

Wyoming Community College Commission Annual Report – 2008

General Information

Agency Name: Wyoming Community College Commission (WCCC)

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Governing Statute: W.S. 21-18-101 et seq.

Reporting Period: FY2008 (July 1, 2007 through June 30, 2008)

Clients Served: Wyoming citizens, visitors, and individuals residing outside of the state that are interested in pursuing educational goals via distance education delivery systems and programs.

Budget Outline: \$1.8M administrative budget, \$116.1M to colleges and programs, \$1.8M to Wyoming Public Television (WPTV), \$1.6M to colleges for emergency and major maintenance, \$20.7M to fund three college capital construction projects.

Report Narrative

Wyoming Quality of Life:

Two Wyoming Quality of Life results are the foundation for the Commission's strategic plan and biennial budget request:

- Students successfully educated and prepared for life's opportunities, and
- A diverse economy that provides a livable income and ensures wage equity.

The Wyoming Community College Commission (WCCC) collaborates with Wyoming's seven community colleges to provide educational experiences that strengthen, support and enrich communities and prepare students to successfully meet life's challenges and recognize and profit from opportunities.

Wyoming's seven community colleges provide affordable, accessible and lifelong education. The Wyoming Community College Commission supports the colleges through advocacy, coordination and collaboration. In partnership with the colleges, the Commission is committed to improving quality of life through learning.

Basic Facts:

The WCCC is located in Cheyenne and employed 12 full time staff members to support the community colleges in FY 08. The seven community colleges, along with their 43 combined outreach centers, employed over 2,500 individuals and have a presence in every Wyoming county.

The WCCC consists of seven (7) members appointed by the Governor that meet on a quarterly basis. The Superintendent of Public Instruction and the Governor are ex officio, nonvoting, commission members. The WCCC appoints an executive director that is responsible for hiring staff to assist the Commission in fulfilling its duties and obligations.

The WCCC operated on an administrative budget of \$1.8M of which all were general funds. \$116.1M was distributed to colleges and program centers, of which \$114.7 were general funds and \$1.4M were federal funds. \$1.8M was distributed to WPTV for operations, all of which were general fund revenues. \$1.6M was distributed to the colleges for emergency and major maintenance, and \$20.7M was distributed for three capital construction projects.

The most important postsecondary educational opportunities provided to Wyoming citizens by the community colleges are:

1. Academic transfer programs,
2. Career and occupational programs,
3. Workforce development,
4. Developmental and basic skills instruction,
5. Public and community services programming, and
6. Student support services.

It is estimated that the community colleges will serve 40-45,000 citizens every biennium.

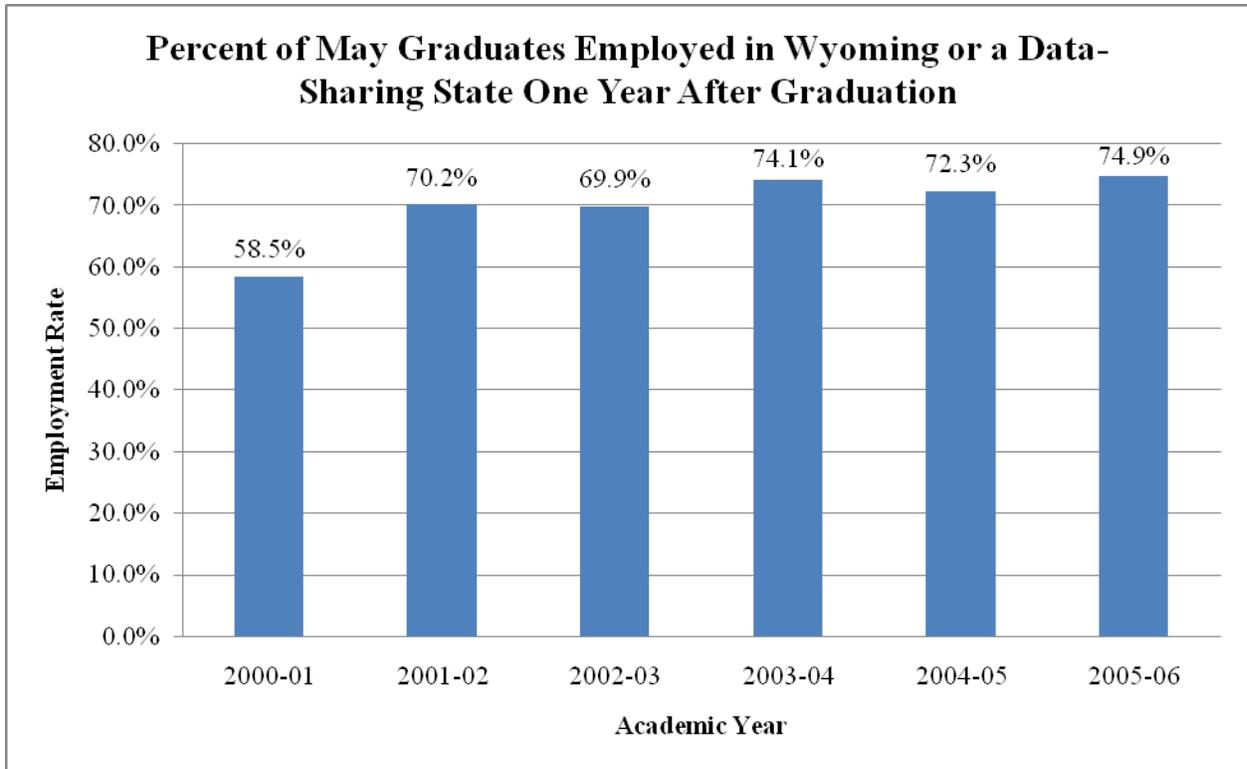
Performance:

The community colleges responded to the need for a trained and skilled workforce by providing affordable, accessible educational and training opportunities to all Wyoming residents. For example, in addressing Wyoming's need for nurses and elementary and secondary teachers, the colleges continued to expand services to train more professionals in these areas. In collaboration with the K-12 and UW systems, the colleges prepared students for success in postsecondary education, with diverse program offerings, quality faculty and an increasing number of courses and degrees offered online.

Embracing the diversity within the state and their own communities, the colleges served students with a wide range of educational needs and goals. In 2007-08 nearly two-thirds of community college students in Wyoming attended part-time, with a majority enrolling for eight credit hours or less. There really is no "typical" community college student. A person needing Adult Basic Education (ABE) or a General Educational Development (GED) certificate, a recent high school graduate preparing to transfer to a university, an incumbent worker seeking to upgrade or develop new workforce skills, or a retired person seeking to enrich understanding in a new subject—all fit the description of a community college student.

Those who enrolled in a community college did so for a variety of reasons. Some students have several goals. Wyoming's seven community colleges successfully served more than 24,000 students during the 2007-08 academic year. While the most common goals are to earn an associate's degree or transfer to another institution, other important goals of Wyoming's college students included earning a certificate, upgrading current or developing new job skills, and personal enrichment.

Performance #1: Workforce Preparation Job Placement Rate



Data-sharing states: Colorado, Idaho, Montana, Nebraska, S. Dakota, Utah, Alaska, New Mexico, Texas
Source: "Wyoming Community College Graduate Study," WCCC, 2008.

Story behind the performance:

Becoming employed after graduation is an important goal and achievement. One year after graduation, 74.9% of the 2005-06 graduates from the seven community colleges were employed in Wyoming or one of the nine states with which Wyoming has data sharing agreements. Graduates from academic year 2002-03 were surveyed in late 2005 and reported in 2006. This is the latest performance information available until graduate surveys from the 2006-07 academic year are reported.

**Current Credit and Non-Credit Training in Support of High-Demand,
High-Growth Industries**

Wyoming Community College Credit Programs and Non-Credit Training In Support of the Top Five High-Demand Industries in Wyoming*		
	Number of Credit Degrees and Certificates Offered by Wyoming Community Colleges	2006-07 Headcount of Non-Credit Enrollments in Customized Training Offered by Wyoming Community Colleges
Accommodations & Food Services	16	81
Construction	44	360
Retail Trade	25	148
Transportation & Warehousing	35	190
Health Care & Social Assistance	125	414
<small>* Based on posted vacancies in DWS Workforce Centers for the top five industries (1 Jan 08 – 31 Mar 08). Sources: Wyoming Community College Commission, Wyoming Community Colleges, Workforce Development Activities Report 2006-2007</small>		

Wyoming Community College Credit Programs and Non-Credit Training In Support of the Top Five High-Growth Industries in Wyoming			
	Rate of Change and Employment Change*	Number of Credit Degrees and Certificates Offered by Wyoming Community Colleges	2006-07 Headcount of Non-credit Enrollments in Customized Training Offered by Wyoming Community Colleges
Construction & Extraction Occupations and Trade Workers	32.8% 15,257	65	1,760
Office & Administrative Support Occupations	15.6% 5,776	111	128
Transportation & Material Moving Occupations	22.0% 5,003	74	190
Installation, Maintenance & Repair Occupations	29.7% 4,948	180	300
Food Preparation & Serving Related Occupations	16.0% 3,937	16	81
<small>* Reflects number of additional jobs and average annual compound rate of change (2006-2016) Sources: Wyoming Department of Employment (Wyoming Statewide Long Term Employment Projections, Industry Roll-Ups, 2006-2016); Wyoming Community College Commission; Wyoming Community Colleges, Workforce Development Activities Report 2006-2007</small>			

Story behind the performance:

A workforce appropriately trained for Wyoming’s high-demand, high-growth industries positively impacts the economic health of the state. Wyoming’s community colleges played a role in providing short- and long-term training, both credit and non-credit, in those critical industries.

New Degree or Certificate Programs In Support of High-Demand Industries in Wyoming

Each college strives to respond to the educational needs in its service area as well as the state. The training needs will vary somewhat among the regions. A second indicator of workforce preparation is the number and type of degrees and certificates implemented by the colleges within the last year that support or align with high demand industries

<p align="center"><u>New Degree or Certificate Programs</u> In Support of <u>High-Demand</u> Industries in Wyoming Initiated by Wyoming Community Colleges during the 2007-08 Academic Year</p>		
Industry with High Demand*	NEW Degree or Certificate	Community College
Accommodations & Food Services		
In addition to existing training in this area , the following have been added:		
	Hotel & Restaurant Management Office Management	Central Wyoming College Casper College
Construction		
In addition to existing training in this area, the following has been added:		
	Fundamentals of Integrated Systems Technology	Laramie County Community College
Retail Trade		
In addition to existing training in this area, the following have been added:		
	Web Design Marketing Web Development	Casper College Casper College Casper College
Transportation & Warehousing		
In addition to existing training in this area, the following have been added:		
	Industrial Safety	Western Wyoming Community College
Health Care & Social Assistance		
In addition to existing training in this area, the following have been added:		
	Health Science Licensed Practical Nurse Emergency Medical Services Paramedic Diagnostic Medical Sonography Early Childhood Education	Northern Wyoming Community College District Casper College & Eastern Wyoming College Laramie County Community College Laramie County Community College Northwest Community College & Northern Wyoming Community College District

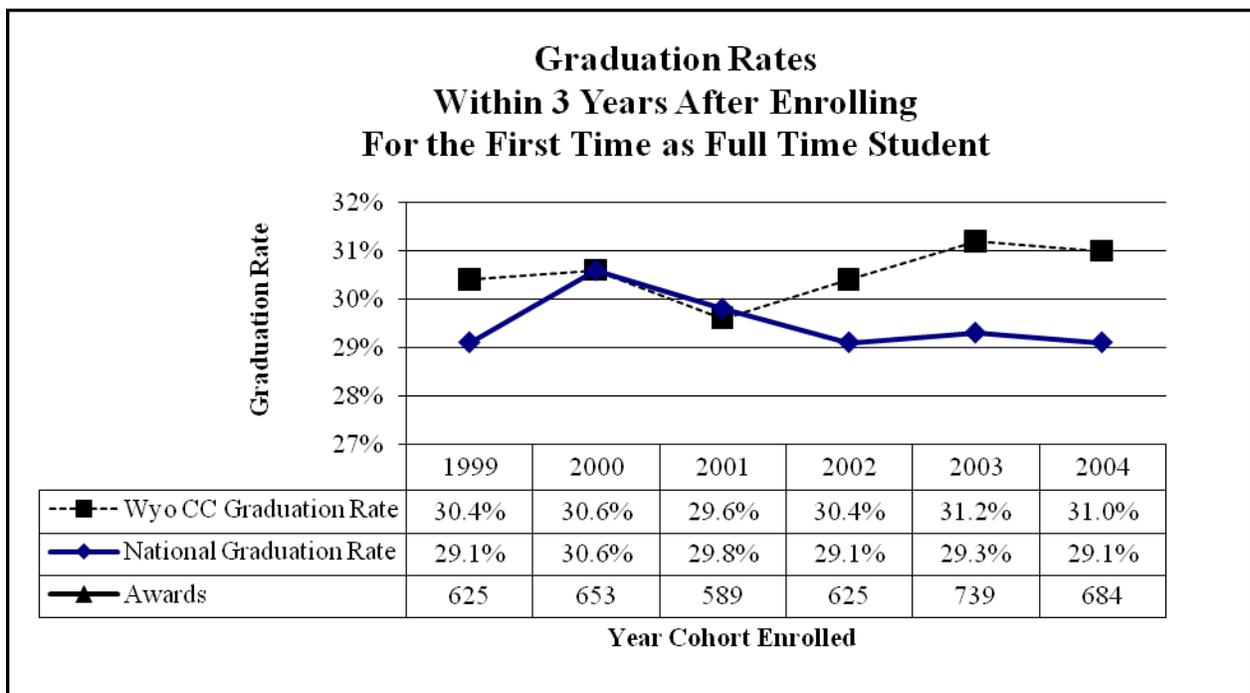
* Industries identified based on posted vacancies in DWS Workforce Centers (1 Jul 06 to 30 Jun 07).

Sources: Department of Workforce Services, Wyoming Community College Commission

What have we done to improve performance?

- The WCCC continued to administer the Wyoming Investment in Nursing (WYIN) Program. The additional appropriation granted by the Wyoming Legislature helped to support student nursing loans and salaries for additional Licensed Practical Nursing faculty members in rural areas of Wyoming.
- The WCCC continued to administer the Teacher Shortage Loan Repayment Program in the 07-08 biennium (\$800,000) for University of Wyoming graduates in special education, science and mathematics to repay their loans by working as certified teachers in Wyoming.
- The WCCC utilized the \$425,000 appropriated by the Wyoming Legislature to develop a marketing initiative that will provide information about the community college system and raise the awareness of what the colleges offer.
- The WCCC continued and improved partnerships with other state agencies (DWS, DOE, DFS) to provide more visibility and advocacy for community colleges and the programs they offer, especially in the areas of workforce training and the administration of the Hathaway Scholarship Program.
- The WCCC continued its partnership with the Wyoming Workforce Alliance.

Performance #2: Graduation Rate



Sources: National Center for Education Statistics, IPEDS Peer Analysis Database System, <http://nces.ed.gov/ipeds>; National Center for Higher Education Management Systems (NCHEMS), www.higheredinfo.org

Story behind the performance:

Students at community colleges enroll for a variety of reasons, the most common of which is to earn an associate's degree. Over the six-year period from 1999 through 2004, cohorts of first-time, full-time students were tracked to determine if they completed their coursework and graduated three years (150%) after they first enrolled. Over this span of time, the number of

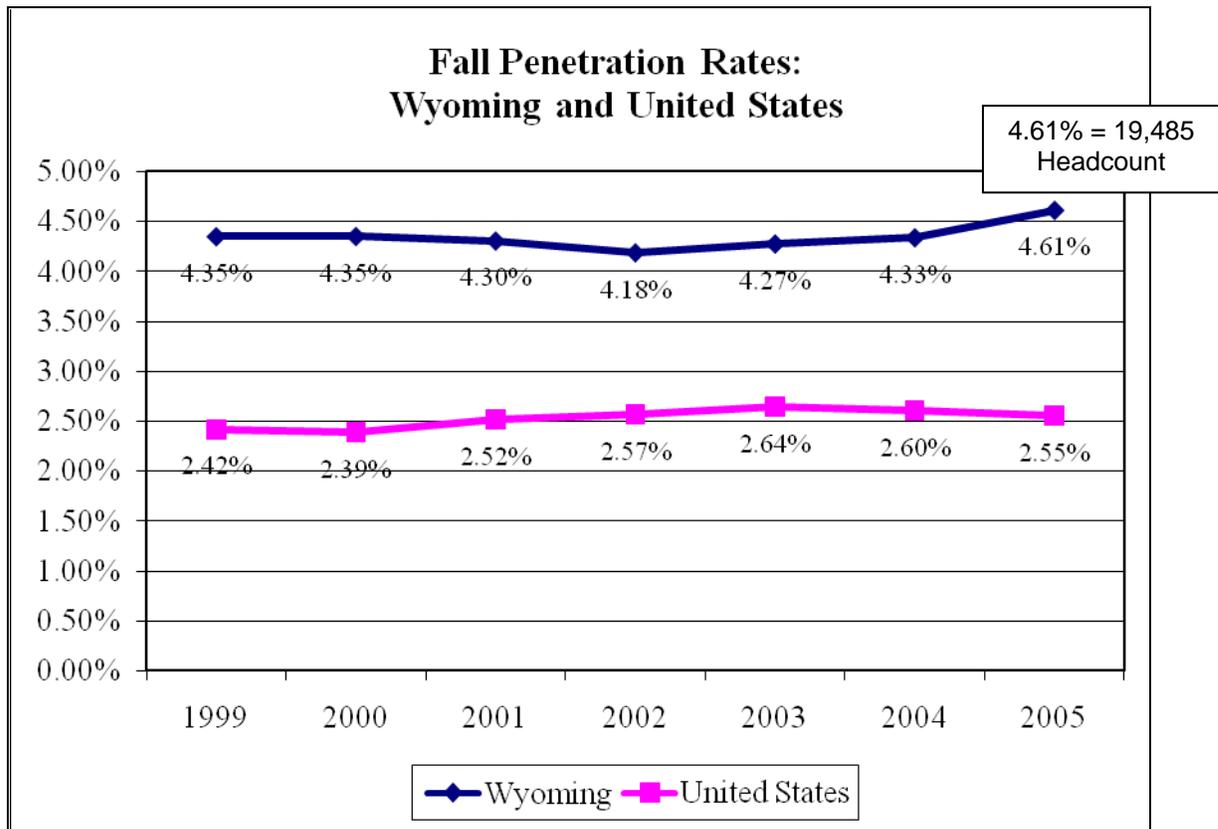
graduates averages 653. The percentage of these students that graduated from each cohort has held fairly constant around 30%.

One reason Wyoming's performance is low is because federal guidelines require the colleges to report graduation rates for only full-time students who complete a degree within three years after enrolling for the first time. Since, on average, at least 60% of the students in Wyoming's colleges are enrolled as part-time students, they are usually not able to complete a degree in three years. Some students (25.3% of the 2004 cohort) transfer to a four-year institution before graduating with an associate's degree. The Commission plans to work with the colleges to develop and implement more realistic measures of academic success, including graduation rates to more fully accommodate the unique profile and goals of community college students.

What have we done to improve performance?

- The WCCC has collaborated with the community colleges, the University of Wyoming, and the Wyoming Department of Education to implement the Hathaway Scholarship Program during the 2006-07 and 2007-08 academic years.
- The WCCC assisted the colleges in continuing the "Smarthinking" tutorial program for students. The colleges provided their own funds for this internet-based service that connects students to trained e-instructors for tutorial assistance at any time.
- In the spring of 2007, the colleges administered the first system-wide student engagement survey. This survey is conducted by the University of Texas at Austin Community College Survey of Student Engagement (CCSSE) Research Institute. The results of the CCSSE surveys were incorporated into the 2006-07 *Core Indicators of Effectiveness Report* published by the WCCC annually.
- The WCCC maintained active participation with the P-16 Council which is currently reviewing research and policies concerning program completion in Wyoming high schools, the community colleges and the University of Wyoming.

Performance #3: Credit Outreach (Penetration) Rate



Source: *The Chronicle of Higher Education Almanac Edition 2007-08*

Story behind the performance:

The number of people in Wyoming, who are enrolled in credit classes at a Wyoming community college, is called the outreach or penetration rate. The Wyoming community college system had a credit student penetration rate of 4.61% for the fall 2005 semester, which is the most current information available. This means that 4.61% of the state's population (19,485), ages 14 and up, was enrolled in credit courses at one of the community colleges across the state.

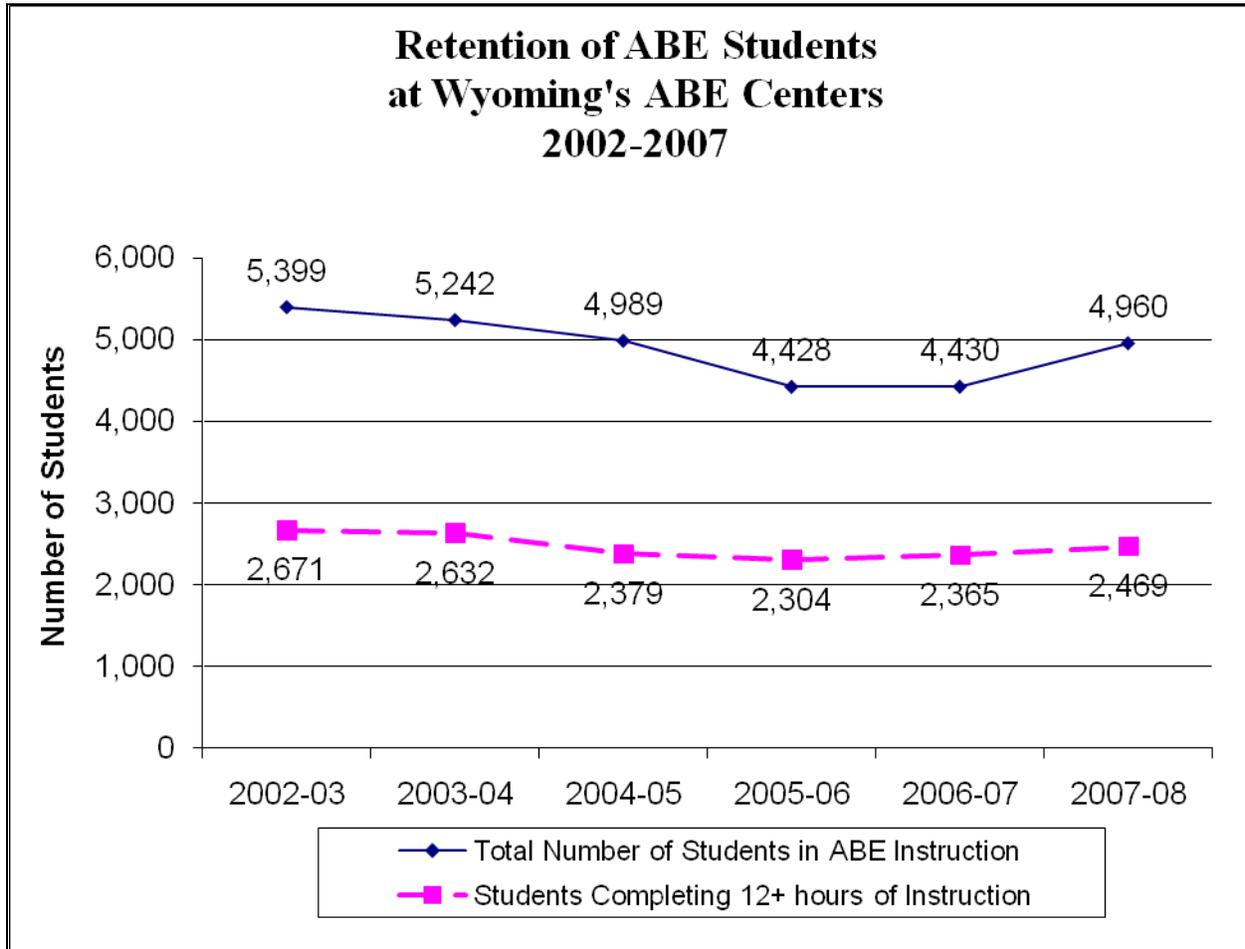
The Wyoming rate has been much higher than the national average for the last seven years because the seven colleges have responded to the state's rural character and geographic isolation by taking services to every county in Wyoming through 38 outreach centers.

Beyond the penetration rate for credit courses, the colleges provide comprehensive non-credit workforce training tailored to business and industry needs as well as non-credit Continuing Education and Community Service classes. In addition, several thousand individuals take advantage of the wide variety of cultural and athletic events, public forums and recreational activities as well as numerous non-credit courses offered by the seven colleges each year.

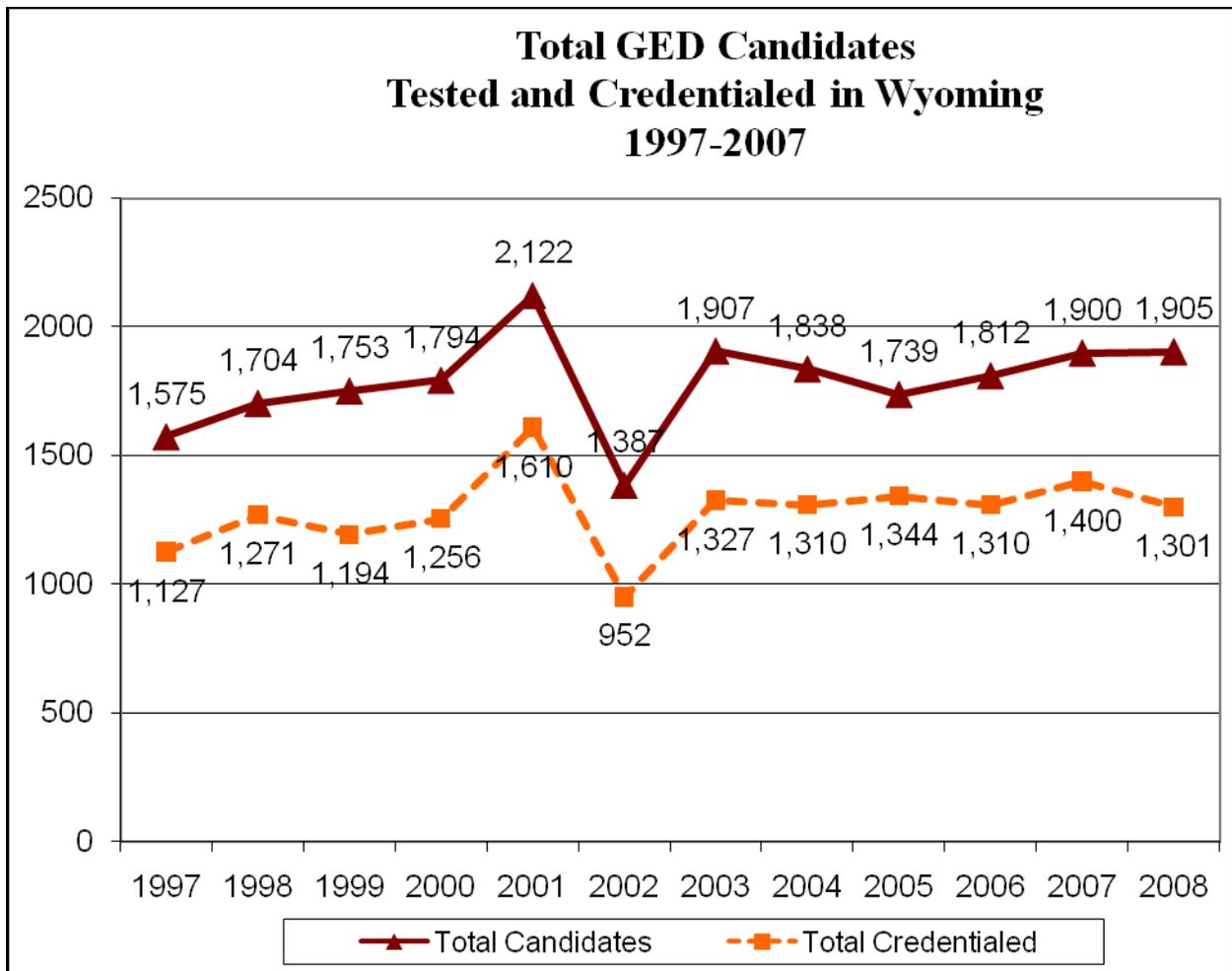
What have we done to improve performance?

- With Commission approval, the community colleges collectively initiated 43 new credit degree and certificate programs in 2007-08 directly in response to local education and training needs of citizens and businesses the colleges' service areas.
- Credit enrollment topped 24,000, the highest headcount in the history of the Wyoming Community College System.
- The availability of the Hathaway Scholarship Program has been used by the colleges in their marketing and recruiting efforts to attract more high school students.
- The WCCC executed a new marketing plan to distribute information about the community college system statewide. This involved the creation of a new, student-focused website that provides information about program opportunities at each college. The marketing campaign, launched in April of 2008 through outdoor, radio and online ads, will increase awareness of the community college system as a relevant and cost-effective option for quality education programs and services.

Performance #4: ABE/GED and Remedial Education



Source: Wyoming Community College Commission, ABE/GED Programs



Source: Wyoming Community College Commission, ABE/GED Programs. Data reflect candidates and completions per fiscal year.

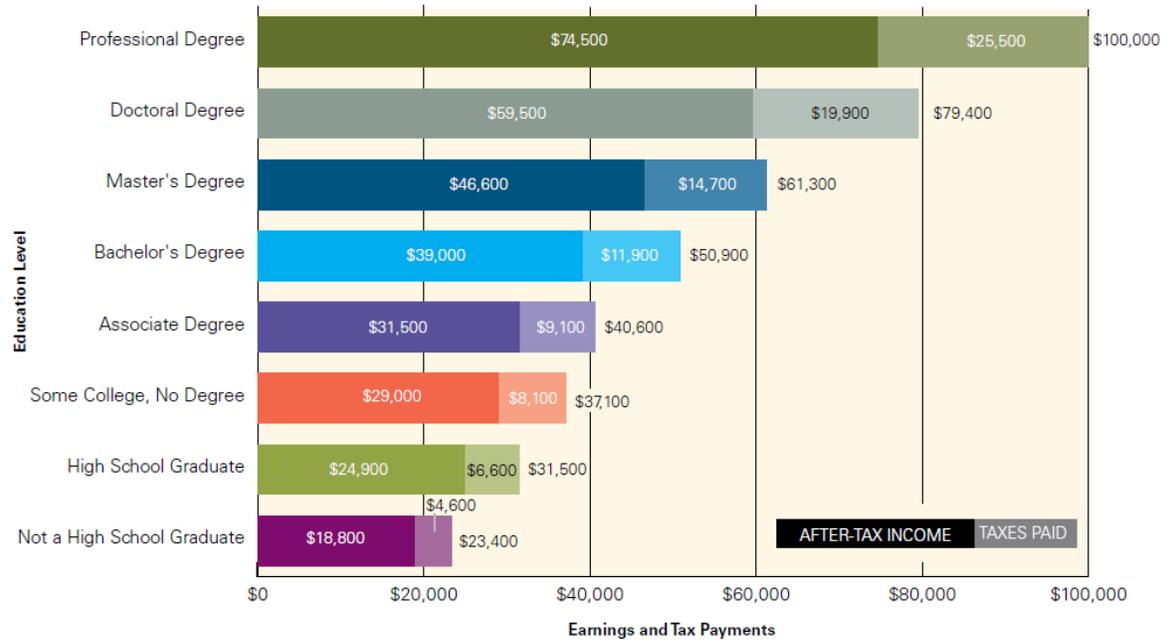
Story behind the performance:

ABE/GED

Wyoming’s colleges are comprehensive educational institutions, offering Adult Basic Education, GED credentialing, credit and non-credit workforce training, academic and occupational-technical degrees and certificates as well as non-credit community service and continuing education offerings. The GED credential is a pathway to postsecondary education (32%) and/or job-related training (56%) (WCCC, GED report).

The graph below was provided by the College Board non-profit association and demonstrates how levels of education correlate with median incomes of full-time, year-round workers. Along with this data, a 2008 report published by GED Testing Services entitled, *Economic and Non-Economic Outcomes for GED Recipients*, states that, “Adults with GED credentials on average earn about \$4,100 more (annually) than adults with less than high school level education...”

Figure 1.1: Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2005



Note: Taxes paid include federal income, Social Security, and Medicare taxes, and state and local income, sales, and property taxes.
Sources: U.S. Census Bureau, 2006, PINC-03; Internal Revenue Service, 2006; McIntyre et al., 2003; calculations by the authors.

The bars in this graph show median earnings at each education level. The lighter segments represent the average federal, state, and local taxes paid at these income levels. The darker segments show after-tax income.

In 2005, 44,883 Wyoming citizens (13.56% of Wyoming’s population, age 16 years and older and not enrolled in an educational program) did not have a high school diploma (“*Profiles of the Adult Education Target Population*”, U.S. Department of Education, 2005). For this 13.56% of Wyoming’s population, the ten Adult Basic Education (ABE) Centers in Wyoming funded through the WCCC are committed to preparing these adults with the skills needed for more productive living in our society. Preparation includes preparatory courses for attainment of a GED, remedial coursework relevant to employment in Wyoming, English as a Second Language (ESL) classes, and United States Citizenship coursework.

From January to December of 2007, 1,358 individuals earned a GED in Wyoming. This number has been relatively stable for the last 10 years. In the same year, 434 individuals started their GED testing but never completed. This is a gap of 24%.

The retention of ABE students past the benchmark of 12 instructional hours compared to those who complete 1-11 hours of instruction has been relatively stable over the last several years. In 2006-07, 4,960 students completed 1-11 hours of ABE instruction while 2,469 completed 12 or more hours. This is a gap of 50%.

For the last two years, the WCCC has managed the EVENSTART federal family literacy program. This program consists of four community centers in the cities of Cheyenne, Gillette Torrington, and Worland. The goal of these centers is to provide adult basic education, parenting classes, and early childhood education to eligible Wyoming families.

Remedial Education

According to a recent policy report published by ACT®, on the national scale, “roughly 75 percent of students who graduate from high school go on to some form of postsecondary education within two years of their high school graduation. Yet approximately 28 percent of freshmen entering postsecondary institutions enroll in one or more remedial courses in reading, writing, or mathematics.”

For those college students who need help before taking a college-level course, every Wyoming community college offers a series of courses in mathematics, English, reading and study skills. The community colleges jointly track and report cohorts of students that enroll in remedial English and mathematics coursework. The most recent cohort data available track the performance of these students from fall 2004 to fall 2007. Over the course of eight semesters, the data below highlight student success in subsequent mathematics and English coursework. The community colleges reported that 982 students (duplicated headcount) completed their courses with grades of “C” or better within one year, a pass rate of 32.1%.

Remedial Education at Wyoming Community Colleges Fall 2004 Cohort					
Developmental Coursework (Fall 2003)		Subsequent Coursework (Within 1 year - by Fall 2004)	Subsequent Coursework (Within 5 Semesters – by Fall 2005)	Subsequent Coursework (Within 8 Semesters – by Fall 2006)	
<i>Enrolled</i>	<i>Completed</i>	<i>Completed</i>	<i>Completed</i>	<i>Completed</i>	
5,097	3,058	982	1,001	1,075	
Pass Rate: 60.0%		Pass Rate*: 32.1%	Pass Rate*: 32.7%	Pass Rate*: 35.2%	

**Based on 3,058 students that completed developmental coursework*

What have we done to improve performance?

- The Community College Commission has completed the integration of the Adult Basic Education (ABE) and General Educational Development (GED) programs into the full spectrum of educational services offered through the community colleges and the Commission.
- Community colleges continued to offer remedial courses, at no charge, to students who complete their GED.
- Converted all ABE Centers to an enhanced, user-friendly database management system to better track performance and improvements.
- Coordinated self-assessments for all ten ABE centers to review policies, procedures, and performance.
- Increased the number of GED testing sites to 30 and outreach testing sites to 40.
- Implemented a new age waiver policy for GED requirements so that each student between the ages of 16 and 17 must complete an official practice examination prior to sitting for a GED examination.
- Updated GED testing policies and provided trainings to centers that requested training.
- Enhanced the ability for GED administrators to track GED candidate progress and report pass rates for each testing site.
- The availability of the Hathaway Scholarship Program to those who earn a GED has been used by the colleges as a marketing tool.
- A contract is in place to develop a funding model for ABE, with accompanying measures of success. The performance model established by this contract will begin FY2009.
- The EVENSTART administrator issued a Request for Proposal (RFP) for an additional center to be established in the state. This new center is scheduled to open in Casper on July 1, 2008.
- EVENSTART developed an internet-based data collection system to ensure that reliable data is collected from each center and used to assess program performance.

ADDENDUM

Wyoming Investment in Nursing (WYIN) Annual Report

OVERVIEW:

Wyoming statute 9-2-123 created the Wyoming Investment in Nursing (WyIN) program in order to address the state’s current and future shortage of qualified nurses. Through the WYIN program, Wyoming residents or graduates of a Wyoming high school who are accepted into a Wyoming licensed practical nurse, registered nursing education program or a baccalaureate degree program in nursing at one of Wyoming’s community colleges or the University of Wyoming may be eligible to receive a WYIN loan to help pay the unmet financial need of attendance in the that program. Loans are repaid by working as a nurse in Wyoming. This program also provides funding for nursing faculty to pursue masters or doctoral degrees, as well as funding (salary and benefits) for adding nursing teaching positions at community colleges, making it possible for those institutions to educate more nursing students. This programs’ first year of operation was July 1, 2003 through June 30, 2004.

SUMMARY: (July 1, 2007-June 30, 2008)

	Number of Students	Average Award per Academic Year	Total Awarded	Legislative Appropriation
Undergraduate Student Loans	196	\$5,203	\$1,019,936 *	\$987,500 per year
Graduate Student Loans	6	\$5,892	\$35,352	

*The program had remaining funds from the previous group which explains why the total awarded is larger than the legislative appropriation.

	Number Employed	Average Salary and Benefits	Total Awarded	Legislative Appropriation
Associate Degree Nursing (ADN) Full time teaching faculty Part time clinical faculty	13 Full time faculty 4 Part time clinical faculty	\$71,763 \$10,626	\$932,929 \$42,504	\$1,474,000
Licensed Practical Nursing (LPN) Outreach Coordinator, Full time Teaching faculty Part time clinical faculty	2 Full time Coordinators 1 Full time faculty 1 Part time clinical faculty	\$99,590 \$73,152 \$15,300	\$199,180 \$73,152 \$15,300	\$500,000
* The combined appropriation of \$1,947,000 may be used to fund both LPN and ADN programs.			Total Awarded \$1,263,065	Total Appropriation \$1,947,000

OUTCOMES: Outcomes for students reported in the table below include all graduate and undergraduate students that have received a WyIN loan since the inception of the program (July 2003 to June 2008). The information was acquired from Western States Learning Corporation, the contracted loan servicing agency.

Status of All Outstanding Loan Commitments and Repayments under WyIN Program		
Paid In Full by Working As Nurses in Wyoming	63	13%
Employed as Nurses in Wyoming	84	18%
Enrolled in School	120	25%
Repaid Loan in Cash	26	5%
Repaying Loan in Cash	114	24%
Defaulted on WyIN Loan	30	6%
1st attempt at State Board of Nursing Licensure	31	7%
Graduate Students Repaying by Teaching at College or University	4	1%
Hardships or Deferred Loans	4	1%
Total Number of Recipients of WyIN Loans	476	100%

Western States Learning Corporation, summary report, 6/30/08

Teacher Shortage Loan Repayment Program (TSLRP) Annual Report

OVERVIEW:

Wyoming statute 21-7-601 created the Wyoming Teacher Shortage Loan Repayment Program (TSLRP) in order to address the state’s current and future shortage of qualified teachers in the areas of mathematics, science, special education and foreign language. Through the TSLRP program, Wyoming residents or graduates of Wyoming high schools who meet the following requirements may be eligible to receive a TSLRP loan to help pay the unmet financial need of attendance in that program:

- Enrolled, in good standing, as at least a junior at the University of Wyoming,
- Majoring in a teacher education program leading to certification as a special education, foreign language, mathematics or science teacher, and

Loans are repaid by working as a certified teacher in Wyoming in one of the four specified areas.

SUMMARY: The program’s first year of operation was from July 1, 2005 through June 30, 2006. The tables below report only on the second year of operation from July 1, 2007 through June 30, 2008.

GROUP 2 Reporting for 2007-2008 Academic Year Biennial Legislative Appropriation: \$400,000 (\$380,000 for student loans & \$20,000 for loan servicing fees) \$200,000 per academic year		
Number of Students	Average Award	Total Awarded
17 (2 nd year students, started Fall 06 & most graduate in Spring 09)	\$5,468	\$92,954

GROUP 3 Reporting for 2007-2008 Academic Year Biennial Legislative Appropriation: \$400,000 (\$380,000 for student loans & \$20,000 for loan servicing fees) \$200,000 per academic year		
Number of Students	Average Award	Total Awarded
24 (1st year students, started Fall 08 & most graduate in Spring 10)	\$5,250	\$126,000

*The Foreign Language area of study was added by the 2007 legislature. The students enrolled in the Foreign Language area of study began in the Spring of 2007.

TSLRP Students' Area of Study (includes all students June 2005-July 2008)				
	Math	Science	Special Education	Foreign Language
Group 1	12	6	16	NA
Group 2	5	7	11	NA
Group 3	9	7	7	1
Total	26	20	34	1

TSLRP OUTCOMES:

The students receiving TSLRP loans have a minimum of one and maximum of three years of study before graduation. Therefore, the program's first full group to graduate was in the spring semester of 2007. The 6/30/08 report from Western States Learning Corporation, the contracted loan servicing agency, reflects the status of groups 1, 2 & 3.

TSLRP STUDENT OUTCOMES (Western States Learning Corporation, summary report, 6/30/08)		
Paid in Full by Working	12	15%
Currently Employed in Wyoming to Repay the Loan	20	25%
Graduated and Obtaining Certification	20	25%
Dropped program and are Repaying Loan Directly	4	5%
Paid in full cash	2	2%
Defaulted	1	1%
Still enrolled at UW	22	27%
Total teaching students assisted by TSLRP program	81	100%

Report Provided by Professional Teachers Standards Board:

The University of Wyoming has reported that the Math and Special Education departments have seen an increase in the number of students enrolled in the teacher education program since the implementation of the Teacher Shortage Loan Repayment Program. Based on the number of Exception Authorizations (EA's) issued in 2007-2008 school year, it appears the decrease in the number of EA's in special education may have been positively impacted due to the TSLRP legislation.

There are a number of teaching positions that were filled by teachers during the 2007-2008 school year, who are not fully certified in both core and non-core content areas. Teachers may have up to a total of three Exception Authorizations (up to a total of three years to obtain full certification). That being said the PSTB makes the following recommendations to the Teacher Shortage Loan Repayment Program:

1. Continue the TSLRP for students majoring in the areas of Foreign (World) languages, Special Education, Math, and Science.
2. Expand the TSLRP to include English as a Second Language (ESL), Reading, and Library Media.
3. Expand the TSLRP to support currently certified teachers in Wyoming, employed by local school districts, to add additional endorsements to their initial certification in the areas of Foreign (World) Languages, Special Education, Math, Science, Reading and Library Media.
4. There are no recommendations for funding changes from the PSTB at this time.

Report and recommendations prepared by Dr. Connie Pollard, Professional Teaching Standards Board

Vietnam Veteran & Overseas Combat Veteran, Surviving Spouse or Orphan Tuition Reimbursement Program Annual Report

OVERVIEW:

As a result of the 2006 legislative session, Wyoming statute 19-14-106 was expanded to allow for free tuition and fees for overseas combat veterans, surviving spouses and orphans. The Community College Commission was tasked to implement the benefit and reimburse the University and the community colleges. During the 2007 legislative session the statute was amended to include reimbursement for Vietnam Veterans.

The following is a report of the program's usage at the University of Wyoming and Wyoming's seven community colleges from June 30, 2007-July 1, 2008 semesters. No surviving spouses or orphans utilized this program thus far. Also included are the Vietnam era Veterans (Aug 5, 1964 to May 7, 1975) for which UW and the colleges were reimbursed starting spring semester of 2007.

EA 42 contained an original appropriation of \$200,000, which was not sufficient to provide educational benefits for the full 2007-2009 biennium. There was a supplemental budget appropriation of \$200,000 added to fund the program through June 30, 2008. The funding still was not adequate to cover the requests from the 8 institutions and additional funding had to be supplemented from other programs to fully cover the requests.

The Community College Commission will submit a supplemental budget request for 2010 to receive an additional \$400,000 to cover the projected costs of this program.

SUMMARY:

Vietnam Veteran & Overseas Combat Veteran, Surviving Spouse, or Orphan Tuition Reimbursement Program			
Participants (Veterans Served)	UNIVERSITY OF WYOMING	COMMUNITY COLLEGES	TOTAL
Summer 07	17	6	23
Fall 07	69	51	120
Spring 08	68	59	127
Summer 08	22	0	22
TOTAL	176	116	292
Average Tuition & Fees per Semester	\$1,625	\$919	
Total Reimbursement	\$285,977	\$106,596	\$392,573

Wyoming Community College Commission, 2008

Wyoming Community College Commission Organizational Chart

