

Wyoming Community College Commission
Adult Education Program

Request for Proposals

Workforce Innovation and Opportunity Act

(WIOA) Title II

Adult Education and Family Literacy Act

July 1, 2017- June 30, 2018 (renewable)

APPLICATION & ASSURANCES SECTION

(Includes Budget Forms)

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Adult Education and Family Literacy ACT (AEFLA) – 2017-2018 Cover Page

This is a State requirement.

PART V-A-1: COVER PAGE <i>(Complete and attach as the first page of the application.)</i>	
Program Name:	DUNS #:
County:	
Mailing Address:	
Telephone:	Email:
Website Address (URL):	
Name of Fiscal Agent's Authorized Representative:	
Mailing Address:	
Telephone:	Email:
Signature:	
AE Program Director/Contact Person:	
Mailing Address:	
Telephone:	Email:
Signature:	
Program's Fiscal Manager (Different than Program Director)	
Mailing Address:	
Telephone:	Email:
Signature:	
Type of Organization <i>(Select the type of agency that describes the applicant organization)</i>	
<input type="checkbox"/> Local Education Agency (LEA) <input type="checkbox"/> Community or Faith Based Organization <input type="checkbox"/> Volunteer Literacy Organization <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Other : _____	<input type="checkbox"/> Public or Private Nonprofit Agency <input type="checkbox"/> Library <input type="checkbox"/> Public Housing Authority <input type="checkbox"/> Consortium of Eligible Organizations <input type="checkbox"/> Partnership with Business & Eligible Org.
Amount Requested: Indicate the amount of funds being requested:	
2017-2018	\$

Per 2CFR Chapter I part 25 and the Office of Management and Budget guidance on FFATA Subaward and Executive Compensation Reporting issued on August 27, 2010, subawards can only be made to entities with DUNS numbers. To be eligible for award, entities must register for and/or provide their DUNS number to the Wyoming Community College Commission as part of their application. Entities may register or request their current DUNS number by visiting <http://fedgov.dnb.com/webform> or by calling 866-705-5711. (F)

Please note: Applicants must obtain all signatures before submitting the application.

PROJECT FUNDING BY PROGRAM TYPE

Please indicate the type(s) of funding for which you are applying:

- Adult Education and Literacy, English Language Acquisition Activities, and Integrated Education and Training. (WIOA, Section 231)

- Corrections Education and the Education for Other Institutionalized Individuals (WIOA, Section 225)

- Integrated English Literacy and Civics Education (WIOA, Section 243)

GENERAL AND PROGRAM ASSURANCES

The recipient hereby assures that:

GENERAL ASSURANCES:

1. It will comply with Title VI of the Civil Rights Act of 1964 (45 USC 2000d through 2000d-4) and its implementing regulations (34 CFR Part100), and in accordance therewith, no person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal financial assistance.
2. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC 794, and its implementing regulations (34 CFR Part 104), which prohibits discrimination based on disability in programs and activities receiving federal financial assistance.
3. It will comply with Title II of the Americans with Disabilities Act, (42 USC 12134), et seq. and its implementing regulations (28 CFR Part 35), which prohibit discrimination on the basis of disability, or it will comply with Title III, (42 USC 12181) et seq., and its implementing regulations (28 CFR part 36), which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.
4. It will comply with Title IX of the Education Amendments of 1972, as amended, (20 USC 1681-1683), and its implementing regulations (34 CFR Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving federal financial assistance.
5. It will comply with the Discrimination Act of 1975, as amended, (42 USC 6101) et seq., and its implementing regulations (45 CFR Part 90), which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance.
6. It has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act of 1974, (20 USC 123g) and its regulations (34 CFR Part 99).
7. The recipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly. {SOURCES: Section 1352, Title 31 of the US Code, 34 CFR Part 82}.
8. The applicant has the necessary legal authority to apply for and receive the proposed grant.
9. It shall repay all funds determined to be due to the federal government because of a disallowance decision in a manner deemed reasonable by the state or the federal government.
10. No smoking will occur within any indoor facility owned or leased or contracted for and utilized by it for provision of routine or regular kindergarten, elementary, or secondary education, library services, health care or day care or early childhood development services to children.
11. It will make reports to the Wyoming Community College Commission (WCCC) or the United States Secretary of Education as may reasonably be necessary to enable those parties to perform their duties.
12. The prospective grantee certifies, by submission of this assurance form and by incorporating this form by reference in each of its applications for federal funds, that neither it nor its principals:

Are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any transaction by any federal department or agency;
Have within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated above; and
Have not within a three-year period, preceding this application had any public transactions (federal, state, or local) terminated for cause or default.

13. No federal appropriated funds have been paid or will be paid, by or on behalf of the recipient, to any person for influencing or attempting to influence an officer or employee of an agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
14. Any funds received under this grant will not be used to supplant non-federal funds normally provided for services of the same type, and the applicant will make provisions for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for federal funds.

PROGRAM ASSURANCES:

1. All contractors, subcontractors, sub-grantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above-cited statutes, regulations, guidelines and standards against those students or employees.
2. It will administer each program in accordance with all statutes, regulations, program plans, policies and applications applicable to that program.
3. The applicant will adopt and use proper methods of administering each program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program, and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
4. It will cooperate in carrying out any evaluation of each program conducted by or for the WCCC, the United States Secretary of Education or other federal officials.
5. It will retain all records relating to a program for which federal funds are received for a period of three years beyond the original grant period plus extensions or until such time as all pending reviews or audits have been completed and resolved, whichever is later.
6. None of the funds expended under any programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
7. To the extent authorized by law, it shall indemnify, save, and hold harmless the State, its employees and agents, against any and all claims, damages, liability and court awards including costs, expenses and

attorney's fees incurred as a result of any act or omission by it, or its employees, agents, subcontractors or assignees in its operation of the programs.

8. It will maintain such records, including those pertaining to fiscal audit and program evaluation, and provide access to records upon request to representatives of the WCCC or the US Department of Education.
9. It will coordinate and collaborate to the extent feasible and necessary, as determined by the sub grantee, with other agencies providing adult education services.
10. The applicant's governing body, and the undersigned official, has been duly authorized to file this application from and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.
11. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant.
12. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the WCCC.
13. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
14. The applicant will submit a final project report (within 30 days of the project completion) and such other reports, as specified, to the WCCC, including information relating to the project records and access thereto as the WCCC may find necessary.
15. The WCCC reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summaries, abstracts, reports, publications, records and materials resulting from this project and this grant.
16. The applicant will protect and save harmless the WCCC from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant.
17. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor and the applicant shall return to WCCC any moneys not expended in accordance with the approved program/operation budget as determined by the audit.
18. The contractor shall develop and maintain adequate documentation in a manner prescribed by the WCCC.
19. The contractor agrees to comply with the regulations referred to in this section as they exist on the date of this contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.
20. A continuing grant award is subject to the approval of the WCCC and availability of federal and state funds.
21. The grantee assures that funds will only be expended on eligible activities outlined in the Adult Education and Family Literacy Act (AEFLA).
22. The grantee will offer instruction in collaboration with other organizations/agencies serving those individuals most in need of literacy services and those most at risk including: low income, housed in

correctional facilities, needing basic literacy or English language acquisition, seeking a high school equivalency certificate, single parents, unemployed, etc.

23. The grantee assures that funds will be used only for financial obligations incurred during the grant period.
24. The grantee will provide state and/or local (non-federal) matching contributions in order for the State to meet its maintenance of effort level equal to or greater than the aggregate amount expended at the State level during the preceding fiscal year.
25. The grantee will provide reading instruction programs designed to provide reading improvement for adults.
26. The grantee assures that the program will:
 - (1) Utilize qualified administrative personnel and instructional staff.
 - (2) Provide guidance and counseling services.
 - (3) Provide year-round instruction as described on the Intensity and Duration form.
 - (4) Develop effective recruitment and retention strategies.
 - (5) Provide adequate ADA and 504 accessible facilities, equipment, and materials, meeting adult learners' needs.
 - (6) Provide services at a reasonable cost/benefit.
27. The grantee assures that resources will be available, and a process established, to develop a Career Pathway plan for each student that focuses specifically on the student's lowest literacy area as well as transition services to post-secondary, career training/apprenticeship programs or employment.
28. Academic instruction will focus on the lowest literacy area. Post-testing measurements will be completed after reaching the minimum hours of academic instruction, which is defined in the Wyoming Adult Education Assessment Policy. The possibility of second year funding is partially contingent upon students served with AEFLA funds post-testing rates, level gains meeting or exceeding the state defined targets and compliance with state reporting requirements.
29. The grantee assures that requirements for demonstrated competencies of speaking, listening, reading, writing, computation (arithmetic), civics education, skills as a consumer, problem solving skills, and career/occupational skills development will be top priorities of the program.
30. As a state requirement, the grantee assures incorporation of the Wyoming Adult Education College and Career Ready Standards into all eligible instructional activities.
31. As a state requirement, the grantee assures that the state English Language Proficiency (ELP) standards will be used throughout the duration of the grant. ELP standards help ensure that adult English Language Learners (ELLs) receive the focused and effective instruction they need to access the state's adult education academic content standards
32. The grantee assures that all program staff assigned to administer state approved assessments obtain initial, ongoing, and/or recalibration training as required and defined in the Wyoming Adult Education Assessment Policy.
33. The grantee assures the adult education director represents adult education on the Workforce Advisory Group (WAG) which also includes community representatives, including employers, and WIOA core partners.

34. The grantee assures that state-required program data (including students' social security numbers and student service identification numbers) will be collected and entered into the state-developed management information system (NEXGEN). Social security numbers are used for data matches with the Wyoming Department of Workforce Services and the National Student Clearinghouse.
35. The grantee assures that all fees and tuition collected from adult education students are used within the program year to provide additional adult education and literacy services that it would otherwise be unable to provide and that the collection of fees and tuition are documented.
36. Program income from tuition and fees must be reported to the WCCC Adult Education Office and; accounted for in program records of such funds, and expended within the program year they are received and; used only for costs allowable under AEFLA.
37. The grantee assures if awarded funds to carry out a program for criminal offenders within a correctional institution, the grantee will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.
38. The grantee assures if awarded the Integrated English Literacy and Civics Education under section 243(a) of WIOA, services will:
 - Be delivered in combination with integrated education and training activities.
 - Be designated to:
 - Prepare adults who are ELL for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency, and Integrate with the local workforce system and its functions to carry out the activities of the program.
39. The program and services provided with Adult Education program funds will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disabilities.
40. Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and policies.
41. The programs and services will serve adults most in need as indicated by a low level of income, a low level of adult literacy, or English language proficiency of the eligible adult, and other need-related indicators.
42. All projects will participate in the local, state, and/or national evaluation process. Evaluations will be used for continuous program improvements.
43. An updated inventory of all equipment and non-consumable materials will be available for review each year.
44. The funds received under this grant will be used to address the needs set forth in the application and related fiscal information will be provided within the fiscal year timelines established for new, reapplying, and/or continuing programs.
45. Grantees that are required under the Office Management and Budget (OMB) Super Circular will obtain an independent or program-specific audit as required, and submit such audit to the WCCC.

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Signature of Project Director ➤	Date Signed
Signature of Administrator, Fiscal Agency ➤	Date Signed

PART I – ADULT EDUCATION RFP NARRATIVE

Considerations for Awarding of Grants

Demonstration of Need for Adult Education Services *WIOA AEFLA Section 232 & 233*

- 1) Describe the proposed geographic area to be served. Include regional demographics, labor market information, unemployment data, and high school graduation rates in the area served.
- 2) Describe the need for adult education activities in your requested service area.
- 3) Describe recruitment efforts targeting specific populations including but not limited to unemployed, on public assistance, limited English proficient adults, etc.
- 4) Complete the GEPA form ensuring equitable access to education and promoting educational excellence.
- 5) If the applicant is part of a consortium of eligible providers, identify the responsibilities and respective funding for each provider.

Consideration 1: Responsiveness to Need *WIOA AEFLA Section 222(a)(1), Section 231(e)(1) and; Section 232*

1) Describe the scope and specific intent of the applicant and how the applicant will be responsive to the regional service area's economic needs identified in the State Plan under the Governor's Vision, Goals, Objectives, and Strategies.

2) Describe how the applicant will provide services to individuals most in need of adult education and literacy activities including individuals a) who have low levels of literacy skills and b) who are English Language Learners (ELL).

3) Describe how the funds awarded under WIOA Title II will be spent consistent with the requirements of the AEFLA title.

4) Describe how the applicant will provide services to meet the state's performance targets.

5) Describe how the applicant will fulfill their responsibility as a One-Stop partner.

6) What part do you see your adult education program playing in goal 1, objective 1.1, strategy h of the Governor's Vision below?

Goal 1: Ensure Wyoming employers have access to a skilled, high-quality workforce in today's changing economy.

Objective 1.1: Engage the business community and align education and workforce training opportunities with the needs of Wyoming Employers.

Strategy h: Work with economic development entities to develop practices aimed at retaining workers.
Wyoming State Unified Plan (Governor's Vision, Goals Objectives and Strategies)

Consideration 2: Serving Individuals with Disabilities *WIOA AEFLA Section 231(e)(2) and (9) and Section 232*

- 1) Describe how the applicant will provide services to individuals with disabilities, including individuals with learning disabilities.
- 2) Describe how the applicant will work with individuals with learning difficulties and approaches or strategies offered. (State requirement)
- 3) What collaborative agreements are in place?

Consideration 3: Demonstrated Effectiveness and Measurable Goals WIOA

AEFLA Section 231(e)(3) and WIOA Section 116(b)(2)(A)(i)

A. DEMONSTRATED EFFECTIVENESS - Future competitions will require full implementation of this requirement.

- 1) Describe the applicant's past effectiveness in improving the literacy skills of adults and families, especially with respect to those adults with the lowest levels of literacy. For applicants that **previously** have had an AEFLA grant award, describe how well performance measures were met or exceeded. A minimum of two years of data must be cited demonstrating effectiveness in improving literacy skills with the lowest levels of literacy – reading, writing, mathematics and English language acquisition. In addition, information must be provided regarding outcomes related to attainment of a secondary diploma or recognized equivalent, transition to post-secondary education or to skills training.
- 2) Describe prior partnerships with Workforce Services in helping individuals to find employment.
- 3) For applicants **not previously funded**, provide 1) two years of data on past effectiveness in serving basic skills deficient eligible individuals; and 2) evidence of success in achieving outcomes, including domains of reading, writing, mathematics, English language acquisition, employment, attainment of secondary diploma or recognized equivalent and transition to post-secondary or training.

NOTE: For this competition NO applicant has data to demonstrate effectiveness in meeting WIOA standards. As such, funded applicants' 17-18 outcomes will be evaluated at the end of the program year. As yet to be determined percentage of funding for year two of the grant will be awarded based on demonstrated effectiveness.

B. MEASURABLE GOALS – WIOA AEFLA Section 203 (6), Section 231(e)(1)(B)(2) and WIOA Section 116(b)(2)(A)(i)(IV)

Explain how the proposed applicant will assist students in making progress toward their goals. Applicants who have not been previous providers under AEFLA are also required to address each of the five goals.

Goal 1 –Increase in number of Wyoming High School Equivalency credentials achieved.
Note: For applicants serving ELL students, describe the foundational skills pathway to increase the number of ELL students who will transition to a high school equivalency preparation program of study.

Strategies to achieve goal.	
Specific activities that will be used to achieve goal.	

Goal 2 –Describe the applicant’s bridge/career pathway to increase the number of participants who engage in post-secondary education or training activities leading to a recognized post-secondary credential, marketable certificate or employment.

Strategies to achieve goal.

Specific activities that will be used to achieve goal.

Goal 3 – Describe how the applicant will coordinate with the local One-Stop and local employers ensuring that adult education services meet the needs of job seekers and employers and increase the number of students entering employment.

Strategies to achieve goal.

Specific activities that will be used to achieve goal.

Goal 4 – Describe how the applicant will meet the State performance targets as identified in the Negotiated Performance Targets 2016-2018 in the *Resource and Policy* Section, including how the applicant will collect the data to report on such performance indicators.

Strategies to achieve goal.

Specific activities that will be used to achieve goal.

Goal 5– Describe how the applicant will increase enrollment into adult education and literacy services. Consider the seven approved activities allowed under this application.

Strategies to achieve goal.	
Specific activities that will be used to achieve goal.	

Consideration 4: Local Plan and One-Stop Alignment *WIOA AEFLA Section 231(e)(4) and WIOA Section 108 and 121 (b)(1)(A)*

- 1) Describe how the applicant demonstrates alignment between proposed AE activities and services and the activity and services of the one-stop center.

Note: Wyoming is a single service state meaning the State Plan is the Local Plan as it refers to the Governor’s Vision, Goals, Objectives, and Strategies.

- 2) Describe how the applicant will work with individuals and partners to fulfill the following:
 Governor’s Goal 2: Ensure all Wyoming people who want to work have access to an open, streamlined, and effective workforce development system.

Objective 2.1 Maximize core program coordination.

Objective 2.4 Work to reduce barriers to employment for underrepresented populations.

Wyoming State Unified Plan (Governor’s Vision, Goals Objectives and Strategies)

- 3) Describe how the applicant will fulfill their responsibilities of coordination and non-duplication of services:

<p>Strategies to achieve goal.</p>	
<p>Specific activities that will be used to achieve goal.</p>	
<p>Participation on local Workforce Advisory Group and partnerships.</p>	
<p>What local agreements are in place?</p>	

Consideration 5: Intensity, Quality and Duration *WIOA AEFLA Section 231(e)(5)(A)(B)*

1) Describe how the applicant's program is of sufficient intensity and quality of services based on the most rigorous research available for students to achieve substantial learning gains.

2) Describe the instructional practices that will be utilized to assure student's instructional level gains include the essential components of reading instruction.

3) Describe the factors considered in developing the instructional schedule for open learning labs and scheduled classes maximizing opportunities for learners to attend and demonstrate progress. Explain the reasons for not offering instruction during any periods of time in excess of two weeks. It is a state requirement that all classes funded by this grant provide a minimum of six (6) hours of instruction per class site per week. Adult Education is a year round program starting in July and running through June each year.

See Intensity and Duration Sample in *Resource and Policy* section.

4) Describe how the applicant will offer flexible schedules, distance learning, and coordinate support services to enable learners, including individuals with disabilities or other special needs, to achieve learning goals

Consideration 6: Effective Educational Practices *WIOA AEFLA Section 231(e)(5)(b) & (e)(6) and 203 (8)*

Provide evidence that the applicant's activities including practices in reading, writing, mathematics and English language acquisition instruction are appropriate and based on a solid foundation of research and best practices derived from the most rigorous research available, including scientifically valid research and effective educational practices. Activities should also be in accordance with College and Career Readiness Standards.

Consideration 7: Use of Technology *WIOA AEFLA Section 231(e)(7)*

1. Describe how the applicant's activities effectively use technology, services and delivery systems, including distance learning in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved student performance.
2. Describe how the applicant's activities effectively teach students the skills associated with the use of technology enabling the student to find, evaluate, organize, create and communicate information.

Consideration 8: Integrated Education and Training *WIOA AEFLA Section 203 (11) & 231(e)(8)*

1. Describe the applicant's activities to provide learning in context, including through integrated education and training.
2. Describe bridge service patterns so students acquire the skills necessary to transition to and complete post-secondary education, training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise their rights and responsibilities of citizenship.

Consideration 9: Quality Staffing *WIOA AEFLA Section 231(e)(9)*

Indicate the number of adult education/ELL trained staff who will be paid from this grant. Attach an Instructor Information Sheet for each instructor. Describe instructor induction process including pre-service, policy training, and mentoring services.

Number of staff for **this** grant only:

_____ Teachers with current Wyoming license (elementary, secondary, or special education)

_____ Teachers without licensure but hold bachelor degrees or higher

_____ ESL-endorsed teachers (TESOL or K-12 ESL Endorsement)

_____ Counselors / Advisors

_____ Administrators (Bachelor's degree or higher or 3 years adult education experience)

_____ Volunteers

-
- 1) Describe specific efforts to recruit and retain qualified staff and volunteers (Note: the description must be more than “follow agency policy”).
 - 2) Qualifications of Staff – An applicant’s activities are to be delivered by well-trained teachers/instructors, counselors and administrators who meet the minimum qualifications established by the state and who have access to high quality professional development, including through electronic means. Define the specific adult education job descriptions of personnel by category, (teacher-certified employees, ELL-endorsed employees, counselors, administrators, and volunteers) assigned to this grant application. *WIOA AEFLA Section 231(e) (8)*
 - 3) Describe how the applicant’s professional development plan was developed and applies to all staff.

DETAIL OF EMPLOYEES SALARY AND BENEFITS PAID FROM THIS GRANT

A. Salaries for each employee—Detail of Individuals

Name	Title/Primary Duty	FTE* 1.00-.75 .25-.33, etc.	Weeks contracted to work	A. Total Salary paid by this project	% Fed. Funds	% State Funds	% Other Funds
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
TOTALS – THIS PAGE *Must match totals from Budget Summary & Narrative		FTE					

***NOTE:** FTE is the percentage a staff member is paid from this grant employed for the length of the program year, be it 36, 48, or 52 weeks.

B. Director and Teacher Experience

Name	Education Level/Degree(s)	Subject Area	Years of Experience
1			
2			
3			
4			
5			
6			

Consideration 10: Coordination of Support Services/Collaboration for Developing Career Pathways *WIOA AEFLA Section 231(e)(10)*

- 1) Describe how the applicant coordinates with other available education, training and social service resources in the community such as establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, applied technology colleges, One-Stop centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries for the development of Career Pathways.
- 2) Describe how the applicant will expand the coordinated efforts and collaboration for developing Career Pathways with the above entities.
- 3) Describe the program's approach to meet the following state requirement.
Governor's Goal 3: Prepare all Wyoming youth to be both career and college ready.
 - a. Objective 3.2 Incorporate a Career Pathways system as a model to better guide young people. Include people with disabilities, and expand this to include students over age 25.
 - b. Objective 3.3 Incorporate pre-apprenticeship programs to offer young people opportunities to gain technical skills that are best learned on the job.
Wyoming State Unified Plan (Governor's Vision, Goals Objectives and Strategies)

Consideration 11: Flexible Schedules and Coordination *WIOA AEFLA Section 231(e)(11)*

Describe how the applicant's activities provide flexible schedules and coordination with support services (DWS, Vocational Rehabilitation and other identified agencies) minimizing barriers to successful learning experiences within the community necessary to enable individuals to attend and complete an adult education program. Support services may include child care, transportation, mental health services and career planning necessary to enable students (including students with disabilities or other special needs) to achieve their goals.

Consideration 12: Maintains High Quality Data Collection System *WIOA AEFLA*
Section 231 (e)(12)

Adult Education in Wyoming uses the NEXGEN software for managing student information. Describe the process of data collection and data input, how often is it reviewed, what quality controls are used, what data is shared with instructors, and what triggers adjustments to instruction and assessments.

Consideration 13: English Language Acquisition (ELA) Need *WIOA AEFLA Section 231(e)(13)*

Describe the demonstrated need for an ELA program and, as a state requirement, the inclusion of civics education into ELA programs in the service area.

GENERAL EDUCATION PROVISIONS ACT (GEPA) Sec. 427 Attestation

WORKFORCE INVESTMENT ACT, TITLE II – ADULT EDUCATION AND FAMILY LITERACY

This attestation outlines the steps that _____ will ensure be taken
(Applicant)
should the Adult Education application be funded.

The purpose of this requirement is to assist the United States Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence.

If funded, the following steps will be taken to ensure equitable access to and equitable participation in the project or activity to be conducted with federal adult education assistance by addressing the access needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

The Act highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. Please describe the steps to be taken to comply with the GEPA requirements.

Project Director: (Name and Title) _____

Signature of Project Director: _____ Date: _____

INTERNAL SELF-EVALUATION PROCESS

Attachment A2

Describe the plan to evaluate and analyze the program:

1. The student success course
2. Career Pathways plan implementation and updating of the gap analysis
3. College and Career Readiness Standards implementation
4. Integrated Education and Training course(s)
5. Dissemination of best practices
6. Data quality and accuracy, and
7. Success of your services including:
 - a. student success
 - b. teacher quality, and
 - c. overall administration of the grant

Attachments for Non-Profit Organizations (State Requirement)

Attachment A3

Instructions: Private non-profit community-based or faith-based organizations approved for AEFLA funding must be prepared to submit the following before approval for funding. Inability to submit any or all of the required items will result in “default” of awarded funds.

_____ Articles of Incorporation

_____ Description of the organization and its purposes, including the period of time the organization has existed

_____ Proof of bonding to perform proposed duties and to handle funds

_____ Report of sources and amount of all other revenue

_____ Most recent audited or reviewed financial statement

_____ List of board members and affiliation/title

_____ 501 (c) 3 Designation of Non-Profit Status Letter

CONSORTIUM (OPTIONAL)

Attachment A4

If the application is written as a consortium of eligible applicants, one recipient must be the designated fiscal agent, with clearly identified goals and responsibilities for each partner.

1. Include all partner responsibilities, with a clear picture of monetary distribution for each partner.
 2. Name the fiscal agent for the consortium.
 3. As evidence include:
 - a. Current signed Memoranda of Understanding (MOU) from each member of the consortium detailing their responsibilities to the consortium.
 - b. An organizational chart showing all recipients/partners.
 4. Any additional physical, in-kind, or monetary contributions made by the partners should appear in the Budget Summary and Budget Narrative.
 5. Address each partner’s responsibilities in each section of the application. Explain how this promotes co-enrollment with core partners.
 6. List the amount each program will receive or how funds will be allocated to programs identified within consortium.
-

- Applicant is **not** applying as part of a Consortium.
- Applicant **is** applying as part of a Consortium and the above information is provided as part of the RFP application.

Director’s Signature

Date

FAMILY LITERACY COMPONENTS

Optional Activity #1

- Applicant intends to offer Family Literacy.
- Applicant does not intend to offer Family Literacy.

Family Literacy project cooperative arrangements can include programs such as Head Start or other family literacy programs. AEFLA funding for Family Literacy projects is appropriate for adults. Literacy activities for children under age 16 are to be provided by a cooperative source. Services provided as Family Literacy services must be of sufficient intensity in terms of hours (state requirement a minimum of 6 hours of instruction per class per week) and of sufficient duration to make sustainable changes in the family and must integrate all of the following requirements:

Requirement 1- Parent or Family Adult Education and Literacy Activities that lead to readiness for post-secondary education or training, career advancement, and economic self-sufficiency. Describe how adult education will be delivered. These services can be offered by the program or through a collaborative arrangement.

Requirement 2- Interactive Literacy Activities between parents or family members and their children. Describe how this project will provide interactive literacy between parents and their children, either by the program or through a collaborative arrangement. Describe how program effectiveness will be evaluated and what research based curriculum will be used.

Requirement 3- Training for Parents or Family Members regarding how to be the primary teacher for their children and full partners in the education of their children. Describe how parenting education will be delivered and what research based curriculum will be used. These services can be offered by the program or through a collaborative arrangement.

Requirement 4- An Age-Appropriate Education preparing children for success in school and life experiences. Describe how services will be delivered, where the instruction will be offered, and what research based curriculum will be used.

Director's Signature

Date

WORKPLACE ADULT EDUCATION AND LITERACY COMPONENTS

Optional Activity #2

- Applicant intends to offer Workplace Adult Education and Literacy.
- Applicant does not intend to offer Workplace Adult Education and Literacy.

Workplace Adult Education and Literacy (AEL) activities are an optional service delivery model under the general Adult Education grant (Sec.231). Collaborative efforts will require planning with business(es) and partners to determine the specific academic needs for this activity.

Workplace AEL activities are offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce. Services are to be of sufficient intensity to provide for improvement of literacy skills for a specific employer based on job needs by improving an employee's basic skills. As a state requirement the provider of workplace AEL services must coordinate activities with the Department of Workforce Services (DWS).

Requirement 1- Program Services. On the next page, describe how this service would be offered if there were no supplemental funding provided (no AEFLA funds). Incorporate answers to the following questions:

1. What services are being or would be offered?
2. Where will the services be offered?
3. Who will provide the instruction?
4. What research based curriculum will be used?
5. From what source(s) are funds available to support the ongoing services?
6. What are the contributions to this Workplace AEL in terms of funds or in-kind support to employer(s)?

Requirement 2- Use of AEFLA Funds. Describe how the applicant will use funds received from the Adult Education grant to carry out this activity. What are the contributions by the employer?

Director's Signature

Date

DISTANCE LEARNING

Optional Activity #3

- Applicant intends to offer Distance Learning.
- Applicant does not intend to offer Distance Learning.

Distance Learning (DL) activities are an optional service delivery model under the general Adult Education grant (Sec.231).

DL activities are offered by an eligible provider following the WY Distance Learning Assessment Policy and Distance Learning Protocol found in the *Resource and Policy* section. Services are to be of sufficient intensity to provide for improvement of literacy skills. Hybrid approaches to DL where the student attends in-class instruction and also works from a distance on approved curriculum are acceptable. An applicant providing DL services must describe the following in accordance with the Wyoming Distance Learning Assessment Policy:

Requirement 1- Need for DL Program Services. Describe how this project would be offered if there were no supplemental funding provided (no AEFLA funds to support DL software licenses). Incorporate into your response answers to the following questions:

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

Requirement 2- Use of AEFLA Funds. Describe how the agency will allocate funds for this activity from the AE grant to carry out this project.

Director's Signature

Date

PART II AE Budget Forms

The Following section contains the budget forms, justifications and explanations. Some forms contain information to be used in the funding formula while others are included as calculation worksheets for budget data.

Excel and Word documents of these sheets are available at the following website:

<http://www.communitycolleges.wy.edu/grant-opportunities.aspx>

Initial Adult Education Budget			
Date:		Phone	Project ID Number
Agency Name:			
Program City:			
Vendor Number:			
Contact Name of Program Director:			
Email of Program Director:			
Grant Type: Competitive			
Beginning Pay Period:		Ending Pay Period:	
Budget Category			Grant Budget
Administration			
Admin Salaries			\$ -
Admin Benefits			\$ -
Support Staff Salaries			\$ -
Support Staff Benefits			\$ -
Admin Materials & Supplies			\$ -
Space/Rent			\$ -
Purchased Services			\$ -
			\$ -
Indirect (preapproved by WCCC)			\$ -
Subtotal			\$ -
<i>Professional Development</i>			
Dues and Registration			\$ -
Staff Travel (lodging, meals, travel)			\$ -
In-Service (local training expenses)			\$ -
Taskforce/Special Project			\$ -
Contracted Services - training			\$ -
			\$ -
			\$ -
Subtotal			\$ -
Instructional			
Instructional Salaries			\$ -
Instructional Benefits			\$ -
Classroom Space			\$ -
Instructional Materials & Supplies			\$ -
Equipment			\$ -
Contracted Services (transportation, child care, etc)			\$ -
			\$ -
			\$ -
Subtotal			\$ -
Total Initial Budget			\$ -
I certify, under penalty of law, that this expenditure report and the items included therein are correct and just in all respects and are in accordance with the above agreement.			
Program Representative:		Date:	

NOTES:

Administration Category funds may be moved down to Instructional Category but Instructional funds may not be moved to Administration once the budget is set each year.

Time & Effort Logs are maintained for split position example: AE/HSEC

Indirect rate must be preapproved by WCCC

Professional Development funds should match the worksheet.

State Leadership funds may only be used as directed by WCCC ABE Program Manager

Instructional funds may be used for allowable ABE expenses only.

Instructional materials & supplies must be purchased during the year not at the end.

AE & Corrections should have their own budget breakout.

BUDGET NARRATIVE

Choose one: AE-ESL _____ Corrections _____ IELCE _____

Using the table below, provide a budget narrative for each series listed.

<p>Salaries: List all positions and corresponding FTE that will be paid for by this grant.</p>	<p>Amount from Initial Budget: _____</p> <p>Narrative:</p> <p>Administrative: _____</p> <p>Instructional: _____</p>
<p>Benefits: Describe all benefits that are part of your employee compensation package.</p> <p><u>Complete the detail benefits form.</u></p>	<p>Amount from Initial Budget: _____</p> <p>Narrative:</p> <p>Administrative: _____</p> <p>Instructional: _____</p>
<p>Purchased Services: Provide agency name and description of services to be rendered. This includes rent, utilities and other contracted services.</p>	<p>Amount from Initial Budget: _____</p> <p>Narrative:</p> <p>Administrative: _____</p> <p>Instructional: _____</p>
<p>Supplies and Materials: List any special supplies, equipment or curriculum to be purchased.</p>	<p>Amount from Initial Budget: _____</p> <p>Narrative:</p> <p>Administrative: _____</p> <p>Instructional: _____</p>
<p>Travel and Training: Provide in general terms the type of travel to be supported by project funds, such as conferences, training, etc.</p>	<p>Amount from Initial Budget: _____</p> <p>Narrative:</p> <p>Administrative: _____</p> <p>Instructional: _____</p>
<p>Equipment: Provide the type of items/equipment to be purchased from project funds. Must be on inventory list.</p> <p>(Items under \$5,000 should be listed under Supplies and Materials)</p>	<p>Amount from Initial Budget: _____</p> <p>Narrative:</p>

AE Benefits Detail Worksheet

AE 2017-18

Program Name:		Contact:	
----------------------	--	-----------------	--

Employee Name and Title:										
Funding Source	Hours Scheduled/Work Week	Wages/Salary Budgeted	Benefits Health	Dental	Retirement	Life Ins.	FICA	Other: Specify	Disability	Benefits Total
ABE Fed Grant		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Grant		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Employee Name and Title:										
Funding Source	Hours Scheduled/Work Week	Wages/Salary Budgeted	Benefits Health	Dental	Retirement	Life Ins.	FICA	Other: Specify	Disability	Benefits Total
ABE Fed Grant		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Grant		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Employee Name and Title:										
Funding Source	Hours Scheduled/Work Week	Wages/Salary Budgeted	Benefits Health	Dental	Retirement	Life Ins.	FICA	Other: Specify	Disability	Benefits Total
ABE Fed Grant		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Grant		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Employee Name and Title:										
Funding Source	Hours Scheduled/Work Week	Wages/Salary Budgeted	Benefits Health	Dental	Retirement	Life Ins.	FICA	Other: Specify	Disability	Benefits Total
ABE Fed Grant		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grant		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

FULL COST - Adult Education Budget				
Date:		Phone	Project ID Number	
Agency Name:				
Program City:				
Vendor Number:				
Contact Name of Program Director:				
Email of Program Director:				
Grant Type: Competitive				
Beginning Pay Period:	Ending Pay Period:			
Budget Category	Grant Request	Cash Match	In-kind Match	Total Cost
Administration				
Admin Salaries	\$ -	\$ -	\$ -	\$ -
Admin Benefits	\$ -	\$ -	\$ -	\$ -
Support Staff Salaries	\$ -	\$ -	\$ -	\$ -
Support Staff Benefits	\$ -	\$ -	\$ -	\$ -
Admin Materials & Supplies	\$ -	\$ -	\$ -	\$ -
Space/Rent	\$ -	\$ -	\$ -	\$ -
Purchased Services	\$ -	\$ -	\$ -	\$ -
Indirect (preapproved by WCCC)	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -	\$ -
<i>Professional Development</i>				
Dues and Registration	\$ -	\$ -	\$ -	\$ -
Staff Travel (lodging, meals, travel)	\$ -	\$ -	\$ -	\$ -
In-Service (local training expenses)	\$ -	\$ -	\$ -	\$ -
Taskforce/Special Project	\$ -	\$ -	\$ -	\$ -
Contracted Services - training	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -	\$ -
Instructional				
Instructional Salaries	\$ -	\$ -	\$ -	\$ -
Instructional Benefits	\$ -	\$ -	\$ -	\$ -
Classroom Space	\$ -	\$ -	\$ -	\$ -
Instructional Materials & Supplies	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -
Contracted Services (transportation, child care, etc)	\$ -	\$ -	\$ -	\$ -
Teacher Travel for Instruction	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -	\$ -
Total Initial Budget	\$ -	\$ -	\$ -	\$ -
I certify, under penalty of law, that this expenditure report and the items included therein are correct and just in all respects and are in accordance with the above agreement.				
Program Representative:	Date:			

**Adult Education Family Literacy Act
Waiver Request for Administrative Costs to Exceed 5%
of Adult Education and Family Literacy Act Funds**

The applicant organization/agency, _____ requests a waiver to expend _____% of its Adult Education and Family Literacy Act budget for non-instructional costs for program year 2017-18.

We the undersigned, acknowledge that 95% of the grant is expected to be used for instructional purposes unless a waiver is approved. One or both of the following categories must apply. We further understand that a waiver for administrative costs in excess of 5% of the budget amount will be granted only in exceptional circumstances.

(Check one or both statements, as applicable, providing rationale for the waiver requested.)

The administrative activities relate to the achievement of AEFLA state goals to improve program quality and level of service as explained here:

A 5% limit on administrative expenditures would not provide for sufficient planning, management, evaluation, or coordination, as explained here:

We provide these assurances and justifications with respect to this waiver request.

Program Director Signature

Business Administrator Signature

For State Use Only

A waiver for program year 2017-18 is granted is not granted

Adult Education Program Manager

Date

Projected Match Funding

Attachment B2

1. Grant amount requested.
(Must match figure on cover sheet.)

\$

2. Other funding intended to be used in the project. In-kind support should include a brief statement as to how the dollar value is calculated. Documentation showing how the in-kind contribution or service has been “fairly evaluated” in support of the value must be attached. Program income cannot be used in match calculations.

Note: Matches defined in this grant cannot be used as a match for any other grant the agency is, has, or will apply for in the 17-18 program year.

Source/In-kind	Dollar Amount	How will projected match funding be used to support this project? Provide a description In-kind match.
2-A.	\$	
2-B.	\$	
2-C.	\$	
2-D.	\$	
2-E.	\$	
2-F.	\$	
TOTALS		
SUBTOTAL (ITEM 2 ONLY)	\$	
TOTAL (ITEMS 1 AND 2)	\$	

Professional Development Budget Worksheet

Attachment B3

(Local programs will build all reimbursements for professional development for local state and national activities into their budgets).

Totals from this worksheet should equal the totals on the Budget Summary sheet.

AE Fall Institute - WIOA Summit (2 – 3 days)	Amount
Lodging, uncovered meals, travel at applicant’s rates	
# of attendees for conference noon meals _____	
Special Projects	
Lodging, uncovered meals, travel at applicant’s rates	
# of attendees for conference noon meals only _____	
AE Directors Meetings – (2 meetings)	
Lodging, uncovered meals, travel at applicant’s rates	
# of attendees for noon meals _____	
Taskforce meetings (2 days)	
Lodging, uncovered meals, travel at applicant’s rates	
# of attendees for noon meals _____	
Local Professional Development	
Staff meetings, required trainings, national, regional, or local conferences (Must match Budget line item)	
Other conferences/trainings: (describe all planned conferences and dates)	
Grand Total	

Insert the grand total into your initial budget sheet.

Please include this worksheet and a detailed sheet of other budget items in your response.

Rural Factor - Mileage Chart

Attachment B4

PROGRAM: _____	Location is >55 miles from main site and has FULL TIME instruction.	Location is >55 miles from main site and has instruction PART TIME as needed.
Class Site(s)	Yes/No	Yes/No

NOTE: This information will be used in the funding formula.

ANTICIPATED SERVICE LEVELS AND ACTIVITIES FOR 2017-18 Attachment B5

Program:

Component	Anticipated Level of Service
Estimated total number of students you expect to serve in 2016-17	
Estimated total number of adults who will be served in ELA classes.	
Estimated number of adults who will be served in Corrections or Other Institutional classes	
Estimated number of adults who will be served in IELCE classes	
Estimated number of students who will earn a Career Readiness Certificate (CRC)	
Anticipated hours of instruction offered per month for the main site providing AE instruction:	Instructional Hours per Month
ABE Beginning Literacy	
ABE Beginning Basic	
ABE Intermediate Low	
ABE Intermediate High	
ASE Low	
ASE High	
ESL Beginning Literacy	
ESL Beginning Low	
ESL Beginning High	
ESL Intermediate Low	
ESL Intermediate High	
ESL Advanced	

CORRECTIONS EDUCATION AND THE EDUCATION OF OTHER INSTITUTIONALIZED INDIVIDUALS

Application

The Wyoming Community College Commission (WCCC) - Adult Education program operates under the Workforce Innovation & Opportunities Act (WIOA) in receiving and allocating federal funds for the implementation of adult education services to eligible individuals age 16 and older.

New funds, effective July 1, 2017 for the 2017 -2018 program year, will be allocated for multi-year (three year) grants for Adult Education programs requesting Corrections Education and Education of Other Institutionalized Individuals to develop, implement, and improve adult education and literacy. This targeted population often experiences barriers to employment.

PART III - General Information

Awards will be made to providers offering adult education services to correctional and other institutions (including prisons, jails, reformatories, work farms, detention centers, halfway houses, community-based rehabilitation centers, or any similar institution designed for the confinement or rehabilitation of criminal offender).

Funding Available

WCCC estimates \$111,500 of Federal AEFLA Section 225 funds will be available for instructional grants for Corrections Education and the Education of Other Institutionalized Individuals.

Corrections Education and Other Institutionalized Individuals Program Components:

WIOA AEFLA Section 225 funds may be used for any of the following academic programs:

Adult education and literacy activities;

- 1) Special education
- 2) Secondary school credit
- 3) Integrated education and training (IET)
- 4) Career Pathways
- 5) Concurrent enrollment
- 6) Peer tutoring, and
- 7) Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism

Definitions:

Concurrent enrollment: The term “concurrent enrollment” means enrollment of student in two or more of the six core programs administered by WIOA.

Individual with a Barrier to Employment: The term “barrier to employment” means the individual is a member of one or more of the following populations:

- a. Displaced homemakers
- b. Low-income individuals
- c. Indians, Alaska Natives, and Native Hawaiians
- d. Individuals with disabilities, including youth who are individuals with disabilities
- e. Older individuals
- f. Ex-offenders
- g. Homeless individuals, or homeless children and youth
- h. Youth who are in or have aged out of the foster care system
- i. Individuals who are English Language Learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers
- j. Eligible migrant and seasonal farmworkers
- k. Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act
- l. Single parents (including single pregnant women)
- m. Long-term unemployed individuals
- n. Such other groups as the Governor involved determines to have barriers to employment

Peer tutoring: The term “peer tutoring” means an instructional model utilizing an institutionalized individual to assist in providing or enhancing learning opportunities for other institutionalized individuals. Peer tutoring must be structured and overseen by educators who assist with training and supervise tutors, set educational goals and establish individualized plans of instruction and monitor student progress.

Re-entry and post-release services: The term “re-entry and post-release services” are services provided to a formerly incarcerated individual upon or shortly after release from a correctional institution that are designed to promote successful adjustment to the community and prevent recidivism.

Examples include:

- a. education
- b. employment services
- c. substance abuse treatment
- d. housing support
- e. mental and physical health care, and
- f. family reunification services

WIOA Section 225 (Corrections) Funds may be used to support educational programs for transition to re-entry initiatives and other post-release services with the *goal of reducing recidivism*. Such use of funds may include educational counseling or case work to support incarcerated individuals’ transition to re-entry and other post-release services.

Examples include:

- a. assisting incarcerated individuals to develop plans for post-release education program participation,
- b. assisting students in identifying and applying for participation in post release programs, and
- c. performing direct outreach to community-based program providers on behalf of re-entering students.

Funds may not be used for costs for participation in post-release programs or services.

Career Pathway services are to be provided that support achievement of the vision and goals articulated in the Wyoming Unified State plan.

Priority of Services: Priority for services must be given to offenders who are likely to leave the correctional institution within five years of participation in the program.

Performance Accountability:

Measurable Skill Gains for educational gain and high school equivalency attainment will be collected the first year.

NexGen data collection system by LiteracyPro Systems will be provided to successful applicants along with training.

Part II INSTRUCTIONS FOR APPLICATION

Note: If funding is available from other sources to provide skills training or postsecondary education, please describe these in the narrative under 13 Considerations and mark the response as applicable to section 225 funding.

Steps:

1. Complete the adult education application with answers specifically addressing the questions from the Corrections and Other Institutions perspective in the 13 Considerations Narrative found in the *Application and Assurances* section.
2. Answer the following questions:
 - a. Describe which of the eight academic programs the applicant will offer.
 - b. Describe how the applicant will establish priority of services in the program.
 - c. Describe the educational programs to be offered for transition to re-entry and other post-release service with the goals of reducing recidivism.
 - d. Describe any integrate education and training that is available to eligible individuals.
3. Complete all of the Budget forms for Corrections.
 - a. Initial Budget
 - b. Full Cost Budget
 - c. Budget Narrative
 - d. Benefits Detail Sheet
4. Complete the Cover Page and check “Other” for type of Program

Attachment C1

Initial Adult Education Corrections Budget			
Date:		Phone	Project ID Number
Agency Name:			
Program City:			
Vendor Number:			
Contact Name of Program Director:			
Email of Program Director:			
Grant Type:			
Beginning Pay Period:		Ending Pay Period:	
Budget Category			Grant Budget
Administration			
Admin Salary			\$ -
Admin Benefits			\$ -
Support Staff Salaries			\$ -
Support Staff Benefits			\$ -
Admin Materials & Supplies			\$ -
Space/Rent			\$ -
Purchased Services			\$ -
Indirect (preapproved by WCCC)			\$ -
Subtotal			\$ -
Professional Development			
Dues and Registration			\$ -
Staff Travel (lodging, meals, travel)			\$ -
In-Service (local training expenses)			\$ -
Taskforce/Special Project			\$ -
Contracted Services - training			\$ -
			\$ -
Subtotal			\$ -
Instructional			
Instructional Salaries			\$ -
Instructional Benefits			\$ -
Classroom Space			\$ -
Instructional Materials & Supplies			\$ -
Equipment			\$ -
Contracted Services (transportation, child care, etc)			\$ -
			\$ -
Instructional Subtotal			\$ -
Total Initial Budget			\$ -
I certify, under penalty of law, that this expenditure report and the items included therein are correct and just in all respects and are in accordance with the above agreement.			
Program Representative:		Date:	

NOTES:
 Administration Category funds may be moved down to Instructional Category but Instructional funds may not be moved to Administration once the budget is set each year.
 Time & Effort Logs are maintained for split position AE/GED or Admin/Instructor
 Indirect rate must be preapproved by WCCC
 Professional Development funds should match the worksheet.
 State Leadership funds may only be used as directed by WCCC AE Program Manager
 Instructional funds may be used for allowable AE expenses only.
 Instructional materials & supplies must be purchased during the year not at the end.

FULL COST - Corrections and Other Institutions Budget				Attachment C2	
Date:		Phone	Project ID Number		
Agency Name:					
Program City:					
Vendor Number:					
Contact Name of Program Director:					
Email of Program Director:					
Grant Type: Competitive					
Beginning Pay Period:			Ending Pay Period:		
Budget Category	Grant Request	Cash Match	In-kind Match	Total Cost	
Administration					
Admin Salary	\$ -	\$ -	\$ -	\$ -	-
Admin Benefits	\$ -	\$ -	\$ -	\$ -	-
Support Staff Salaries	\$ -	\$ -	\$ -	\$ -	-
Support Staff Benefits	\$ -	\$ -	\$ -	\$ -	-
Admin Materials & Supplies	\$ -	\$ -	\$ -	\$ -	-
Space/Rent	\$ -	\$ -	\$ -	\$ -	-
Purchased Services	\$ -	\$ -	\$ -	\$ -	-
Indirect (preapproved by WCCC)	\$ -	\$ -	\$ -	\$ -	-
Subtotal	\$ -	\$ -	\$ -	\$ -	-
Professional Development					
Dues and Registration	\$ -	\$ -	\$ -	\$ -	-
Staff Travel (lodging, meals, travel)	\$ -	\$ -	\$ -	\$ -	-
In-Service (local training expenses)	\$ -	\$ -	\$ -	\$ -	-
Taskforce/Special Project	\$ -	\$ -	\$ -	\$ -	-
Contracted Services - training	\$ -	\$ -	\$ -	\$ -	-
	\$ -	\$ -	\$ -	\$ -	-
Subtotal	\$ -	\$ -	\$ -	\$ -	-
Instructional					
Instructional Salaries	\$ -	\$ -	\$ -	\$ -	-
Instructional Benefits	\$ -	\$ -	\$ -	\$ -	-
Classroom Space	\$ -	\$ -	\$ -	\$ -	-
Instructional Materials & Supplies	\$ -	\$ -	\$ -	\$ -	-
Equipment	\$ -	\$ -	\$ -	\$ -	-
Contracted Services (transportation, child care, etc)	\$ -	\$ -	\$ -	\$ -	-
Teacher travel for Instruction	\$ -	\$ -	\$ -	\$ -	-
	\$ -	\$ -	\$ -	\$ -	-
Instructional Subtotal	\$ -	\$ -	\$ -	\$ -	-
Total Initial Budget	\$ -	\$ -	\$ -	\$ -	-
I certify, under penalty of law, that this expenditure report and the items included therein are correct and just in all respects and are in accordance with the above agreement.					
Program Representative:			Date:		

BUDGET NARRATIVE

Choose one: AE-ESL _____ Corrections _____ IELCE _____

Using the table below, provide a budget narrative for each series listed.

<p>Salaries: List all positions and corresponding FTE that will be paid for by this grant.</p>	<p>Amount from Initial Budget: _____</p> <p>Narrative: _____</p> <p>Administrative: _____</p> <p>Instructional: _____</p>
<p>Benefits: Describe all benefits that are part of your employee compensation package.</p> <p><u>Complete the detail benefits form.</u></p>	<p>Amount from Initial Budget: _____</p> <p>Narrative: _____</p> <p>Administrative: _____</p> <p>Instructional: _____</p>
<p>Purchased Services: Provide agency name and description of services to be rendered. This includes rent, utilities and other contracted services.</p>	<p>Amount from Initial Budget: _____</p> <p>Narrative: _____</p> <p>Administrative: _____</p> <p>Instructional: _____</p>
<p>Supplies and Materials: List any special supplies, equipment or curriculum to be purchased.</p>	<p>Amount from Initial Budget: _____</p> <p>Narrative: _____</p> <p>Administrative: _____</p> <p>Instructional: _____</p>
<p>Travel and Training: Provide in general terms the type of travel to be supported by project funds, such as conferences, training, etc.</p>	<p>Amount from Initial Budget: _____</p> <p>Narrative: _____</p> <p>Administrative: _____</p> <p>Instructional: _____</p>
<p>Equipment: Provide the type of items/equipment to be purchased from project funds. Must be on inventory list.</p> <p>(Items under \$5,000 should be listed under Supplies and Materials)</p>	<p>Amount from Initial Budget: _____</p> <p>Narrative: _____</p>

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE)

Application

Definition: IELCE is defined as “education services provided to English language learners, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include:

- 1) instruction in literacy and English language acquisition;
- 2) instruction on the rights and responsibilities of citizenship and civic participation; and
- 3) may include workforce training.”

Each program that receives funding under WIOA AEFLA Section 243 must be designed to:

- 1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
- 2) integrate with Department of Workforce Services and its functions to carry out the activities of the program.

IELCE requires a program of instruction designed to assist eligible English Language Learners (ELL) to achieve competence in reading, writing, speaking and comprehension of the English language.

Additionally, it requires that the program of instruction lead to attainment of a secondary school diploma or its recognized equivalent, and transition to post-secondary education, or employment. Instruction must be delivered in combination with Integrated Education and Training (IET) activities.

Two options are available to meet the requirements of IELCE being provided in combination with IET.

- 1) Co-enrolling students in IET that is funded from sources other than WIOA AEFLA Section 243 funds.
- 2) Using WIOA AEFLA Section 243 funds to support IET activities.

NOTES:

- 1) Not all students receiving educational services under Section 243 will require employment related services and therefore may have no need to be co-enrolled in occupational training.
- 2) Some students who have employment-related needs may not be adequately prepared for IET and may benefit most from more basic educational services in preparation for IET.
- 3) WIOA AEFLA Section 243 does not require all students enrolled in IELCE to be receiving IET services (meaning that students without credential attainment or employment related goals should not be dissuaded from participating in the program).
- 4) However, an agency receiving funds under Section 243 must use the funds for IELCE in combination with IET activities as students demonstrate readiness to participate in the workforce training portion. Thus, students for whom IET services are appropriate will have access to those services.
- 5) The training and combined education will be concurrent and contextualized instruction in a high demand industry or career cluster.

- 6) In accordance with the Act, focus will be placed on engagement of adult education and literacy providers, employers, and occupational trainers to assist adults in becoming literate and obtaining the knowledge and skills essential for employment and self-sufficiency.
- 7) The applicant will submit a design for the program including the in-demand industry or entrepreneurial training they intend to offer.
- 8) The provider will continue to use the curriculum they developed or acquired for their community and materials developed for civic preparation.

IEL/CE Program Components:

Component 1 - Literacy + English Language Acquisition + Civics Education

Provided in combination with Integrated Education and Training

Component 2 - IET (Adult Education and Literacy activity + Workforce Preparation activities + Workforce Training (specific sector))

Award Amount: \$60,000

Award Type: Multi-year

Number of Awards: One (1)

IELCE Narrative:

Complete the 13 Considerations section. Answers may be embedded into the adult education section and marked as applicable to the IECLE application.

- 1) Describe how the applicant will prepare eligible ELL for and place learners in in-demand industries and occupations that lead to economic self-sufficiency; and integrate these services with the Department of Workforce Services in combination with the Integrated Education and Training activities. *WIOA AEFLA Section 243(c)*;
- 2) Describe the design of the program and collaboration with community partners. Describe the roles and responsibilities of each partner.
- 3) How will IELCE 243 funds be utilized to meet the requirement of IELCE being provided in combination with IET. See the two options available on the previous page. (co-enrolling or using Section 243 funds)
- 4) Describe any Integrated Education and Training activities available to eligible individuals.
- 5) Complete Initial Budget, Full Cost Budget, Budget Narrative, and Benefits Detail Sheet as they relate to the IELCE application.

Initial Adult Education IELCE Budget

Date:		Phone	Project ID Number
Agency Name:			
Program City:			
Vendor Number:			
Contact Name of Program Director:			
Email of Program Director:			
Grant Type:			
Beginning Pay Period:			Ending Pay Period:
Budget Category	Grant Budget	NOTES:	
Administration			
Admin Salary	\$ -	Administration Category funds may be moved down to Instructional Category but Instructional funds may not be moved to Administration once the budget is set each year.	
Admin Benefits	\$ -		
Support Staff Salaries	\$ -		
Support Staff Benefits	\$ -		
Admin Materials & Supplies	\$ -		
Space/Rent	\$ -		
Purchased Services	\$ -		
Indirect (preapproved by WCCC)	\$ -	Time & Effort Logs are maintained for split position AE/GED or Admin/Instructor	
Subtotal	\$ -		
Professional Development		Professional Development funds should match the worksheet.	
Dues and Registration	\$ -		
Staff Travel (lodging, meals, travel)	\$ -		
In-Service (local training expenses)	\$ -		
Taskforce/Special Project	\$ -		
Contracted Services - training	\$ -		
Subtotal	\$ -		
Instructional		State Leadership funds may only be used as directed by WCCC AE Program Manager	
Instructional Salaries	\$ -		
Instructional Benefits	\$ -		
Classroom Space	\$ -		
Instructional Materials & Supplies	\$ -		
Equipment	\$ -		
Contracted Services (transportation, child care, etc)	\$ -		
Instructional Subtotal	\$ -		
Total Initial Budget		\$ -	
I certify, under penalty of law, that this expenditure report and the items included therein are correct and just in all respects and are in accordance with the above agreement.			
Program Representative:		Date:	

FULL COST - IELCE Budget

Attachment D2

Date:		Phone	Project ID Number			
Agency Name:						
Program City:						
Vendor Number:						
Contact Name of Program Director:						
Email of Program Director:						
Grant Type: Competitive						
Beginning Pay Period:				Ending Pay Period:		
Budget Category			Grant Request	Cash Match	In-kind Match	Total Cost
Administration						
Admin Salaries			\$ -	\$ -	\$ -	\$ -
Admin Benefits			\$ -	\$ -	\$ -	\$ -
Support Staff Salaries			\$ -	\$ -	\$ -	\$ -
Support Staff Benefits			\$ -	\$ -	\$ -	\$ -
Admin Materials & Supplies			\$ -	\$ -	\$ -	\$ -
Space/Rent			\$ -	\$ -	\$ -	\$ -
Purchased Services			\$ -	\$ -	\$ -	\$ -
Indirect (preapproved by WCCC)			\$ -	\$ -	\$ -	\$ -
Subtotal			\$ -	\$ -	\$ -	\$ -
<i>Professional Development</i>						
Dues and Registration			\$ -	\$ -	\$ -	\$ -
Staff Travel (lodging, meals, travel)			\$ -	\$ -	\$ -	\$ -
In-Service (local training expenses)			\$ -	\$ -	\$ -	\$ -
Taskforce/Special Project			\$ -	\$ -	\$ -	\$ -
Contracted Services - training			\$ -	\$ -	\$ -	\$ -
Subtotal			\$ -	\$ -	\$ -	\$ -
Instructional						
Instructional Salaries			\$ -	\$ -	\$ -	\$ -
Instructional Benefits			\$ -	\$ -	\$ -	\$ -
Classroom Space			\$ -	\$ -	\$ -	\$ -
Instructional Materials & Supplies			\$ -	\$ -	\$ -	\$ -
Equipment			\$ -	\$ -	\$ -	\$ -
Contracted Services (transportation, child care, etc)			\$ -	\$ -	\$ -	\$ -
Teacher Travel for Instruction			\$ -	\$ -	\$ -	\$ -
Subtotal			\$ -	\$ -	\$ -	\$ -
Total Initial Budget			\$ -	\$ -	\$ -	\$ -
I certify, under penalty of law, that this expenditure report and the items included therein are correct and just in all respects and are in accordance with the above agreement.						
Program Representative:			Date:			

2

BUDGET NARRATIVE

Choose one: AE-ESL _____ Corrections _____ IELCE _____

Using the table below, provide a budget narrative for each series listed.

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<p>Equipment: Provide the type of items/equipment to be purchased from project funds. Must be on inventory list.</p> <p>(Items under \$5,000 should be listed under Supplies and Materials)</p>	<p>Amount from Initial Budget: _____</p> <p>Narrative: _____</p>

Part IV

Checklist for 2017-18 RFP Application

- Cover page signed in blue ink
- DUNS number on Cover
- Type(s) of funding indicated on second page

AE Application to include:

- | | | |
|---|---|--|
| <input type="checkbox"/> General and Program Assurances | | Optional: |
| <input type="checkbox"/> Narrative on 13 considerations | | <input type="checkbox"/> Family Literacy |
| <input type="checkbox"/> GEPA form | <input type="checkbox"/> Consortium Documentation | <input type="checkbox"/> Workplace AEL |
| <input type="checkbox"/> Internal Self Evaluation | <input type="checkbox"/> Non-Profit Documentation | <input type="checkbox"/> Distance Learning |

Budget to include:

- | | |
|---|--|
| <input type="checkbox"/> Initial Budget | <input type="checkbox"/> Budget Narrative |
| <input type="checkbox"/> Benefits Detail Sheet | <input type="checkbox"/> Full Cost Budget |
| <input type="checkbox"/> Waiver to Increase Administration Cost | <input type="checkbox"/> Rural Factor Mileage Chart |
| <input type="checkbox"/> Projected Match Funding | <input type="checkbox"/> Target Service Levels |
| <input type="checkbox"/> Professional Development Worksheet | <input type="checkbox"/> Indirect Cost Approval Letter (if applicable) |

Additional: Corrections and Other Institutions (if applicable):

- Corrections and Other Institutions Narrative (embedded in 13 Considerations)
- Initial Corrections and Other Institutions Budget
- Budget Narrative
- Corrections and Other Institutions Full Budget

Additional: Integrated English Literacy and Civics Education (IELCE) application (if applicable):

- | | |
|---|---|
| <input type="checkbox"/> IELCE Narrative | <input type="checkbox"/> Budget Narrative |
| <input type="checkbox"/> Initial IELCE Budget | |
| <input type="checkbox"/> IELCE Full Cost Budget | |