourism and Recreation.

Building Blocks of ENDOW:

Five Building Blocks serve as the foundation of ENDOW: WORKFORCE AND EDUCATION, Health and Quality of Life, Infrastructure, Entrepreneurial Ecosystem, and State Capabilities. These Building Blocks support and fuel the pillars of ENDOW.
THE VALUE OF POST-SECONDARY EDUCATION

“A college degree has long been the bedrock of success and the surest path to economic mobility.” US House of Representatives Committee on Education and Labor (2019)

Completing a college education gives individuals the skills and experiences to develop productive and rewarding careers. However, steep increases in tuition have caused growing doubt that college is worth the cost. Polling suggests that nearly one in two Americans (46 percent) believe college is a questionable investment. Despite the recent skepticism regarding the value of a college degree, researchers have consistently found that college is worth the investment. Individuals with a bachelor’s degree typically make about $1.5 million more than high school graduates over their lifetimes and experience higher levels of employment, even through economic downturns (2018). Associate’s degree holders also receive positive returns on their college investments, generally earning about $400,000-$800,000 depending on the degree more than high school graduates over the course of their lives (2018).

Researchers have found that the financial benefits of a college degree are greatest for students who are least likely to enroll, such as students of color and individuals from low-income families. Empowered by their improved financial circumstances, college graduates make significant contributions to their local economies. As the share of college-educated workers in a community rises, employment levels and wages increase for non-college graduates as well. This generates more economic activity and greater tax revenue. In fact, researchers have found that for every $1 a state invests in higher education, it receives up to $4.50 in return. Increased tax revenue supports community-wide improvements, such as better roads and schools. The benefits of a college-educated populace extend to the national level as well. College-educated workers are critical to ensuring the country remains globally competitive in the age of information. In the last three decades, the number of well-paying, high-skill jobs doubled. Today, two out of three (66 percent) jobs are filled by workers with at least some college education, a proportion expected to increase over time. Staying competitive and meeting future demands for high-skill workers will require increasing access to and completion of two- and four-year degrees, particularly for populations currently underrepresented in college. www.edlabor.house.gov https://cew.georgetown.edu/

According to the National Conference of State Legislators (NCSL), the workforce is undergoing disruptive changes involving technology, artificial intelligence and the gig economy characterized by a growth in freelance workers. Not since the beginning of the Industrial Revolution in the 19th century and the Information Age in the 20th century has the disruption in the American workforce been so complete. A 2013 University of Oxford study predicts that technology—not people—will accomplish nearly 50 percent of American jobs within 20 years. These changes, occurring both rapidly and simultaneously, affect both “blue collar” and “white collar” professions and require a new perspective on the nature of work and how to prepare workers for the future. As such, states are faced with developing strategies to increase statewide post-secondary educational attainment to address statewide economic and community needs—leading to stronger institutions, and stronger states, better aligned and prepared to meet 21st-century demands. http://www.ncsl.org
STATEWIDE EFFORTS AND RECENT LEGISLATION

Educational attainment is a complex societal issue that has many factors that contribute to the current situation. There is no single strategy nor tactic that will have the type of statewide impact necessary to effect change to achieve the educational attainment goals. As a result, efforts within education, government, legislative and executive branches, associations, non-profits entities, and business and industry have already begun. As mentioned previously, the educational system has already established mechanisms and structures to support including commission and board level support and state-level involvement in the completion agenda through Complete College Wyoming and the 15 to Finish campaign. Grants, degree completion, and legislation are being leveraged and aligned to support educational attainment.

Grants: The following are selected samples of grants impacting statewide attainment efforts.

National Governor’s Association:

Recently, Governor Gordon applied for a National Governors Association to support the attainment work and SLEDS. He identified the need to have state-level Metrics that Matter for attainment and SLEDS that are relatable to a statewide audience. August 2019

WICHE/Lumina:

Two WICHE and Lumina Technical Assistance Grants have been awarded for the purposes of Educational Attainment. Additionally, the Governor’s Office and ENDOW leveraged additional funds to contract with WICHE and NCHEMS to support the state-level work. 2018 and 2019

Lumina:

Lumina State Policy and Adult Learners Convening grant were awarded to allow Wyoming to participate in multi-state sessions focused on helping state-level policy staff and councils develop best practices. Currently, the Academic Affairs Council of the WCCC has a workgroup on Adult Readiness including development of experiential learning and prior learning assessments. 2017, 2018, 2019

Apprenticeships:

Apprenticeship grants have historically been focused only on Registered Apprenticeships. The national focus has changed with the ability for apprenticeships to be structured in industry-recognized apprenticeship programs that lead to a credential, certificate, or degree. DWS was recently awarded a statewide grant. LCCC was recently accepted into a national effort to develop college apprenticeships. Several of the community colleges have apprenticeship programs that were recently authorized as Wyoming Works programs. Wyoming will search for additional opportunities in the way of grants that will allow apprenticeships to be offered statewide including rural areas through the community colleges.

The state continues to apply for grants that will support the attainment effort. Currently under development is a national level SLEDS grant that 47 other states have been successful in obtaining. Wyoming hopes to be the 48th state to obtain such a grant to fully complete the SLEDS project.
**Degree Completion:** The following are selected samples impacting statewide attainment efforts.

**Wyoming’s Tomorrow Taskforce:**
Created by the Management Council to study the TN Promise and other state programs focused on educational attainment in order to for the development and potential education or grant programs to be funded through a state endowment. Additionally, the taskforce is to study other elements related to economic diversification and the 2019 HB 310. The taskforce is comprised of six legislators with Governor appointees including one of the co-chairs of the EAEC, Dr. Stefani Hicswa. Two of the six legislators are EAEC members, Senator Wasserburger and Representative Connolly.

**Articulation:**
Both the community colleges and UW have developed strategies to support completion and transfer. The existing 2+2 articulation model was successful in creating an environment where articulation could be elevated in importance and, subsequently, lead to the creation of an articulation toolkit that will impact on a greater scale than the 2+2 currently does. **Graduate Wyoming** has been launched to develop a broader set of articulation models to meet a wider profile of student transfer situations that will add to the existing 2+2 approach.

**Completion Pathways:**
Community colleges are in the process of creating completion pathways for all students. A few of the colleges including LCCC and WWCC have embarked upon the Guided Pathways model. All the colleges have incorporated aspects of pathway completion models including focused effort on student success including reducing the number of remediation courses and proactive advising.

**Applied Baccalaureate Degrees at Community Colleges:**
Community colleges are in the process of creating baccalaureate of applied science degrees focused on regional workforce needs in the skilled trades. The process requires the colleges to go through a substantive change process through their accrediting body and requires the WCCC to develop baccalaureate level approval processes. CWC and LCCC have begun the process, which should complete in 2020.

**Statewide Baccalaureate Degrees at University of Wyoming:**
University of Wyoming has launched the Baccalaureate in General Studies with 16 different concentration areas. The degree is intended for those who have completed an associate’s degree or 60 credit hours. The degree will be fully online within a couple of years to meet the needs of adults and site-bound students throughout Wyoming. Combined with the UW BAS and the community college BAS, the addition of the UW General Studies baccalaureate provides statewide baccalaureate-level attainment capacity.

**Alignment of 15 to Finish Complete College Wyoming:**
The WCCC recently acted to set tuition in alignment with the 15 to Finish campaign to support student completion and the attainment goals. UW recently enacted a need-based state aid program to support low income students in alignment with the ENDOW recommendation for state-level need based aid.

**Adult Scholarships:**
NWC and LCCC have created Adult scholarships to support the adult population that does not qualify for Hathway. LCCC has created a pilot adult learners program called “LCCC Reconnect” to help guide Wyoming in the strategies that will work in Wyoming.
Legislation: The following are selected samples of legislation statewide attainment efforts.

A series of bills passed related to the educational attainment work that supports Wyoming’s economic diversification long-term strategy. This is only a list of 2019 bills and does not reflect prior bills such as SEA 52 that provides for concurrent and dual enrollment of High School students. Below are the key highlights:

1. HEA 51 Budget Bill Funded Statewide Longitudinal Education Data System.
2. SEA 61 Codification of the Educational Attainment Goals and Educational Attainment Executive Council. Codifies the educational attainment goals and establishes the council membership. Revises the membership to allow for designees and appoints the 11 members. The bill maintains the charge of the 5- and 10-year educational master plans, regular convening meetings, coordination with ENDOW, Data metrics and reporting, reporting to ENDOW, UW BOT, WCCC, Joint Ed, Joint Mineral, and Governor, and housed in the WCCC.
3. HEA 96 Common College Transcript and Transfer Process funding bill and Statewide Longitudinal Educational Data System codification. This is a second bill to HEA 47 that created the Common Transcript and Transfer Process requiring seamless and automated articulation and transfer. HEA 47 extends the date for implementation from 2019 to 2020. Provides for partial funding of $202,000 and $212,000 immediately. Requires the WCCC to request the balance in its exception request in the budget process. Codifies the SLEDS meeting Wyoming’s 2010 federal obligation. Significant and foundational legislation paving the way for seamless transfer and reserve transfer, which directly impacts educational attainment.
4. HEA 30 Removes the sunset date for WYIN student grants at the community colleges and UW. Extends the program for student participation parallel to the faculty funding.
5. SEA 78 Wyoming Works! Provides for immediate funding for local and regional workforce funds for both programs and students at community colleges. Targets students not eligible for Hathaway funding such as CTE and adults. Allows for credential programs both credit and non-credit. $5.2 million divided as $2 million college programs and $3.2 million student grants. Requires 2-1 college match for accessing program development funding.
6. SEA 80 Community colleges-bachelor of applied science programs allows for the community colleges to offer only BAS degrees with approval by the commission. Allows for access to Hathaway scholarship.
7. SEA 20 Hathaway Expansion for CTE Pathways from HS to college. This was a welcome revision as the inability to qualify for Hathaway in CTE pathways prohibited students from participating in CTE and going on to the fantastic CTE programs at the colleges.
8. HEA 39 Hathaway for out-of-state Honors Students allows for Hathaway to be used by up 24 out-of-state honors students from contiguous states with no more than two from each state. This is a high level scholarship targeted on in-migration of highly educated people. The scholarship is parallel to the UW Trustees Scholarship.
HIGH QUALITY POST-SECONDARY CREDENTIALS

The EAEC was charged with developing statewide plans to achieve the attainment goals for high quality post-secondary certificate or degree. One of the first issues the council encountered was defining what Wyoming means by high-quality “certificate.” Wyoming had to determine what a credential of value means for the state in terms of long-term economic impact. Creating a definition to simply meet the attainment goals would fail to meet the intent behind the goals in supporting economic needs through 2040. As such, the EAEC agreed that a credential of value must have some measure of need by either being a credit certificate or degree OR a recognized credential that meets Wyoming’s future employment needs through a state licensure or industry-recognized credential and earns a living wage with career progression potential.

Wyoming’s baseline measure of a high quality credential consisted of the Lumina definition. Currently, the Lumina definition does not incorporate non-credit credentials and only recently incorporated credit certificates below the associate degree. Wyoming identified that non-credit credentials may be meaningful for long-term economic needs. For example, journeymen electricians, licensed plumbers, and emergency medical technicians are all trades with a living wage and career progression capacity. However, a CPR credential, while useful and required in many fields, does not serve as a standalone credential and does not lead to a living wage nor career progression capacity.

As a result, Wyoming has opted to adopt the Lumina definition, which was recently expanded to include credit certificates below the associate’s degree, with the addition of a non-credit credential that leads to State Licensure and Industry-recognized credentials that lead to a minimum living wage with career progression capacity.

**Wyoming Post-secondary high quality credential:** A credit certificate or credit degree of the associate or baccalaureate level OR non-credit credential that leads to State Licensure or Industry-recognized credential that earns a minimum living wage and has career progression capacity.

**Lumina Credential Definition**

The Wyoming post-secondary attainment goals are based off state percentages given to states by the Lumina Foundation in its 2016 “A Stronger Nation” report. Wyoming had an overall rating of 46.4% attainment in this report. Of that 46.4%, 8% was “certificates.” In order to identify our 3-5 focus areas or goals related to credentials (sometimes referred to synonymously as certificates), it was important to research and understand the credentials measuring methodology used by Lumina to arrive at our state percentage. The credentials information is derived from Census and IPEDS data analyzed by labor market experts at the Center on Education and the Workforce at Georgetown University. Our state goals are based on the 2016 “A Stronger Nation” report, and Lumina has since updated the report in 2019 and found that Wyoming’s post-secondary attainment rate is now 45.1%, of which 6% are certificates. The “A Stronger Nation” report provides some insight as to their methodology for counting certificates. Here are some excerpts from the report: "Certificates are awarded by postsecondary institutions" "To be sure we are counting high-quality certificates, we included only those whose holders reported they were employed in the field in which the certificate was awarded.” “Beyond certificates, there are other postsecondary credentials that potentially meet Lumina’s definition of high quality. In particular, certifications — industry-recognized credentials usually based on an 2 assessment of skills and knowledge — often
represent significant postsecondary learning and have great value in employment markets. However, the pathways to further education for those who hold certifications are not as clear as for those with certificates." Page 209 of the report elaborates further on the concept of credentials: "Lumina has always said that other postsecondary credentials — including certificates and certifications — should count toward national and state goals for attainment, with one important caveat. To count, non-degree credentials should be of high quality, which we define as having clear and transparent learning outcomes leading to further education and employment. This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Wyoming, 8 percent of residents between the ages of 25 and 64 hold a high quality certificate."

After communicating with the Education Commission of the States, Lumina, and then Georgetown related to this methodology, the following summary was provided by Georgetown on the process for taking the IPEDS data and computing the 8% credentials metric: "The Georgetown University Center on Education and the Workforce has made use of the Survey of Income Program Participation (SIPP) and data from the Integrated Post-Secondary Education Data System (IPEDS) to create state level estimates of the percentage of workers with certificates with labor market value. The SIPP is a nationally representative survey conducted by the Census Bureau. The main use of the SIPP data is that it is the best data on certificates, earnings, and majors but is only national. The use of the IPEDS data is to provide state data by major at the certificate level. To obtain these estimates, the Center first set a standard defining labor market value based on past empirical research showing value add of each year of post-secondary education. Estimates from this historic research gives a range of value between 5% and 7% for each year of college. An additional premium is gained by graduating with a degree or award (aka. Sheepskin effect) and this can range between 3% and 5% depending on program and degree level. Because the Center and Lumina Foundation prefer a conservative baseline to ensure certificates are held to a high standard the Center uses at least 20% earnings above high school earning to 3 define 'value'. Note: this standard is not state specific and assumes that all certificates are two-year certificates. Using this standard, with the SIPP data, the Center analyzed certificates by aggregated major field of study (roughly 20 major groups) by gender to account for different labor markets for males and females to generate percentage of good (valuable) certificates by gender and major. These percentages were then averaged across men and women (weighted average to account for different male/female concentrations in various majors). This step is necessary because the IPEDS data does not differentiate male and female certificate attainment by major. From the SIPP data we obtain a national level estimates of the number of certificates by major that provide at least a 20% earnings premium above high school. Next, working from these national certificates estimates by major we link to the state(s) by annual certificate production by major field of study. This provided each states' contribution to the national totals by field of study. Using this distribution, we are able to allocate the national totals, by major, to each state. These data are then totaled up to obtain the number of valuable certificates in each state. The percentages are then calculated as a percentage of employed. (unemployed and people out of the labor force are not included although one could make the argument that these certificates have potential value).

Because Lumina Foundation and the Center wished to have some assurance that the state level certificates estimates are reasonable the following test was applied. First, the logic of the test: The measurement and study of certificates is in its infancy, but one thing we think we know from survey testing is that if someone has only a certificate and no other postsecondary award, that when asked about highest attainment- but not given the choice to answer "certificate" that the will answer "some college, no
degree". This point infers that any true measurement of certificates should be less than the measurement of workers stating they have 'some college, no degree" given the expectation that most certificates holders answer some college but that not all some college folks have a certificate. Working from this assumption, the Center calculated the share of the employed (positive earnings) in the state economy earning at least 20% above high school earnings using the Current Population Survey. Wyoming and 46 other states passed this smell test in that our estimated percentage of valued certificates was below the percentage of employed with some college no degree with at least wages 20% above high school."-Jeff Strohl, Georgetown Center.

Other Methodologies considered and partially implemented:

* SHEEO considerations of high quality credentials*

In addition to the Lumina definition of a high-quality credential, SHEEO recommended Wyoming consider other elements such as
  a. Industry and Labor Market Demand
  b. Third Party Testing or Employer Validation
  c. State Licensure for Practice
  d. Living Wage
  e. Portability and Pathways

* NCHEMS three factors to consider for determining high-quality credentials*

NCHEMS recognized that using only credit associate degrees or higher may miss important aspects for states to consider when measuring credentials that lead to economic impact and career adaptability. They suggested Wyoming consider the Lumina definition, but also consider the following three factors that determine whether a certificate is of high quality:
  1. Employer recognized
  2. Third party assessed
  3. Lead to a living wage

As a result of considering the Lumina definition and considerations, SHEEO considerations, and NCHEMS factors, the EAEC has tentatively adopted the aforementioned Wyoming definition for high quality credential.
COMMON TRANSCRIPT/TRANSFER PROCESS, SLEDS, AND DATA SECURITY AND PRIVACY

In 2018 and 2019 the legislature passed the Common Transcript and Transfer Process bills as HEA 47 (2018) and HEA 96 (2019), which the Governor signed into law to support the educational attainment effort. Additionally, Wyoming executed an 11-party data sharing MOU in 2018 inclusive of the Wyoming Community College Commission, community colleges, University of Wyoming, Wyoming Department of Education, and Department of Workforce Services to provide the structure and data for Wyoming to understand how students are moving through the educational system and where they end up working within the state.

Specifically, HEA 47 Common Transcript/Transfer Process creation bill. (a) The commission shall perform the following general functions: (vi) Develop and maintain a common transcript system that uses common course numbering for all courses provided at the community colleges or the University of Wyoming. The system shall facilitate program planning and the transfer of students and course credits between the community colleges and the University of Wyoming. The development and ongoing maintenance of the statewide course numbering system, including determining course equivalencies, shall be accomplished with the assistance of appropriate committees that shall include faculty members and staff of the community colleges and the University of Wyoming. The community college commission, the community colleges of the state and the University of Wyoming shall work collaboratively to develop the common college transcript system under W.S. 21-18-202(a)(vi). A workgroup was established to complete a legislative report outlining a plan for development of an electronic transcript transfer system that allows each student information system to send and receive transcript data automatically and establishment of a course equivalence and common course numbering system. The report included recommendations for resource needs and policy or statute changes necessary to accomplish the desired outcome and was submitted to the LSO on October 31, 2018. The workgroup anticipates that the system will also facilitate the ability to complete reverse transfer, which would award degrees for students who complete degree requirements after transfer.

In follow up to the HEA 47 report, HEA 96 Common College Transcript and Transfer Process was passed as a funding bill and also extended the implementation date out to 2020. The bill provided partial funding of $202,000 and $212,000 immediately. However, it also requires the WCCC to request the balance in its exception request in the budget process.

In 2019, HEA 96 bill also formally codified and statutorily established the Statewide Longitudinal Educational Data System (SLEDS). This served a dual purpose in that it also met the Wyoming 2010 ARRA federal obligation to develop a statewide longitudinal data system.

Data security and privacy

Legal authority of Wyoming to implement legislation within federal student and citizen privacy and security laws.

I. Common Transcript/Transfer Process as statutorily required, 2048 HEA 47 and 2019 HEA 96, falls within the FERPA allowances.

As reported in the legislatively required joint report of the Wyoming Community College Commission and University of Wyoming HEA 47 Report ID 1262, the Wyoming Attorney General’s Office confirmed
that data sharing among Wyoming institutions is within FERPA’s exceptions for disclosure without consent.


Family Educational Rights and Privacy Act (FERPA)

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students’ education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. The educational system or institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other higher education officials, including instructors, within the educational system whom the institutions have determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the education parties has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) – (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another institution of higher education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the educational system State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the educational system, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
• To appropriate officials in connection with a health or safety emergency, subject to §99.36. 
  (§99.31(a)(10))

II. Statewide Longitudinal Educational Data System (SLEDS)

Wyoming will be one of the last three states to implement a SLDS or SLEDS though national support. Wyoming's SLEDS, codified in 2019 HEA 96, meets the state's federal obligation stemming from 2010 ARRA project funding.

https://nces.ed.gov/programs/slds/

The specific SLEDS referenced in this legislation, 2019 HB 204 became 2019 HEA 96, is:

(C) Extend to the community college commission, the Wyoming department of education, the department of workforce services and the University of Wyoming a statewide longitudinal education data system, which shall serve as a statewide exchange for management and analytical reporting in support of education and workforce outcomes;”

Based on a national scan and best practices research, other states have leveraged their statewide longitudinal systems to inform policy decisions and make improvements across the state for both educational and employment purposes. Wyoming is planning to utilize SLEDS for various benefits and outcomes in a consistent and similar manner. For example, SLEDS may be used to:

• To conduct predictive modeling on student success and outcomes in the workforce.
• To determine programs and courses that may be in short supply in various parts of the state and articulate across Wyoming institutions.
• To assist the Education Attainment Council with identifying certificates and degrees that currently provide economic value or will provide value in the future.
• To support students attending a Wyoming institution to optimally seek degrees and certificates that enhance Wyoming’s economy.

Wyoming understands security and privacy are of the utmost importance and concern. All security and privacy policies whether educational institutions or state agencies must adhere to the federal and state laws. Specifically, Unemployment Insurance employment laws are more stringent and have deeper monetary penalties and impact to future federal funds than FERPA. As such, Wyoming enlisted the support and guidance of Public Knowledge to develop a governance structure for Wyoming SLEDS. Upon development of the initial governance structure, Wyoming enlisted the support and guidance of the U.S. Department of Education’s National Center for Education Statistics special Privacy Technical Assistance Center (PTAC) to assist with policies and processes to ensure adherence with both FERPA and federal privacy laws. PTAC serves as a privacy and security resource and provides ongoing training to the Wyoming SLEDS participating members. As a result, Wyoming SLEDS policies and procedures meet or exceed all federal and state privacy requirements.

https://studentprivacy.ed.gov/

Wyoming executed an 11-party data sharing MOU in 2018 that includes the Wyoming Community College Commission, community colleges, University of Wyoming, Wyoming Department of Education, and Department of Workforce Services. As a result, a SLEDS governance structure has been established with an Executive Board consisting of executive-level representatives of the participating entities and four
sub-committees tasked with ensuring appropriate use of data, data privacy, and data security. The SLEDS governance structure meets or exceeds the recommendations of the PTAC and has received confirmation from PTAC of meeting all federal privacy requirements. Further, Wyoming Attorney General’s office participates in the SLEDS privacy subcommittee and reviews policies before approval by the data governance structure.

The SLEDS’s governance structure has agreed upon and approved that only anonymized data is used to build aggregate level and suppressed reports. Based on the SLEDS documented decision, participating stakeholders, including state agencies and institutions, must approve the report prior to public release.

https://wysleds.org/
SUMMARY

Educational attainment has been on the forefront of importance by the community colleges and the University of Wyoming as evidenced by the joint resolution in 2017. Additionally, Educational Attainment has been recognized as an economic issue and was identified as a fundamental building block by ENDOW and both the executive and legislative branches. As highlighted throughout this report, Wyoming established educational attainment goals and established the Educational Attainment Executive Council to develop a Wyoming Educational Master Plan to achieve these goals. The ability to achieve state-level post-secondary educational attainment is complex with many factors and efforts that must work together for the best possible outcome. As a result, the EAEC Attainment Council is working diligently on its charge to develop the Wyoming Educational Master Plan Strategic Goals and Metrics. Throughout this report, substantiation of the information used to develop the draft goals, metrics, targets, and objectives was identified including relationship to economic impact, value of a post-secondary credential, statewide efforts and legislation, high quality credential definition and methodology, and use of tools such as the Common Transcript/Transfer Process and SLEDS including assurances of data security and privacy. The EAEC anticipates a working draft of the state plan by November 2019.
APPENDIXES

A. QUARTERLY REPORTS
B. SHEEO REPORTS
C. RECRUITMENT AND RETENTION PLAN SUMMARY
D. STRONGER NATION REPORT
APPENDIX A

Quarterly Reports

State of Wyoming Educational Attainment and WICHE Taskforce Update

January 2019

Wyoming has established Educational Attainment Goals by Governor Mead’s Executive Order in alignment with the state’s economic diversification strategy, ENDOW. In addition, Governor Mead issued an additional Executive Order to establish an Educational Attainment Executive Council (EAEC) charged with developing 5-year and 10-year educational master plans to achieve the attainment goals.

Governor Gordon and Chief-of-Staff Dr. Arp have been briefed on the activities. Governor Gordon appointed a designee to participate at a Lumina adult convening in January 2019. The status of bills and activities related to the attainment work is updated regularly in the Governor’s daily legislative updates. Policy Director Buck McVeigh, Policy Advisor Renny Mackay, and Policy Advisor Erin Johnson are regularly kept informed. ENDOW funding through the Governor’s Office was combined with two successful Lumina Technical Assistance grants to enter into a contract with WICHE/NCHEMS for data analysis and development of the 5-year and 10-year plans as identified in the EAEC charge.

Educational Attainment Executive Council Charge: Develop the 5- and 10-year Ed Master Plans (EMP) to achieve the educational attainment goals of 67% by 2025 and 82% by 2040 as outlined in the Executive Orders, which support ENDOW as well as development of Adult grants and Need Based State Aid programs.

a. Key milestones to-date:
1. Educational Attainment Executive Council was formed by Executive Order Aug. 2018.
3. Articulation of 2+2 from community colleges to the university exceeded 200.
5. Statewide Listening Sessions on developing 5-year and 10-year educational master plans Nov. 29, 2018 in 9 locations and FB Live throughout the state.
6. Accessing external support for Wyoming to achieve this work from NCHEMS, WICHE, Lumina Strategy Labs, SHEEO, WCCC, and WDE including providing planning assistance.
7. 10-Party MOU signed across K12, Community Colleges, University, and WY Community College Commission establishing data sharing and Statewide Longitudinal Educational Data System (SLEDS). Governance Structure has been established and the work has started.
8. SLEDS positions included in Governor’s budget recommendation.
Legislation filed for funding of the common transcript and transfer process. HB 204 funds the technical solutions and provides for the SLEDS positions. 2. Legislation filed for codification of Educational Attainment Executive Council as SF 109. Passed Senate Education with amendments to create parity in council membership. 3. Legislation filed for WY Works! SF 122 to directly address credentials to meet local and regional workforce needs. Provides for both credit and non-credit credentials as well as CTE and adults. 4. Legislation filed for paid internships in HB 193 for secondary and post-secondary level students in a variety of programs.

10. Incorporation in the attainment work of the key elements identified in 2017 Recruitment and Retention Plan for WY.

11. WICHE State Team meeting in October with participants: Attainment Council co-chairs Dr. Hicswa, NWC, and Dr. Nichols, UW; WDE chief-of-staff Dicky Shanor; WCCC ED Dr. Caldwell; WCA ED Katie Legerski; Senator Wasserburger; ENDOW member Mary Garland. Requested legislation to codify the Educational Attainment Executive Council and attainment goals. Submitted second Technical Assistance grant to Lumina, which is listed above.

12. Attended the Lumina Adult Promise convening with Co-Chair Dr. Hicswa, WCCC ED Dr. Caldwell, and Governor Gordon appointee industry rep Mike Easley, CEO of Powder River Coop. Wyoming has been invited to apply for the next round of $400,000 grants with application due near the end of the legislative session. Incorporation of Electric Coops as a communication and community and industry need partner.

13. Required updates of the Educational Attainment Executive Council have occurred in JEIC, ENDOW meeting, UW Board of Trustees, and scheduled for Feb WCCC meeting.

b. Priorities for the upcoming year:

1. 2+2 Articulation acceleration
2. Adult Promise grant application and development of WY Adult Grant process for state support and sustainability
3. Need Based State Aid program development and process for state support and sustainability
4. Career and Technical Education scholarship development and funding
5. Apprenticeships and Internships integrated statewide across programs at the colleges
6. Prior Learning Assessment development and incorporation
7. Definition of high quality post-secondary credentials for attainment goals
8. Develop 5- and 10-year plans
9. Develop WCCC Statewide SP aligned with attainment plans (sunset prior plans)
State of Wyoming Educational Attainment Executive Council and WICHE Taskforce Update

April 2019

Wyoming has established Educational Attainment Executive Council and Educational Attainment Goals per the 2019 Legislative Session. The legislation codified the prior Executive Orders 2018-1 and 2018-4 established by Governor Mead in alignment with the state’s economic diversification strategy, ENDOW. The new legislation, signed into law by Governor Gordon, ensures that post-secondary credential attainment is the work of the State via the Educational Attainment Executive Council (EAEC), which serves as the State’s attainment council charged with developing 5-year and 10-year educational master plans to achieve the attainment goals. The WICHE Attainment Taskforce and support staff serve as the official working body to support the EAEC in the work. As such all EAEC meetings are held jointly with the WICHE Taskforce and staff.

Educational Attainment Executive Council Charge: Develop the 5- and 10-year Ed Master Plans (EMP) to achieve the educational attainment goals of 67% by 2025 and 82% by 2040 as outlined in the Executive Orders, which support ENDOW as well as development of Adult grants and Need Based State Aid programs.

c. Recent Progress and Activities since the last progress report in January/February 2019:

1. Educational Attainment Executive Council and Educational Attainment Goals for Wyoming were codified in SEA 61 (SF 109). The membership of the EAEC was modified to create parity in membership representation with the understanding that all would remain active via the WICHE Taskforce and Staff or reports. The Council remains housed out of the Community College Commission with support from the colleges, university, Wyoming Department of Education, Department of Workforce Services, and other agencies. The council shall report quarterly as consistent with the Executive Orders and suggest any potential areas of action or legislation. Reports will be given to the Governor, University of Wyoming Board of Trustees, Community College Commission, and ENDOW Council. By September 1 of each year, the EAEC will also report including any proposed legislation to the Joint Education Interim Committee and Joint Minerals, Business, & Economic Development Interim Committee. The EAEC shall be function through 2022.

2. Significant legislation was passed during the 2019 legislative session in conjunction and in alignment with SEA 61. The co-chairs, Dr. Hicswa and Dr. Nichols, provided statements at each of the signing ceremonies with Governor Gordon.
   - HEA 51 Budget Bill Funded SLEDS The fiscal notes as follows: 2. Not later than October 1, 2019, the community college commission shall report to the joint education interim committee and the joint appropriations committee on the use and performance of the state longitudinal education data system (SLEDS). The report shall list the agencies using the data system and shall summarize any research derived from the data and any educational benefits realized therefrom.
   - HEA 96 Common College Transcript and Transfer Process funding bill and Statewide Longitudinal Educational Data System codification. The bill extends the date for implementation from 2019 to 2020. Provides for partial funding of $202,000 and $212,000 immediately. Requires the WCCC to request the balance in its
exception request in the budget process. Codifies the SLEDS meeting Wyoming’s 2010 federal obligation. Significant and foundational legislation paving the way for seamless transfer and reserve transfer, which directly impacts educational attainment.

- **HEA 30** Removes the sunset date for WYIN student grants. Extends the program for student participation parallel to the faculty funding. This was significant and we do have a topic with Joint Labor, Health, and Social Services that should allow us to rectify the funding inaccuracy of the faculty side of WYIN.

- **SEA78 Wyoming Works!** Provides for immediate funding for local and regional workforce funds for both programs and students at community colleges. Targets students not eligible for Hathaway funding such as CTE and adults. Allows for credential programs both credit and non-credit. $5.2 million divided as $2 million college programs and $3.2 million student grants.

- **SEA 80 Community colleges-bachelor of applied science programs allows for the community colleges to offer only BAS degrees with approval by the commission. Allows for access to Hathaway scholarship. This requires a report on planning and implementation, which was expanded by Management Council for an additional report on fiscal impacts for the colleges and the state.

- **SEA 20 Hathaway Expansion for CTE Pathways from HS to college.** This was a welcome revision as the inability to qualify for Hathaway in CTE pathways prohibited students from participating in CTE and going on to the fantastic CTE programs at the colleges.

- **HEA 39 Hathaway for out-of-state Honors Students** allows for Hathaway to be used by up 24 out-of-state honors students from contiguous states with no more than two from each state. This is a high level scholarship targeted on in-migration of highly educated people. The scholarship is parallel to the UW Trustees Scholarship.

3. In follow up to the 2019 Legislative session, Management Council also determined several items related to educational attainment and the aforementioned legislation. In short summary: JEIC regarding SEA 80, SEA 78, HEA 96, and HEA 51; Joint Mineral, Business, & Ec Dev Interim Committee regarding SEA 61; JAIC related to SEA 80, HEA 51, and HEA 96; and finally Wyoming’s Tomorrow Taskforce to study the TN Promise and other state programs and other elements related to economic diversification and the 2019 HB 310.

4. University of Wyoming Board of Trustees approved the Baccalaureate in General Studies with 16 different concentration areas. The degree is intended for those who have completed an associate’s degree or 60 credit hours. Additionally, the degree is targeted be available fully online within a couple of years to meet the needs of adults and site-bound students throughout Wyoming. With the initial launch, nine of the 16 concentration areas will be available online. Combined with the UW BAS and the community college BAS, the addition of the UW General Studies baccalaureate provides statewide baccalaureate-level attainment capacity.


6. Educational Attainment Executive Council met for its most recent face-to-face meeting and workshop on February 26, 2019, at LCCC in Cheyenne. The meeting lasted for the full day with a great deal of work accomplished. In addition to reviewing the summary information from the Nov. 29, 2018, statewide listening sessions, the Council identified the preferred structure of the 5-year and 10-year attainment plans as follows:

- Agreed to a general approach to use a combination of the Indiana and North Dakota state plans.
- Determined FOUR Primary Big Areas for the organization of the 5-year and 10-year Wyoming Statewide Educational Master Plans to achieve the attainment goals of
67% by 2025 and 82% by 2040 of 25-64 year-olds will have obtained a high-quality post-secondary certificate or degree:

I. Alignment of Workforce, Workplace, and Post-secondary Programs
   a. Needed Today
   b. Prepare for the Future
   c. Business and Industry

II. Access and Infrastructure

III. Funding and Affordability

IV. College-Going Culture
   a. Adults
   b. Incumbent Workers
   c. Business and Industry
   d. K12
   e. HS to College Transition

- Next Meeting is May 23, 2019, at Sheridan College.

7. Incorporation in the attainment work of the key elements identified in 2017 Recruitment and Retention Plan for WY.

8. Collaborating with SHEEO to submit an Adult Promise grant to Lumina. Lumina has requested a revised approach to better target specific state needs.

9. Governor Gordon and Chief-of-Staff Dr. Arp continue to stay current on the activities. Governor Gordon appointed his new Education Policy Advisor, Lachelle Brant, to serve as the Governor’s Office representative to the EAEC.

10. Dr. Nichols has appointed Kyle Moore, AVP for Enrollment Management, to serve as her designee in the future. This will ensure that the interim UW President will have consistent presence with the Council until the new permanent president is in place. Mr. Moore was a member of the EAEC until the new legislation removed his position. As such, Mr. Moor is well versed in all the activities.

d. Priorities for the upcoming year:
   1. Rules process for Wyoming Works
   2. 2+2 Articulation acceleration
   3. Implementation of BAS and new General Studies
   4. Common Transcript/Transfer Process development and implementation including reverse transfer
   5. Series of reports due to legislative committees
   6. Adult Promise grant application and development of WY Adult Grant process for state support and sustainability
   7. Wyoming’s Tomorrow: Need Based State Aid program development and process for state support and sustainability and Career and Technical Education scholarship development and funding
   8. Apprenticeships and Internships integrated statewide across programs at the colleges
   9. Adult Readiness including Prior Learning Assessment development
   10. Sub-committee work including definition of high quality post-secondary credentials for attainment goals
   11. Develop 5- and 10-year plans
   12. Develop WCCC Statewide SP aligned with attainment plans (sunset prior plans)
State of Wyoming Educational Attainment Executive Council and WICHE Taskforce Update

June 2019

Wyoming has established Educational Attainment Executive Council and Educational Attainment Goals per the 2019 Legislative Session. The legislation codified the prior Executive Orders 2018-1 and 2018-4 established in 2018 in alignment with the state’s economic diversification strategy, ENDOW. The new legislation, signed into law by Governor Mark Gordon, ensures that post-secondary credential attainment is the work of the State via the Educational Attainment Executive Council (EAEC), which serves as the State’s attainment council charged with developing 5-year and 10-year educational master plans to achieve the attainment goals. The WICHE Attainment Taskforce and support staff serve as the official working body to support the EAEC in the work. As such all EAEC meetings are held jointly with the WICHE Taskforce and staff.

Educational Attainment Executive Council Charge: Develop the 5- and 10-year Ed Master Plans (EMP) to achieve the educational attainment goals of 67% by 2025 and 82% by 2040 as outlined in the Executive Orders, which support ENDOW as well as development of Adult grants and Need Based State Aid programs.

Recent Progress and Activities since the last progress report in April 2019:

13. Educational Attainment Executive Council and Educational Attainment Goals for Wyoming were codified in SEA 61 (SF 109). The membership of the EAEC was filled upon the appointment of Representative Cathy Connolly by Speaker of the House Harshman. UW Associate Vice Provost, Kyle Moore, was appointed as the UW President Designee and will serve as the EAEC Co-chair during the UW President transition. The Council remains housed out of the Community College Commission with support from the colleges, university, Wyoming Department of Education, Wyoming Business Council, Department of Workforce Services, and other agencies. The EAEC shall function through 2022.

14. The council reports quarterly and suggests any potential areas of action or legislation. Reports are required to be submitted to the Governor, University of Wyoming Board of Trustees, Community College Commission, and ENDOW Council. By September 1 of each year, the EAEC will also report including any proposed legislation to the Joint Education Interim Committee and Joint Minerals, Business, & Economic Development Interim Committee. As such, quarterly reports were submitted to the Governor, ENDOW, WCCC, and UW Board of Trustees between April and May. The recently quarterly reports will be combined to create the summary report due by September 1.

15. The EAEC and WICHE Taskforce and Staff met on May 23 at Sheridan College for a very robust and productive meeting. The eight sub-committees refined their roles and merged into seven sub-committees to better leverage expertise. The sub-committees reported out their goals and focus resulting in a convergence of topics. As a group, the sub-committees identified that the importance of the education pipeline from PK through college completion must be reinforced. Special focus was placed on the adult learner, incumbent workers, and the role of business/industry in post-secondary educational attainment. The impact of the Wyoming’s Tomorrow Taskforce on the attainment work was also identified as a critical component.
Council member Lachelle Brant provided an update on the Gov’s Office perspective on ENDOW. Council member Shawn Reese provided an update on the WBC and its new Strategic Plan that will encompass a more specific focus on impact and outcomes. The attainment work serves as a critical building block to implementation and state success.

Given the significant legislation that was passed during the 2019 legislative session in conjunction and in alignment with SEA 61, Representative Connolly and Senator Wasserburger provided their perspectives on the various legislation. In total, the WCCC has several interim committees and seven legislative reports due on the various efforts related to the attainment work. The WCCC and UW are on the June 6 Joint Education Interim Committee to provide an update on the funding structure for community colleges including how the BAS and Wyoming Works may impact and a status update on SLEDS and Common Transcript/Transfer Process.

An update on the status of the Wyoming Works legislation was provided including the anticipation of Emergency Rules being adopted at the June 13 WCCC meeting. The community colleges are working to bring forward existing programs to qualify as Wyoming Work programs at the June WCCC meeting, which would allow the colleges to enroll students for fall 2019.

There was a brief update on the status of the Statewide Longitudinal Data System and Common Transcript/Transfer process. The WCCC will be including the next steps in their budget exception request per the legislation. While housed within the WCCC and within the WCCC budget, the effort impacts the community colleges, K12, and the university.

The BAS at the community colleges will come forward in October for the Rules process. With the approval of the UW General Studies BS and the ability for the community colleges to deliver the BAS, Wyoming will have bachelors level attainment access statewide. The WCCC will have the Association of Community College Baccalaureates (ACCB) present at its retreat on June 12. The ACCB will overview how other states have proceeded with implementation at the state and college level.

16. Senator Wasserburger and Representative Connolly are both on the Wyoming’s Tomorrow Taskforce. The taskforce is comprised of six legislators with the Governor having the ability to appoint an additional four members, which may be from the EAEC. The EAEC had consensus in recommending four individuals for Governor Gordon’s consideration. The group forwarded: Lachelle Brant, Kyle Moore, Shawn Reese, and Dr. Stefani Hicswa. The EAEC reviewed a summary of Promise-type programs throughout the country at its February 2019 meeting. Senator Wasserburger and Representative Connolly anticipate providing the information to the Wyoming’s Tomorrow Taskforce.

17. Context and Data by region and workforce data was provided by WICHE/NCHEMS at the May 23 meeting:

a) Data by Region: Highlights include: Wyoming young persons have degree attainment of 38%. Ages 25-64 show above average in degree/cert attainment. Regionally in Wyoming there is much variation in adult attainment with the Southeast and West leading in attainment. Wyoming is lower in the difference in attainment for underrepresented minorities than the US. There is more, per capita, variation in Wyoming than any other state. Much variation is due to residents’ ability to pay for college. There is also much variation in population change 2016-2040 predicted. Population change by age group shows very clear increased retirees (age over 65). Ages 25-34 and 55-64 seem to be the leaving the state at the highest rate. Wyoming has the second highest rate of migration churn for those with associates or higher.
b) Summary:
- Population growth is mostly isolated in the older age ranges of 65+
- Exceptions are the Southeast and Central, Northeast to a slightly lesser extent
- Occupational growth is projected to be greatest in low-skill fields with high turnover – doesn’t match ENDOW ambitions and does not match economic diversification priority. Does not bode well for the ability of a state to adapt to recession and to create new opportunities.
- Growth for occupations with higher educational requirements are in office and administrative support, education, health care, and in installation, maintenance, and repair jobs; some management jobs mixed in.

c) Making a change that will result in long-term economic impact will be a big lift.

d) With all regions aggregated together, the total population growth was 80,000 through 2040. We must think differently in Wyoming now with less focus on historical jobs but now more focus on diversification of the economy. Consideration much be given to the following: how to educate adults? What will they come back to college for? Under what terms/conditions will adults return? How do we engage business/industry? How do we make this relevant to business/industry for long-term viability? Wyoming needs to become very embedded in economic development (jobs we want) and fostering industries that have the jobs we want. We need to focus on entrepreneurship due to Wyoming’s small size. How can we align education to these entrepreneurship programs? ENDOW report page 136 identified the need for a gap analysis. This may need to be considered.

e) Context: The number of people able to compete in the workforce is decreasing. We need more graduates for our country and we need to help the Wyoming population become more educated. We must remove barriers (why are 69% not going to college?) and those barriers need to be identified. We need to change our mindset and need opportunity for program development. Three years ago, Governor Mead told the community college Presidents Wyoming needs more attainment and provided huge goals showing we need to think very big. Senator Wasserburger mentioned the Wyoming high school graduate rate is at 83% compared to the highest state at 91%. With Associates degrees, we are low and are low with certifications below the associate degree.

f) The 5- and 10-year plan has to be multi-faceted for all four areas and determining how to educate adult population is significant. The Council will need to be very aggressive to meet these goals. The percent of the population that will be 65+ is staggering and does not support economic growth nor diversification. This is an opportunity to consider crucial services and to have an educated workforce for that population in particular. The EAEC and WICHE Attainment Taskforce have a very specific charge to develop plans to of significant magnitude and purpose.

18. The EAEC maintained the four identified big goals with recognition that they may evolve between now and October based on the sub-committee work. WICHE/NCHEMS will provide a list of potential regroupings or renamed titles to help with the public perception and understanding of this type of state-level work. WICHE/NCHEMS will also prepare a template for the sub-committees to develop metrics, strategies, and tactics. These will be combined for the actual working draft.
- FOUR Primary Big Areas for the organization of the 5-year and 10-year Wyoming Statewide Educational Master Plans to achieve the attainment goals of 67% by 2025 and 82% by 2040 of 25-64 year-olds will have obtained a high-quality post-secondary certificate or degree:
  a. Needed Today
  b. Prepare for the Future
c. Business and Industry  
VI. Access and Infrastructure  
VII. Funding and Affordability  
VIII. College-Going Culture  
a. Adults  
b. Incumbent Workers  
c. Business and Industry  
d. K12  
e. HS to College Transition

19. The WICHE/NCHEMS contractors will work with the colleges to host statewide focus groups on the content the week of September 16, 2019. They will be working to identify what the barriers are to completion and how effective different strategies might be with the various target audiences.

20. The EAEC was recently invited to submit a grant to Lumina to support this work. The invite came with specific focus on equity gaps and disproportionately impacted populations including adults. The grant is due in June.

21. The next meeting is scheduled October 10, 2019 at UW in Laramie, WY. The EAEC hopes to have a draft of the state plan with 5 year and 10 year implementation strategies and metrics identified.

Priorities for the upcoming year:
12. Rules process and implementation for Wyoming Works  
13. Rules process for BAS  
14. Implementation of BAS and new General Studies BS  
15. Articulation Summit October 2019  
16. Common Transcript/Transfer Process development and implementation including reverse transfer. Exception request included in WCCC budget  
17. SLEDS continue to develop the data governance structure. The outcome of the EAEC meeting was recognition of the need for data from education into the workforce. Exception request included in WCCC budget  
18. Series of reports due to legislative committees and updates to legislative interim committees  
19. Adult and Equity Promise grant application and development for state support and sustainability  
20. Wyoming’s Tomorrow Taskforce  
21. Apprenticeships and Internships integrated statewide across programs at the colleges  
22. Adult Readiness including Prior Learning Assessment development  
23. Sub-committees tasked with elevating work including development of metrics, strategies, and tactics for identified goals by end of August  
24. Statewide focus groups the week of September 16  
25. Develop draft of State Higher Education Strategic (Master) Plan with 5- and 10-year implementation  
26. October 10, 2019 EAEC and WICHE Attainment Taskforce Meeting at UW  
27. Develop WCCC Statewide SP aligned with attainment plans (sunset prior plans)
State Higher Education Executive Officers Association
2018 Wyoming State Report

Statewide Educational Attainment Goal
In 2017, Wyoming began its work on a postsecondary educational attainment goal in earnest. With support through a Lumina technical assistance grant, statewide education leaders convened last July to begin the discussion of credential attainment. In November 2017, the University of Wyoming Board of Trustees and the Wyoming Community College Commission formally adopted by joint board resolution a statewide attainment goal. Our state’s ENDOW economic diversification council formally supported the adoption of a statewide attainment goal in December 2017 and Matt Mead, Governor of Wyoming, issued an executive order on January 26, 2018 stating Wyoming will achieve 67% post-secondary credential attainment by 2025 and 82% by 2040.

This goal has the support of K-12, higher education, employers, the legislature and governor. Wyoming’s public higher education institutions, including the University of Wyoming and Wyoming’s community colleges, were selected to join the WICHE Task Force for Closing Postsecondary Attainment Gaps and are now engaged in the development of a statewide plan to increase educational attainment, in partnership with the ENDOW economic diversification committee, the Department of Education, governmental agencies focused on the workforce, and other stakeholders. New and innovative ways to engage adults in higher education are a priority and stakeholders are actively working to develop an adult-focused state promise program. Lumina data suggests that there are over 80,000 adults working in Wyoming with some college and no degree, and an additional 40,000 with an associate’s and no bachelor’s degree.

Facilitating Transfer between Wyoming’s Community Colleges and the University of Wyoming
Wyoming’s community colleges and the University of Wyoming are collaborating to ensure a seamless transfer experience. Efforts include guided pathways, recognized by Washington Monthly in August 2017 as among the most innovative in the nation. The state’s community colleges have partnered with the university to create 182 degree plans across 65 different degree tracks that assure students that courses taken at Wyoming community colleges meet UW degree course requirements. These articulation agreements help to ensure that students earning an associate’s degree in a given major at a Wyoming community college can transfer to UW and earn their bachelor’s degree in the same major in two years. The university has also established a Transfer Success Center within the last academic year to provide additional support to transfer students.

Efforts are also underway to develop a common transcript and course numbering and equivalency system to facilitate students’ planning and ease transfers. The University and Community College Commission will submit a preliminary report to the state legislature’s Joint Education Interim Committee in fall 2018 and continue work toward developing plans for the system and its implementation into summer 2019.

State Support for Higher Education and Extension of Hathaway Scholarship Eligibility
The State of Wyoming continues to provide strong support for public higher education. The University of Wyoming’s block grant was funded by the state at $379,959,114 for the 2019-20 biennium; the community colleges received funding of $223,311,241. In addition to its direct support to institutions, the state also offers Hathaway scholarships that give traditional-aged resident students an incentive to prepare for and pursue post-secondary education within the state of Wyoming. The program consists of four separate merit scholarships and a need-based scholarship for eligible students that supplements the merit awards. A bill passed by the state legislature extended the time that students have to apply for a Hathaway scholarship from two to four years following their graduation from high school.

**New Leadership for the Wyoming Community College Commission**
In May 2018, the Wyoming Community College Commission announced that Dr. Sandra Caldwell would serve as its next executive director. Dr. Caldwell previously served as president of Fresno, California's Reedley College and associate vice president for planning and improvement at Western Wyoming Community College. Dr. Jim Rose, who served as Executive Director since 2005, retired in June 2018.
State Higher Education Executive Officers

Wyoming State Report 2018-2019

NEW STATE EXECUTIVE ADMINISTRATION AND FOCUS ON ECONOMIC DIVERSIFICATION

Governor Mark Gordon: “We are stronger together.”

Statewide Educational Attainment Goals and Council
Wyoming acknowledges the critical role that higher education plays in diversifying the economy and ensuring a vibrant future for the state, and has committed to an equitable and strategic approach to lead the west in transforming the higher education landscape. Wyoming has established an Educational Attainment Executive Council and Educational Attainment Goals per the 2019 Legislative Session. The legislation codified the prior Executive Orders 2018-1 and 2018-4 established in 2018 in alignment with the state’s economic diversification strategy, ENDOW. The new legislation, signed into law by Governor Mark Gordon, ensures that post-secondary credential attainment is the work of the State via the Educational Attainment Executive Council (EAEC).

Educational Attainment Executive Council Charge
Develop the 5- and 10-year Ed Master Plans (EMP) to achieve the educational attainment goals of 67% by 2025 and 82% by 2040 as outlined in the Executive Orders. The goals specifically address “achievement gaps focusing on underserved populations, including first generation, low-income, minority, and adult students” with emphasis on women, Native Americans, and the growing Hispanic sub-populations.

Recent Legislative Progress and Activities
5. Educational Attainment Executive Council and Educational Attainment Goals for Wyoming were codified in SEA 61. The council reports quarterly to the Governor, University of Wyoming Board of Trustees, Community College Commission, and ENDOW Council. The EAEC shall function through 2022.
6. Significant legislation passed during the 2019 legislative session in conjunction and in alignment with SEA 61. Public signing ceremonies were held by Governor Gordon.
   a. HEA 51 Budget Bill Funded Statewide Longitudinal Educational Data System (SLEDS).
   b. HEA 96 Common College Transcript and Transfer Process funding bill and codification of the Statewide Longitudinal Educational Data System (SLEDS).
   c. SEA78 Wyoming Works! Provides for immediate funding for local and regional workforce funds for both programs and students at community colleges. Targets students not eligible for Hathaway funding such as CTE and adults. Allows for credential programs both credit and non-credit.
   d. SEA 80 Community colleges-bachelor of applied science programs allows for the community colleges to offer only BAS degrees.
   e. SEA 20 Hathaway Scholarship Expansion for CTE Pathways from HS to college.
   f. HEA 39 Hathaway for out-of-state Honors Students allows for Hathaway to be used by up 24 out-of-state honors students from contiguous states with no more than two from each state.
7. Following the 2019 Legislative session, Management Council established a legislative taskforce, Wyoming’s Tomorrow Taskforce, to study the TN Promise and other state programs related to educational attainment and economic diversification. The legislators on the EAEC are also on the Wyoming’s Tomorrow taskforce.

8. University of Wyoming Board of Trustees approved the Baccalaureate in General Studies with 16 different concentration areas. The degree is intended for those who have completed an associate’s degree or 60 credit hours. The degree will be fully online within a couple of years to meet the needs of adults and site-bound students throughout Wyoming. Combined with the UW BAS and the community college BAS, the addition of the UW General Studies baccalaureate provides statewide baccalaureate-level attainment capacity.

State Educational Master Plan Areas of Focus
Primary areas of focus for the organization of the 5-year and 10-year Wyoming Statewide Educational Master Plans to achieve the attainment goals of 67% by 2025 and 82% by 2040 (titles may evolve):

IX. Alignment of Workforce, Workplace, and Post-secondary Programs
X. Access and Infrastructure
XI. Funding and Affordability
XII. College-Going Culture K-12, Adults, and Business/Industry

Priorities for 2019-2020
28. Rules process and implementation for Wyoming Works and Bachelors of Applied Science
29. Implementation of BAS and new General Studies BS
30. Articulation Summit October 2019
31. Common Transcript/Transfer Process development and implementation including reverse transfer
32. SLEDs continue to develop the data governance structure and become operational
33. Adult and Equity Promise grant application and development for state support and sustainability
34. Wyoming’s Tomorrow Taskforce
35. Apprenticeships and Internships integrated statewide across programs at the colleges
36. Adult Readiness including Prior Learning Assessment development
37. Sub-committees tasked with elevating work including development of metrics, strategies, and tactics for identified goals by end of August
38. Develop draft of State Higher Education Strategic (Master) Plan with 5- and 10-year implementation
39. Develop WCCC Statewide SP aligned with attainment plans (sunset prior plans)

New Leadership for University of Wyoming and Wyoming Co-SHEEO
On July 1, 2019, Dr. Neil Theobald began as Acting President for University of Wyoming. Dr. Theobald came to the role as the university’s VP of Finance and Administration. He has served as president of Temple University and has a long history of supporting state-level educational attainment work during his tenure in Indiana including serving as the Director of Indiana Education Policy Center. Dr. Laurie Nichols, who served as President from 2016-2019, moved on to serve as the interim president of Black Hills State University in South Dakota.

For questions, please contact: Dr. Sandy Caldwell, Executive Director Wyoming Community College Commission and Co-SHEEO. Sandra.caldwell@wyo.gov.

Information on Wyoming Educational Attainment:
https://communitycolleges.wy.edu/initiatives/attainment/
APPENDIX C

Recruitment and Retention Report Summary

Wyoming Colleges’ Recruitment and Retention Plan

Legislative Request 2017 HEA82, Section 67, footnote 11. The University of Wyoming, the Community College Commission and each community college shall collaborate and develop a unified plan to provide a coordinated approach to the recruitment and retention of and incentives for students graduating from Wyoming secondary schools and from schools in states contiguous to Wyoming. The university, on behalf of the university, community colleges and Commission, shall report their progress on the plan to the joint education interim committee and the joint appropriations committee not later than September 30, 2017, and incorporate a final plan for the legislature not later than December 1, 2017, within their respective 2019-2020 biennial budget requests.

Summary of the Report Submitted on November 30, 2017

Wyoming’s higher education institutions will work together to expand postsecondary attainment for traditional and non-traditional students to benefit the future of our great state.

Over the next three years, Wyoming’s eight institutions of higher education will work together and, in partnership with the Wyoming Community College Commission, the UW and community college Trustees, and the Wyoming Department of Education, develop a statewide strategic enrollment management agenda approved by Trustees statewide. Broadly, the structure of the agenda will focus on the themes of (1) creating a college-going culture, (2) removing barriers to college participation, (3) building a pipeline for Wyoming’s colleges, (4) developing paths to re-entry into college for Wyoming high school graduates entering higher education from the workforce, and (5) building pathways to completion.

1. Create a College-Going Culture

To increase the rate of college-going in the state, UW and the community colleges will partner with the Wyoming Department of Education to

a) create a marketing and communications plan focused on the value of higher education and opportunities in Wyoming for students in grades 9-12, including the Hathaway Scholarship program;

b) share student names and contact information such that every Wyoming student can be made aware of opportunities for study at their local community college and UW;

c) develop a postsecondary plan for every student during 9th grade; and

d) set a goal for increasing the rate of immediate entry into higher education from high school.

2. Remove Barriers to College Participation

To remove barriers to entry for first-time and transfer students, UW and the community colleges will

a) create a common application for use at each of the eight institutions;

b) explore the cost and implementation of a potential shared student information system and opportunities for collaborations on shared data systems;

c) jointly promote students’ completion of the Free Application for Federal Student Aid, or FAFSA; and

d) identify a statewide goal and secure necessary resources for state-funded need-based financial aid.
3. Create a Pipeline to Wyoming’s Colleges

To encourage non-resident college-going in Wyoming, UW and the community colleges will
a) expand the use of regional pricing strategies to attract nonresident students;
b) co-create a statewide marketing campaign for non-residents to attend college in Wyoming;
c) reaffirm a commitment to ease of transfer and development of pathways to degrees in Wyoming, including expanding the 2+2 articulation agreements;
d) evaluate the capacity of Wyoming’s institutions to ensure a financially feasible mix of resident and non-resident students enrolled in the right programs; and
e) analyze Wyoming college’s student housing capacity.

4. Develop paths to re-entry into college for Wyoming high school graduates entering higher education from the workforce

To serve adult students those who enter higher education from the workforce, UW and the community colleges will
a) provide an on-ramp of transitional student services to ensure success;
b) ensure career and technical program options are aligned with the state’s economic and workforce needs;
c) provide expansion of certificate programs for workers that are already in the workforce; and
d) expand the Bachelor of Applied Science degree and develop a college completion degree option.

5. Build Pathways to Completion

To ensure those who begin their education will complete it, UW and the community colleges will
a) utilize data and national best practice to set aggressive student success goals; and
b) increase fall-to-fall retention rates and the number of students who earn post-secondary credentials through Complete College Wyoming.
c) Partner with ENDOW and others to establish programs and practices to retain college graduates and certificate completions in Wyoming.

Timeline

Present
a. Set a statewide goal for post-secondary educational attainment via a joint resolution with the Wyoming Community College Commission and the UW Board of Trustees.
b. Effective November 17, 2017, the goal is to increase the percent of the working population 25-64 years old that possess a valuable post-secondary credential to 60% by 2025, and to 75% by 2040.

Year 1
a. Determine statewide enrollment goals and metrics to measure success, to include both the number of Wyoming and nonresident students served, the percent of high school graduates in the state pursuing higher education, the FAFSA federal financial aid application completion rate, and the rate of transfer. b. Partner with the Wyoming Department of Education to provide directory information for all high school students in the state to their regional community college and the University of Wyoming, form a statewide higher education marketing council, and coproduce a communication sequence to educate students and parents about higher education and financial aid.
c. Research opportunities for development of a statewide college application, including the budgetary impacts, and make a recommendation for implementation. Pilot the implementation. d. Engage in institutional capacity evaluation, including student housing, and the types of programs, including degrees and certificates, necessary to meet future needs.
Year 2
a. Implement and jointly promote the statewide college application and completion of the Free Application for Federal Student Aid, or FAFSA.
b. Deepen partnerships with high schools to encourage the development of postsecondary transition plans for all high school students and provide training for counselors and superintendents on relevant topics.
c. Update and expand upon the communication sequence outlined in year one, developing a full marketing and media campaign.
d. Explore and expand regional pricing strategies to attraction nonresident students to Wyoming for higher education.
e. Establish programs and practices to keep Wyoming’s college graduates in-state.

Year 3
a. Research opportunities for need-based aid models, including the budgetary impacts, and make a recommendation for implementation.
b. Develop a report including national benchmarking on the impact of Complete College Wyoming and other student success initiatives on progress towards improving retention and completion for traditional and nontraditional populations.
c. Explore a shared student information system and opportunities for data partnership.
d. Further develop the statewide communications and marketing plan to reach non-resident audiences.
A STRONGER NATION
Learning beyond high school builds American talent

Wyoming’s Report 2018
Wyoming's progress toward the goal

By 2025, 60 percent of Americans will need some type of high-quality credential beyond high school. To count toward this important goal, any credential must have clear and transparent learning outcomes that lead to further education and employment. **Wyoming's attainment rate is 48 percent, and the state is working toward its attainment goal of 60 percent by 2025.**

**How Wyoming compares to the nation**

Educational attainment in Wyoming exceeds the national average, but work remains before it reaches 60 percent.

**Wyoming's progress**

To reach state goals, the state will not only have to maintain current rates of attainment but also significantly increase the number of people who enroll in programs and earn all types of credentials beyond high school. With the inclusion of workforce certificates (beginning in 2014), **Wyoming's overall rate of educational attainment has increased by 12.2 percentage points since 2008.**

*Since 2014, workforce-relevant certificates have been included in the total of postsecondary credentials.
Highest Education Level Across Wyoming

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school graduate (including GED)</td>
<td>28.4%</td>
</tr>
<tr>
<td>Some college no credential</td>
<td>17.4%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>8.0%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>13.0%</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>17.8%</td>
</tr>
<tr>
<td>Certificate</td>
<td>9.4%</td>
</tr>
<tr>
<td>Less than 9th grade</td>
<td></td>
</tr>
<tr>
<td>9th-12th grade no diploma</td>
<td></td>
</tr>
</tbody>
</table>

48.2% attainment

Wyoming's racial and ethnic disparities

There are significant gaps in educational attainment that must be closed – specifically, gaps linked to race and ethnicity. These gaps persist in every state. Because educational attainment beyond high school has become the key determinant of economic opportunity closing these gaps is crucial.
Comparing Wyoming Counties

Exploring educational attainment at the local level can be especially helpful to state and local leaders as they work on talent development. For example, by pinpointing counties or regions where attainment lags, resources can be targeted where they’re needed most. Conversely, in areas of high attainment, other regions may find practices or processes they can emulate.

**Compare degree attainment rates across Wyoming’s 23 counties.** Attainment is shown here as the percentage of people ages 25-64 with at least an associate degree.*

| Attainment | County       | Population | Pop. Rank | | Attainment | County       | Population | Pop. Rank |
|------------|--------------|------------|-----------| |------------|--------------|------------|-----------|
| 58.7%      | Albany       | 38,256     | 6         | | 33.6%      | Natrona     | 81,039     | 2         |
| 28.1%      | Big Horn     | 12,005     | 15        | | 30.7%      | Niobrara    | 2,480      | 23        |
| 31.3%      | Campbell     | 48,803     | 3         | | 44.0%      | Park        | 29,353     | 8         |
| 32.3%      | Carbon       | 15,618     | 12        | | 29.1%      | Platte      | 8,680      | 17        |
| 29.7%      | Converse     | 14,191     | 13        | | 42.3%      | Sheridan    | 30,200     | 7         |
| 34.0%      | Crook        | 7,464      | 20        | | 37.2%      | Sublette    | 9,769      | 16        |
| 35.0%      | Fremont      | 40,242     | 5         | | 33.1%      | Sweetwater  | 44,165     | 4         |
| 36.9%      | Goshen      | 13,390     | 14        | | 61.5%      | Teton       | 23,191     | 9         |
| 41.5%      | Hot Springs | 4,679      | 22        | | 29.0%      | Uinta       | 20,773     | 10        |
| 40.2%      | Johnson      | 8,486      | 18        | | 29.4%      | Washakie    | 8,235      | 19        |
| 42.5%      | Laramie      | 98,136     | 1         | | 30.4%      | Weston      | 7,236      | 21        |
| 30.8%      | Lincoln      | 19,110     | 11        | |           |              |            |           |

*Attainment is the percentage of people ages 25-64 with at least an associate degree.
Results by race and ethnicity in Wyoming

A growing proportion of today’s learners are African-American, Hispanic, and American Indian; and data show persistent and troubling gaps between their attainment levels and those of their white peers. Addressing these gaps – and expanding post-high-school learning opportunities for all – is essential to reducing the inequality that influences much of American life.

Explore Wyoming’s attainment rates across five racial and ethnic groups, and see how it performs relative to other states. Attainment is shown here as the percentage of residents, ages 25-64 with at least an associate degree.*

<table>
<thead>
<tr>
<th>filtered by</th>
<th>RACE AND ETHNICITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>American Indian</td>
</tr>
<tr>
<td>Asian and Pacific Islander</td>
<td>Hispanic</td>
</tr>
<tr>
<td>White</td>
<td>National/State attainment average</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>sorted by</th>
<th>STATE NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONAL AVG</td>
<td>Colorado</td>
</tr>
<tr>
<td></td>
<td>Idaho</td>
</tr>
<tr>
<td></td>
<td>Montana</td>
</tr>
<tr>
<td></td>
<td>Nebraska</td>
</tr>
<tr>
<td></td>
<td>South Dakota</td>
</tr>
<tr>
<td></td>
<td>Utah</td>
</tr>
<tr>
<td></td>
<td>Wyoming</td>
</tr>
</tbody>
</table>

* Data source: Lumina Foundation.
Data sources

Data sources for *A Stronger Nation* are listed below, along with links and additional information.

**Attainment and enrollment rates**

*U.S. Census Bureau American Community Survey* (ACS): One-year Public Use Microdata Sample (PUMS). County-level and metro-regional data are from ACS five-year estimates (2012-2016). College enrollment percentages reflect the enrollment of non-degree-holding students, ages 18-54, at public and private two- and four-year institutions.

- U.S. Census Bureau: [http://www.census.gov/programs-surveys/acs](http://www.census.gov/programs-surveys/acs)

**Persistence and completion rates**

Student retention rates (persistence) and degree-completion rates were collected by the National Student Clearinghouse. Graduate degrees awarded were analyzed by the National Center for Education Statistics and IPEDS.

- National Center for Education Statistics: [https://nces.ed.gov/](https://nces.ed.gov/)
- Integrated Postsecondary Education Data System Completion Survey 2014-2015: [https://nces.ed.gov/ipeds/Home/UseTheData](https://nces.ed.gov/ipeds/Home/UseTheData)

**Awareness**

Data that track public opinion about the importance of earning credentials come from a Gallup-Lumina Foundation survey conducted in 2016.

**Population**


Inclusion of certificates

Attainment rates for 2014, 2015, and 2016 include the estimated percentage of working-age Americans who have earned high-value postsecondary certificates – not just associate degrees and above, as A Stronger Nation reported in previous years. This estimated percentage was derived by polling a nationally representative sample of Americans ages 25-64. The surveys were conducted by NORC at the University of Chicago, an independent research institution.

At the state level, the estimated percentage of state residents who have earned high-value certificates was derived by labor market experts at Georgetown University’s Center on Education and the Workforce.

- NORC at the University of Chicago: http://www.norc.org
- Integrated Postsecondary Education Data System: https://nces.ed.gov/ipeds/Home/UseTheData
- Georgetown University’s Center on Education and the Workforce: https://cew.georgetown.edu/

Defining metro areas

Metro-area data in A Stronger Nation are those that apply to the nation’s Metropolitan Statistical Areas (MSAs). The term MSA refers to “a large population nucleus, together with adjacent communities having a high degree of social and economic integration with that core.” MSAs comprise one or more entire counties, except in New England, where cities and towns are the basic geographic units. The federal Office of Management and Budget defines MSAs by applying published standards to Census Bureau data.
Lumina Foundation is an independent, private foundation in Indianapolis that is committed to making opportunities for learning beyond high school available to all. We envision a system that is easy to navigate, delivers fair results, and meets the nation’s need for talent through a broad range of credentials. Our goal is to prepare people for informed citizenship and for success in a global economy.