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WYOMING COMMUNITY COLLEGE COMMISSION

2300 Capitol Ave. 5th Floor, Suite B | Cheyenne, WY 82002 | (307) 777-7763

STATE OF WYOMING

APPLICATION FOR GRANT CONTINUATION

Title II-Workforce Innovation and Opportunity Act
Adult Education and Family Literacy Act
Sections 231-225-243

Fiscal Year 2026-2027

Adult Education and Literacy (AEFLA)
Integrated English Literacy & Civics Education (IELCE)
Corrections Education (CE)

1972 (Title IX)-sex, Section 504 of the Rehabilitation Act of 1973 (Section 504)-disability, and The Americans with Disabilities Act of 1990 (ADA)-disability.

Contents

Section One: General Information and Instructions

1.   State Parties

This application for continued funding for local Adult Education and Literacy Programs is issued by the Wyoming Community College Commission (State). It should be understood that the Executive Director of the Wyoming Community College Commission (WCCC) is empowered to be the signatory on all contracts, agreements, or modifications pertaining to this project. Such agreements, etc., not bearing this signature or that of a designee are invalid insofar as contractual relations between the State and Grantee are concerned.

The names and addresses of the State parties are:

Dr. Laurel Ballard, Executive Director   Telephone: (307) 777-7763
Wyoming Community College Commission
2300 Capitol Avenue, 5th Floor, Suite B   E-mail: laurel.ballard2@wyo.gov
Cheyenne, WY   82002

Brittany Leasure-Wilson, Chief Financial Officer   Telephone: (307) 777-7068
Wyoming Community College Commission
2300 Capitol Avenue, 5th Floor, Suite B   E-mail: brittany.leasure@wyo.gov
Cheyenne, WY   82002

Diane McQueen, State Director for Adult Education   Telephone: (307) 777-7885
Wyoming Community College Commission
2300 Capitol Avenue, 5th Floor, Suite B   E-mail: diane.mcqueen@wyo.gov
Cheyenne, WY   82002

2.   Schedule of Events

The following schedule of events is subject to change at the sole discretion of the WCCC:

	Event	Deadline
a.	Application provided to AE Directors	March 2, 2026
b.	Application deadline	April 30, 2026
c.	Evaluation of re-applications	May 29,2026
d.	Tentative award letters mailed	June 1, 2026
e.	Contracts and GAN's to be sent to providers	July 10, 2026 (Tentative date)
f.	Signed contracts & budgets from providers due	July 17, 2026 (Tentative date)
g.	Executed grant contracts due to providers	July 24, 2026 (Tentative date)

Dates of award letters, budgets and signed grant contract due dates are contingent upon the receipt of Federal award documents and on State appropriation release dates for funding purposes.

3.   Introduction

The Adult Education Program is supported by a combination of state and federal funds administered through the Wyoming Community College Commission. There are currently ten programs in Wyoming, eight are operating under the fiscal agency of a community college, one under the fiscal agency of a BOCES, and one under the Wyoming Department of Corrections. Funding is determined each year by a performance-based funding model.

4.   Funding Purpose: WIOA Title II - Sec. 4

The Wyoming Adult Education Program is designed to provide, on a voluntary basis, adult education and literacy services in accordance with Title II of the Workforce Innovation and Opportunity Act of 2014 (WOIA) which may be cited as the "Adult Education and Family Literacy Act" (AEFLA Title II).   WIOA and the Unified State Plan establish a workforce and career pathways system within the State and must be utilized by all Adult Education providers in the State.

5.   Type of Award

Continuation Grant; Non-competitive. Program award allocations are based upon Federal and State grant allocations for AEFLA grants to the State of Wyoming awarded through the 2025 competitive grant process.

6.   Program Performance Period

The program period will be from July 1, 2026 through June 30, 2027. Project approvals are contingent upon the availability of federal and state appropriations designated for this program and local program performance.
Note: Federally negotiated targets for FY 26/27 are not available at the time of this reapplication. Once OCTAE approval of these targets is known, providers will be notified and federally negotiated targets for FY 26/27 will be placed on the Commission's website.

7.   Evaluations and Monitoring

As outlined in the 2025 competition, programs are required to participate in national and state evaluations/monitorings in order to identify promising practices and models for replication and research information and for compliance review. Programs are also required to participate in the data collection system used by the State for evaluation purposes which is subject to State monitoring review processes.

Local programs are to evaluate their model for service annually as described in the original grant application. Modifications to the service model are to be submitted with this application under Consideration #4.

8.   Career Services

Programs are to include career services as described in **(WIOA) Section 134(c)(2)** as appropriate. Programs must track enrollments in Career Services in LACES in a class entitled 'Career Services'.

9.   WIOA Referrals & Co-enrollments

For federal reporting purposes and in accordance with the WIOA State Infrastructure Agreement, programs are to make appropriate referrals to the WIOA core partners and other community service providers. Reciprocal referrals & co-enrollments between the core partners must be tracked in LACES for each Adult Education participant.

10.   Professional Development

Programs are required to utilize the State's three tier system for professional development (**Attachment E**) and must track in LACES, all professional development hours completed by Adult Education staff.

11.   Adult Education Staff

All Adult Education instructors, volunteers and staff are required to complete the Instructor Information form (**Attachment F**). Programs must submit one form for each staff member to be employed in FY 26/27. All program staff who have access to LACES must complete the Confidentiality Agreement (**Attachment G**). Attachments F & G must be resubmitted even if the same documents were submitted through the 2025 competition. Through the 2025 competition, providers were required to meet specific staffing requirements. To verify compliance to this regulation, all local programs are asked to complete **Attachment J** to identify staff employed in FY 25/26 and those to be employed[1] in FY 26/27. FTE requirements for each position is also required.

12.   Career Pathways Strategic Planning Document (Attachment I)

The 2025 Career Pathways Strategic Planning document must be updated and resubmitted to include FY 25/26 accomplishments and FY 26/27 local planning, demonstrating alignment with the WIOA Unified State Plan, the Educational Attainment Initiative, and the five pillars of America's Talent Strategy.

13.   Non-Appropriation of Funds

Obligations of the Wyoming Community College Commission shall cease immediately if the Wyoming State Legislature, the State Governor's Office or the federal offices in the U.S. Department of Education fail to appropriate, or otherwise make available funds for the contract. The Commission will use its best efforts to secure sufficient funding to cover the proposed contract, and notify the contractor immediately of any funding insufficiency.

13.   Drawdowns-Request for Reimbursement

Local providers are required to submit monthly drawdowns for reimbursement of actual costs incurred as long as students have been enrolled in the program. Drawdowns cannot be approved if students are not enrolled; however, exceptions may be made for the initial month of the grant so that effective planning process can occur. Monthly drawdowns must be

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[1] In cases where the position is currently vacant and it is not known who will fill that position, please list the position as 'vacant'. This does not apply to the local program director. All programs must have a program director.

submitted through the WCCC secure portal and are due by the 5th of each month. Initial drawdowns for the year cannot be processed until a budget is approved and a signed contract is in place.

14.   Preparing and Submitting the Application for Continuation

The text of the submitted proposal must be typed with a standard font size of 12, on one (1) side of a standard (8.5 x 11 inch) white page. Margins must be one inch on all sides. The proposal **must** use the questions outlined in the narrative below as section headings. Use of graphs, maps and tables are permitted. The electronic reapplication must consist of 'one' file that incorporates all required components.

Applicants should include page numbers, using Roman numerals "i" for the cover page, assurances, and GEPA statements, and Arabic numerals (1–100) for the narrative and all subsequent pages. The use of a Table of Contents is permissible, but is not required.

15.   Cover Page

Complete the **cover page** (form provided). This form must contain all required information and signatures.

One copy of the proposal bearing original signatures (in blue or black ink) of the authorized officials of the submitting agency must be submitted as hard copy and one electronic copy which may be emailed to diane.mcqueen@wyo.gov. Re-applications may be uploaded into the Adult Education portal on the Commission website. Hard copies must be received by April 30, 2026. No extensions will be given.

Hard copies should be mailed to: Diane McQueen
                                          1456 Spruce Street
                                          Wheatland, WY 82201

16.   General & Program Assurances (Attachment i)

Programs must read, agree and obtain signatures as requested.

17. GEPA Attestation (Attachment ii)

Programs must complete as indicated.

18. The Narrative:

Applicants are expected to provide a written narrative that address the WIOA 13 Considerations for AEFLA funded programs. (WIOA Sec. 231).

The narrative is not to exceed 20 pages in total and must include a concise response to each item. Total page limit does not include Attachments and/or Appendices. Programs offering IELCE and/or Corrections Education must incorporate these special populations into each narrative response. Applications which do not include a discussion on IELCE and/or Corrections, may not have a formerly approved grant funded.

Applicants should use subheadings to clearly link each response to its corresponding question.
For example:

Consideration #1:   **Describe how the local program determines local and regional workforce needs (demographics, race/ethnicity, socio-economic status and economic development).**
Response

Consideration #1:   **Describe how awarded funds will be used to support regional economic and workforce needs. Include a description of how the program will serve individuals with low literacy levels and/or are English language learners.**
Response

19. Goals Sheet (Attachment A)

Programs must complete three goals and list strategies and timelines for each goal completion.

20. Budgeting (Attachments B & C)

Please estimate your Full Cost budget for Program Year 2026-2027. Full cost budgets must reflect the federally required 25% match costs (either in-kind or direct cast match) (**Attachments B**). A *__separate__* budget sheet is required for Adult Education, Corrections, & IELCE. Providers must sign and date budget documents, where applicable. The total amount for Administration and Professional Development (added together) must not exceed 5% (**or the waiver percentage approved in the 2025 competition**) of the total grant request. Applicants may **NOT** request to increase the waiver at this point in the grant cycle. Once funds are awarded, an *Initial Budget* will be required to align budgets to awarded amounts.

A Professional Development Plan **(Attachment E)** is required. This three-tiered planning document must reflect projected AEFLA related grant costs and in-kind/match costs for staff professional development activities in FY 26/27.

Section 502 of WIOA – Buy-American Requirement applies to Adult Education micro-purchases of less than the $3,000 threshold.

21.   Supplemental Documents

Local providers are also required to complete and submit the following supplemental documents:
A. Anticipated Service Levels & Hours of Instruction (Attachment D)
B. Professional Development Plan for 2026-2027 (Attachment E)
C. Wyoming Instructor Information Sheet (Attachment F)
D. Wyoming Instructor/Staff Confidentiality Form (Attachment G)
E. Application to Utilize Milestones as MSG (for workplace literacy and/or IET programs of study only), if applicable. Applicants who have already been approved to utilize Milestones, do not need to reapply to use these. (Attachment H)
F. Career Pathways Strategic Planning Document (Attachment I)
G. Adult Education Staff (Attachment J)

22. List of Attachments and Order for Submission

A.   Cover Page
B.   Adult Education Program Assurances and General Assurances
C.   GEPA Attestation
D.   Program Narrative
E.   Goal Sheets
F.   Full Cost Budgets: Separate budget documentation must be submitted for AE, Corrections, and IELCE.
G.   Budget Narratives
H.   Benefit Detail Sheet
I.   Anticipated Service Levels & Hours of Instruction
J.   Professional Development Plan for 2026-2027.
K.   Wyoming Instructor Information Sheet
L.   Confidentiality/Non-disclosure Agreement
M.   Application to Utilize Milestones as MSG (for workplace literacy and IET programs of study only), if applicable
N.   Career Pathways Strategic Planning Document
O.   Adult Education Staff

Note: Excel files for the budget sheets are available upon request or by double clicking on Initial Budget sheets.

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APPLICATION FOR GRANT CONTINUATION
Fiscal Year 2026-2027
Adult Education and Literacy (AEFLA)
Integrated English Literacy & Civics Education (IELCE)
Corrections Education (CE)

Proposals must be submitted by 5:00 p.m., April 30, 2026   **No extensions will be given. No facsimile (FAX) will be accepted.**   **Hard copies may be mailed to:**   **Diane McQueen**   **State Director for Adult Education**   **1456 Spruce Street**   **Wheatland, Wyoming 82201**   **Electronic copies may be mailed to:**   **diane.mcqueen@wyo.gov**

1. **APPLICANT (Fiscal Agent)** _____   **UEI #:** _____

Amount Requested: _____

VENDOR ID#: _____

(This may be found on previous grant contract)

Legal Name of Agency: _____

Mailing Address: _____

Name and Title of Agency Head: _____

I HEREBY CERTIFY that to the best of my knowledge, the information contained in this application is correct; the agency named above has authorized me, as its representative, to file this application.

_____   _____
Signature of Head of Agency[2]   *Date*

2.   **GRANT CONTACT PERSON**

Name: _____   **Title:** _____

Address: _____   **Telephone:** _____

City/State/Zip: _____   **Email:** _____

_____   _____
Signature of Program Director/Appointed Designee   *Date*

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[2] **Head of Agency** may be a College President or his/her appointed designee or an Executive Director.

Section Three: General and Program Assurances

The recipient hereby assures that:

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) and/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:
   ● the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program, and
   ● the correction of deficiencies in program operations that are identified through audits, Risk Assessments, monitoring, or any other type of evaluative process.
4. It will cooperate in carrying out any evaluation of each program conducted by or for the Wyoming Community College Commission (WCCC,) the United States Secretary of Education or other federal/state officials.
5. It will comply with Title II CFR 200.334 in regards to record retention requirements. Provider will retain all records relating to a program for which federal funds are received for a period of three years from the date of submission of a final financial report. Records to be retained include but are not limited to financial records, supporting documentation, and statistical records. 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. Electronic student files may be maintained, but MUST be supplemented by paper-based student records.
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. The applicant will submit by the 5th of each month, a request for reimbursement of actual costs incurred in programs where students are enrolled.
8. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
9. The grantee assures that funds will only be expended on eligible activities outlined in the Adult Education and Family Literacy Act (AEFLA).
10. The grantee assures that funds will be used only for financial obligations incurred during the grant period.
11. 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.
12. The grantee assures that all fees and tuition collected as program income will follow state policy.
13. 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.
14. 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.
15. It will coordinate and collaborate to the extent feasible and necessary, as determined by the sub grantee, with other agencies providing adult education services.
16. 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.
17. 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.
18. 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.

19. 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.
20. 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.
21. 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.
22. 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.
23. The contractor shall develop and maintain adequate documentation in a manner prescribed by the WCCC.
24. 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.
25. A continuing grant award is subject to the approval of the WCCC and availability of federal and state funds.
26. 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.
27. The grantee will provide reading instruction programs designed to provide reading improvement for adults that incorporates the Essential Components of Reading as required in federal legislation for AEFLA grants.
28. As part of an effective One-Stop State system, the grantee assures that the program will:
    ● provide an integrated orientation process with Title I, III, and IV partners represented
    ● utilize qualified administrative personnel and instructional staff.
    ● provide year-round instruction as described on the Intensity and Duration form.
    ● develop effective recruitment and retention strategies.
    ● provide adequate ADA and 504 accessible facilities, equipment, and materials, meeting adult learners' needs.
    ● provide services at a reasonable cost/benefit.
    ● develop integrated programming with WIOA core partners and/or co-enroll qualified participants
    ● utilize the online intake form for non-corrections participants
    ● enroll qualified participants in a career services course which utilizes assessments, career planning / explorations, participatory learning strategies, brain based-learning theories, guidance and counseling services and other related topics as identified by either the State and/or the local program.
    ● enroll qualified participants in a 9+ class prior to the completion of a high school equivalency examination.
    ● make appropriate referrals through the One-Stop system and co-enroll & track qualified participants who are enrolled in programs offered by the core partners.
    ● track professional development hours completed by all Adult Education staff.
29. The grantee assures that resources will be available, and a process established, to develop a career plan for each student that focuses specifically on the student's lowest literacy area as well as transition services to postsecondary, career training/(pre) apprenticeship, internship, work experience programs or employment.
30. 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 continued 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.
31. The grantee assures that requirements for demonstrated competencies of speaking, listening, reading, writing, computation (arithmetic), civics education, skills as a consumer, problem solving skills, digital and financial literacy, and career/occupational skills development will be top priorities of the program.
32. As a state requirement, the grantee assures incorporation of the Wyoming Adult Education College and Career Ready Standards, the Essential Components of Reading, and digital & financial literacy into all eligible instructional activities where applicable.
33. As a state requirement, the grantee assures that the state English Language Proficiency (ELP) standards will be used throughout the duration of the grant and that ESL instruction will incorporate the Essential Components of Reading, EL Civics, digital literacy, and mathematics. 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

34. As a state requirement, the grantee assures that the state social capital skill standards and employability standards are integrated into all eligible instructional activities.
35. 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.
36. The grantee assures the Adult Education director represents or will represent Adult Education at Next Generation Sector Partnership meetings, when applicable.
37. The grantee assures that state-required program data (including students' social security numbers and student service identification numbers) will be collected, when possible, and entered into the state-developed management information system (LACES). Social security numbers are used for employment data matches with the Wyoming Department of Workforce Services & State Wage Interchange System. They are also used for postsecondary data matches with the National Student Clearinghouse.
38. 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.
39. The grantee assures if awarded the Integrated English Literacy and Civics Education (IELCE) under section 243(a) of WIOA, services will be:
    ● delivered and/or offered in combination with eligible integrated education and training activities.
    ● 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.
40. 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.
41. 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.
42. 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.
43. All projects will participate in the local, state, and/or national evaluation process and/or monitoring processes. Evaluations/Monitoring Reviews will be used for continuous program improvements.
44. An updated inventory of all equipment and non-consumable materials will be available for review each year.
45. 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.
46. 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.
47. As part of the integrated WIOA system for Wyoming, the grantee agrees to participate as a Rapid Response team member for the local region in response to layoffs and plant closings. Grantee agrees to disseminate relevant Adult Education information and materials, when appropriate, to affected individuals.

General and Program Assurances Signature Page
(Applicants must include a copy of all General and Program Assurance as well as this signed page)

Signature of Program Director	Date Signed
Signature of Administrator of Fiscal Agency (i.e. President, Vice-President of Finance, CFO)	Date Signed

Section Four: GEPA Attestation

GENERAL EDUCATION PROVISIONS ACT (GEPA) Sec. 427 Attestation
WORKFORCE INVESTMENT ACT, TITLE II – ADULT EDUCATION AND FAMILY LITERACY

Name of Program:	
Name of Local AE Program Director:	
Email:	**Phone:**

Instructions: Include a **detailed** description of the steps the program proposes to take to ensure equitable access to and participation in your Federally-assisted program.

As part of the considerations for funding, this attestation outlines the steps that the program will take to ensure GEPA provisions will be met.

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.

I. In accordance with the Unified State Plan, **a narrative response** must be given on this form to answer the following four questions:
    1) Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
    2) Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
    3) Based on the barriers identified, what steps will you will take to address such barriers to equitable access and participation in the proposed project or activity?
    4) What is your timeline, including targeted milestones, for addressing these identified barriers?

II. In the chart below, describe the steps to be taken to comply with these six GEPA barriers and include an example of how the provider intends to satisfy the requirement.

GEPA Barrier	Step(s) to be taken to comply	Example of how the provider will satisfy the requirement
Gender		
Race		
National Origin		
Color		
Disability		
Age		

_____   _____
Signature of Program Director   Date

Section Five: Program Narrative

Part I: *Narrative Responses to the WIOA Thirteen Considerations for Adult Education*

Instructions: Applicants are to answer questions regarding the 13 Considerations for Adult Education. IELCE providers have additional questions (under Consideration 13) which must be addressed as well. **Each question must be answered for all populations to be served or the reapplication may not be considered for funding.**

The State reserves the right to accept, deny and or request modifications to this reapplication. Applications which do not fully address the question(s) may have to be revised and resubmitted before funding can be approved.

Consideration #1: The degree to which the eligible provider is responsive to—
   a) regional needs as identified in the Unified State Plan
   b) serving individuals in the community who were identified in the Unified State Plan as most in need of Adult Education and literacy activities, including individuals who have low levels of literacy or are English language learners. (WIOA 231/232)

   A. Using census data and other relevant information, describe local and regional workforce needs (demographics, race/ethnicity, socio-economic status and economic development).
   B. Describe how awarded funds will be used to support regional economic and workforce needs. Include a description of how the program will serve individuals with low literacy levels and/or are English language learners.

Consideration #2: The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.
   A. Describe:
      i. how services will be provided to populations with Barriers to Employment including individuals with learning disabilities.
      ii. the collaborative agreements the local program has in place to help individuals with disabilities and individuals at low literacy levels.

Consideration #3: Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in WIOA Sec. 116, especially with respect to eligible individuals who have low levels of literacy.
   A. In no more than two paragraphs describe barriers/challenges and program successes for FY 25/26.[3]
   B. Describe:
      a. outcome measure results and measurable skill gain (MSG) rates for FY 25/26. If the measurable skill gain rates for ABE and/or ESL were below 50%, describe the reason for the low rates and the steps the local program intends to make to increase these rates. If applicable, compare FY 25/26 to FY 24/25 in a chart/graph and provide a succinct discussion to explain differences.
      b. how learners made MSG's throughout the fiscal year. Include a chart which depicts the total number of each MSG types earned by participants for FY 25/26[4].
      c. the type of reportable and non-reportable credentials earned by participants in your local program for FY 25/26.

Consideration #4: The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the Unified State plan under section 108, as well as the activities and services of the one-stop partners.
   A. Provide a succinct description of how the local program will:
      i. promote, recruit and monitor co-enrollments with WIOA core partners for the allowable Adult Education activities under Title II, as defined in WIOA 203.
      ii. align to the Unified State Plan, the Wyoming Educational Attainment Initiative and the 5 pillars in the American Talent Strategy.
      iii. sustain its Career Pathways system

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[3] All **references** to **FY 25/26** refer to the time period July 1, 2025 to March 30, 2026.
[4] See **NRS tables** 4, 4A, SPR-Measurable Skill Gains.

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    iv. promote the student funding opportunities for postsecondary/training as outlined in the Unified State Plan, inclusive of Workforce Pell, when applicable.

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B. Describe changes to the scope and services that the local program plans to implement during the 2026-2027 program year, (e.g. curriculum, collaborations, facilities or locations, program hours, Career Pathways, Career Services [StartSmart] course, etc.).

C. Complete the Career Pathways Strategic Planning Document (**Attachment I**).

D. Establish three goals. (Goal Sheets may be found as **Attachment A**) Goals 1 & 2 are aligned to the Wyoming Unified State Plan, America's Talent Strategy or to the Wyoming Educational Attainment Initiative and are set by the State. Goal 3 is to address local program improvement as described below.

    i. Select at least one planned new activity described in the local program's Career Pathways Strategic Planning Document. Describe, in narrative form, the activity and how the activity:

        i. helps the local program implement its career pathways system

        ii. benefits students, the local program and other stakeholders

        iii. addresses continuous program improvement for the local program

Include strategies and timelines for the project. Explain how the activity may have been linked to a program weakness the local program identified.

Consideration #5: Whether the eligible provider's program—

a) **is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and**

b) **uses instructional practices that include the essential components of reading**

A. Describe:

    i. anticipated levels of service and planned instructional hours for the main site and outreach sites on **Attachment D.**

    ii. how the local program will utilize instructional practices that integrate the Essential Components of Reading, Teaching Skills That Matter, participatory learning and standards-based academic instructional methodologies.

    iii. how the local program will integrate the concepts of workplace literacy, Work-Experience (WEX) and work-based project learning[5], if applicable

B. Provide a description of how program design will provide sufficient intensity and quality for learners to make substantial gains and that flexible scheduling is provided to help students complete a program of study.

C. Provide a succinct statement to identify the number of outreach sites the program will have, the estimated number of students to be served this year in those outreach centers, and how the outreach site will serve the needs of the local community. Include in the description the factors considered in developing an instructional schedule for open learning labs and flexible classes to maximize the opportunity for learners at the outreach site to attend and make progress.

Consideration #6: Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice.

A. Provide an explanation of how reading, writing, mathematics, English as a Second Language, digital & financial literacy, and EL Civics are based on the best practices derived from the most rigorous research available and appropriate, and are aligned to the standards approved for Wyoming's Adult Education programs. Providers should submit a sample lesson plan showing these alignments in an Appendix.

B. Explain how workforce preparation skills, digital and financial literacy are to be integrated into an instructional delivery system to meet participant needs. (State)

C. Describe how the program's curriculum incorporates a balance of academic and real-life contexts, including contextualization of core program components. Include in the discussion how the use of contextualization lessons are linked to an individual's career path so that individuals are able to develop the skills and knowledge needed to transition to a career.

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[5] **Work-based project learning** is a structured educational approach that connects classroom curriculum with real-world work environments. Students engage in hands-on, authentic projects developed in partnership with employers to build technical, academic, and employability skills, facilitating a direct, practical bridge between education and career readiness.

Consideration #7: Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology services, and systems lead to improved performance.

    A. Describe:

        i. how local program activities effectively utilizes 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 participant performance so that individuals in the most remote regions of the State have access to services.

        ii. how local program activities effectively teach participants the skills associated with the use of technology enabling the student to find, evaluate, organize, create and communicate information.

        iii. the steps the program will take to begin integrating artificial intelligent technology into existing digital literacy curricula.

Consideration #8: Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual requires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

    A. Describe:

        i. the processes used to identify the most in-demand training needs for the local area, local training provider collaborations, and how the local program intends to address these needs. Include a description of how the local program will utilize employer input for the development of IET's.

        ii. efforts made to provide learning in context, including through integrated education and training utilizing a single set of learning objectives, career pathways and occupational clusters to meet the most in-demand industries/occupations in the State.

        iii. local program bridge service patterns which help students acquire the skills necessary to transition to and complete post-secondary education, training programs, obtain and/or advance in employment leading to economic self-sufficiency, and to exercise their rights and responsibilities of citizenship.

Consideration #9: Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means.

    A. Describe:

        i. how the qualifications of the staff contribute toward program capacity to improve the skills and knowledge of Adult Education learners.

        ii. specific efforts to recruit, on-board, train and retain qualified staff and volunteers. Include in the description the process(es) the local program utilizes to identify and meet staff professional development needs.

        iii. local program processes for evaluating instructors and other program staff.

        iv. the scope of the local program's professional development and training for all staff members for FY 26/27. Include conferences, institutes, and staff meetings planned for the year. Complete the State approved three tier-system (**Attachment E**).

        v. how best practices will be disseminated to satellite sites, other grantee programs in the state, and when appropriate and possible, to national groups and relevant stakeholders.

    B. Attach Instruction Information Sheet (**Attachment F**) & Confidentiality Agreements (**Attachment G**) for each staff member to be employed in FY 26/27.

    C. Complete **Attachment J** (Adult Education Staff)

Consideration #10: Whether the eligible provider's activities coordinate with other available education, training, and social services resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher educational, local workforce investment boars, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.

    A. Describe how:

        i. the local program 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 adult education and literacy activities, workplace experience placements, and high school equivalency completions.

    ii. the local program will expand the coordinated efforts and collaboration for developing Career Pathways with the above entities.

   iii. the local program will individualize a participant's career pathways development plan by utilizing career assessments, career maps, career navigators, career counseling, labor market information, and other relevant data.

   iv. the local program will fulfill One-stop partner responsibilities as described in WIOA Sec 121(b)(1)(A)

    v. basic[6] and individualized[7] career services are delivered and how they are integrated into the local career service course and into existing curricula. Include in the discussion the process of enrolling students, co-enrollment process, gathering necessary information to effectively serve students and establishing appropriate expectations of participation in the program to emphasize career pathways and college and career readiness.

Consideration #11: Whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

   A. Describe how local program 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. Include in the description those services that address critical issues beyond the scope of the program, but are necessary for student success along identified career pathways tracks.

   B. As required by the State Infrastructure Agreement, explain the reciprocal processes the program utilizes to make consistent referrals to/from community services providers so that participants are provided with full wrap-around services and that referrals made are effectively tracked.

Consideration #12: Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance.

   A. Describe:

    iv. how the local program utilizes data to evaluate levels of performance as described in section 116(b)(3), including the collection and validation of data to report on: Barriers to Employment, Referrals, WIOA core program Co-enrollments, Performance Indicators and Outcome Measures. If applicable, include in the description how the program will utilize & meet the performance indicators of Milestones and/or passing Technical/Occupational Skills Exam. (Programs should complete **Attachment H** if the use of Milestones for the program has not yet been approved).

    v. the quality controls[8] the local program has in place for the collection and review of program data.

   vi. the summative and formative evaluation processes the local program identified through the 2025 competition that were utilized in FY 25/26 and how results were used for continuous program improvement.

Consideration #13: Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

   A. Describe how the local program addressed regional needs for English language acquisition in FY 25/26. Include a description of successes/challenges the program faced in delivering this type of program.

   B. **IELCE Project (State) – (For programs offering an IELCE project only)**

    a. Describe how each of the following measures for an IET are monitored, tracked, validated and evaluated for IELCE students in FY 25/26:

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[6] **Basic career services** (WIOA Sec 134©(2)(A)) include outreach & intake, initial assessment, labor market & career information, job search & placement help, workforce preparation services, unemployment insurance assistance, performance & program information.

[7] **Individualized career services** (WIOA Sec 134©(2)(B)) include comprehensive & specialized assessments, Individual employment plan (not Title II), career planning & counseling, short-term prevocational services, internships, work experiences & transitional jobs, workforce preparation, financial literacy services, English language acquisition & integrated education, and follow-up services.

[8] **Data quality control** in adult education refers to processes, such as validation checks and standardization, that ensure student data is accurate, complete, and reliable for tracking performance, compliance, and program improvement. It involves verifying data at the point of entry and throughout its lifecycle to ensure trustworthy reporting for accountability.

a)	Progress towards milestones	d)	Passing technical/occupational skills
b)	Completion of HSE	e)	Civics education
c)	Completion of EFL	f)	Entry into postsecondary/training

    b.   Submit a list of IET programs that will be offered in conjunction with the IELCE program for FY 2026/2027.

    c.   Describe how the IELCE curriculum integrates employability skills, digital & financial literacy, and Civics education.

Part II: Supplemental Documents

Budgets:

Using Attachments B & C provide estimated budget information for FY 2026/2027 for each grant (Adult Education, Corrections and/or IELCE). Insurance costs for new employees may be considered as a line item on budgets if insurance costs are not reimbursed. However, health insurance costs for existing employees are not permissible costs as these are reimbursed to the College from a different funding source.

Other Documents:

Please complete all other supplemental documents as outlined on each form in **Section Six** of this reapplication.

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Section Six: Supplemental Documents
Goals Sheet

Program Name: _____ Contact: _____

Instructions: For each goal, local programs must identify three strategies for their Adult Education program that they will utilize to meet Goals 1 & 2. Programs with an IELCE and/or Corrections grant must identify 1-2 strategies that address these special populations. In submitting this application, the WYDOC programs should complete three strategies for each goal.

Goals #1: Select from Goal 1A or Goal 1B listed below and identify at three strategies for AE programs, 1 for corrections and 1 for IELCE, as applicable. Goals 1A and 1B are aligned to the Educational Attainment Initiative as well as America's Talent Strategy.

Goal 1A: In order to develop a credential workforce for the State of Wyoming, the local program will credential* 20% of qualified enrolled students by June 30, 2027. Programs should identify both reportable and non-reportable[9] credentials.

Goal 1B: In order to ensure that Wyoming citizens have the knowledge and skills needed to succeed in a 21st century global economy, local programs will graduate 50% of qualified ** students with a high school equivalency credential.

	AEFLA nt Type	Strategies to achieve goal	Responsible Parties	Expected Completion Date	How will the program evaluate success?
1	AE				
2	AE				
3	AE				
4	Corrections				
5	IELCE				

*credential refers to industry recognized/valued credentials, such as workforce training credentials, stackable credentials or any allowable credential as outlined in Policy # 09302020.

**qualified: as determined through TABE and/or Official Practice Tests

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[9] **Non-reportable credentials** are those that do not meet the stringent federal requirements for MSG and/or outcome measures. Examples may include: OSHA, CPR, Serve Safe, General workforce readiness, digital badges, IT certificates, non-academic and local credentials.

Goals #2: All Adult Education providers must select from Goals 2A or 2B and develop strategies to achieve the goal. WYDOC and IELCE providers must also complete Goals 2C-1 or 2C-2, as applicable. Programs that offer Corrections and/or IELCE must complete both Goals 2A or 2B and 2C as appropriate.

Goal 2A: By June 30, 2027, the local program will leverage One-stop partnerships to implement a unified career pathways system that aligns workforce, education and economic development to address the most in-demand jobs in the State by placing at least 20% of qualified participants into training and/or work experience programs.

Goal 2B: By June 30, 2027, the local program will leverage One-stop partnerships to implement a career pathways system that co-enrolls 30% of qualified individuals into WIOA Title I, III, or IV programs.

Goal 2C-1 (For WYDOC): By June 30, 2027, the local correctional facility will have implemented strategies to identify career pathways tracks for individuals who will be released within a one-year period.

Goal 2C-2(for IELCE): IELCE programs are required to offer an IET program to all IELCE participants. By June 30, 2027, the local program will have at least 30% of qualified IELCE students participate in an Integrated Education and Training Program.

	AEFLA Grant Type	Strategies to achieve goal	Responsible Parties	Expected Completion Date	How will the program evaluate success?
1	AE				
2	AE				
3	AE				

	Corrections (2C-1)	Strategies to achieve goal	Responsible Parties	Expected Completion Date	How will the program evaluate success?
1	AE				
2	AE				
3	AE				

	IELCE (2C-2)	Strategies to achieve goal	Responsible Parties	Expected Completion Date	How will the program evaluate success?
1	AE				
2	AE				
3	AE				

Select 'one' planned new activity the local program identified in the Career Pathways Strategic Planning Document (Attachment I) and develop a measurable SMART goal[10] for that activity. Programs must identify three strategies for AE programming, 1 for Corrections, and 1 for IELCE, as applicable.

Goal 3: Name of Project:_____

SMART Goal: _____

	AEFLA Grant Type	Strategies to achieve goal	Responsible Parties	Expected Completion Date	How will the program evaluate success?
1	AE				
2	AE				
3	AE				
4	Corrections				
5	IELCE				

Local programs may add additional goals and/or goal strategies as necessary

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[10] **A SMART goal** is a structured, actionable objective designed to increase the likelihood of success by ensuring it is **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. This framework eliminates ambiguity, sets clear expectations, provides a defined deadline, and helps track progress.

FULL COST – ADULT EDUCATION BUDGET				
Date:	**Phone:**	**UEI:**		**Vendor Number:**
Program Name:				
Program Address:				
Name & Email of Program Director:				
Grant Type: **Non-competitive**	**Beginning Pay Period**		**Ending Pay Period**	
	July 1, 2026		June 30, 2027	
Budget Category	**Grant Amount Requested**	**Cash Match**	**In-kind Match**	**Total Cost to Grant**
ADMNISTRATIVE COSTS				
Admin. Salary	$	$	$	$
Admin Benefits	$	$	$	$
Support Staff Salaries	$	$	$	$
Support Staff Benefits	$	$	$	$
Admin Materials & Supplies	$	$	$	$
Space/Rent	$	$	$	$
Purchased Services	$	$	$	$
Other	$	$	$	$
Indirect Costs *(preapproved by WCCC through the 2025 competition)*	$	$	$	$
Subtotals	$	$	$	$
PROFESSIONAL DEVELOPMENT COSTS				
Dues and Registrations	$	$	$	$
Staff Travel (lodging, meals, travel)	$	$	$	$
In-service (local training expenses)	$	$	$	$
Taskforce/Special Projects	$	$	$	$
Contract Services-Training	$	$	$	$
Subtotals	$	$	$	$
TOTAL ADMIN & PROFESSIONAL DEVELOPMENT *(Cannot exceed 5% of requested funds or waiver amount approved in 2025 competition)*	**$**	**$**	**$**	**$**
INSTRUCTIONAL COSTS				
Instructional Salaries	$	$	$	$
Instructional Benefits	$	$	$	$
Classroom Space	$	$	$	$
Instructional Materials/Supplies	$	$	$	$
Equipment	$	$	$	$
Contracted Services (Transportation, child care, etc.)	$	$	$	$
Travel to Outreach	$	$	$	$
Other	$	$	$	$
Subtotals	$	$	$	$
FULL COST BUDGET GRAND TOTAL	$	$	$	$

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.

Printed Name of Program Director	Signature of Program Director	Date Signed

FULL COST – CORRECTIONS EDUCATION BUDGET				
Date: **Program Name:**		**Phone:**	**UEI:**	**Vendor Number:**
Program Address:				
Name & Email of Program Director:				
Grant Type: **Non-competitive**		**Beginning Pay Period**	**Ending Pay Period**	
		July 1, 2026	June 30, 2027	
Budget Category	**Grant Amount Requested**	**Cash Match**	**In-kind Match**	**Total Cost to Grant**
ADMINISTRATIVE COSTS				
Admin. Salary	$	$	$	$
Admin Benefits	$	$	$	$
Support Staff Salaries	$	$	$	$
Support Staff Benefits	$	$	$	$
Admin Materials & Supplies	$	$	$	$
Space/Rent	$	$	$	$
Purchased Services	$	$	$	$
Other	$	$	$	$
Indirect Costs *(preapproved by WCCC through the 2025 competition)*	$	$	$	$
Subtotals	$	$	$	$
PROFESSIONAL DEVELOPMENT COSTS				
Dues and Registrations	$	$	$	$
Staff Travel (lodging, meals, travel)	$	$	$	$
In-service (local training expenses)	$	$	$	$
Taskforce/Special Projects	$	$	$	$
Contract Services-Training	$	$	$	$
Subtotals	$	$	$	$
TOTAL ADMIN & PROFESSIONAL DEVELOPMENT *(Cannot exceed 5% of requested funds or waiver amount approved in 2025 competition)*	$	$	$	$
INSTRUCTIONAL COSTS				
Instructional Salaries	$	$	$	$
Instructional Benefits	$	$	$	$
Classroom Space	$	$	$	$
Instructional Materials/Supplies	$	$	$	$
Equipment	$	$	$	$
Contracted Services (Transportation, child care, etc.)	$	$	$	$
Travel to Outreach	$	$	$	$
Other	$	$	$	$
Subtotals	$	$	$	$
FULL COST BUDGET GRAND TOTAL	$	$	$	$

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.

Printed Name of Program Director	Signature of Program Director	Date Signed

FULL COST – INTEGRATED ENGLISH LANGUAGE & CIVICS EDUCATION (IELCE) BUDGET				
Date:	Phone:		UEI:	Vendor Number:
Program Name:				
Program Address:				
Name & Email of Program Director:				
Grant Type: **Non-competitive**	**Beginning Pay Period**		**Ending Pay Period**	
	July 1, 2026		June 30, 2027	
Budget Category	**Grant Amount Requested**	**Cash Match**	**In-kind Match**	**Total Cost to Grant**
ADMINISTRATIVE COSTS				
Admin. Salary	$	$	$	$
Admin Benefits	$	$	$	$
Support Staff Salaries	$	$	$	$
Support Staff Benefits	$	$	$	$
Admin Materials & Supplies	$	$	$	$
Space/Rent	$	$	$	$
Purchased Services	$	$	$	$
Other	$	$	$	$
Indirect Costs *(preapproved by WCCC through the 2025 competition)*	$	$	$	$
Subtotals	$	$	$	$
PROFESSIONAL DEVELOPMENT COSTS				
Dues and Registrations	$	$	$	$
Staff Travel (lodging, meals, travel)	$	$	$	$
In-service (local training expenses)	$	$	$	$
Taskforce/Special Projects	$	$	$	$
Contract Services-Training	$	$	$	$
Subtotals	$	$	$	$
TOTAL ADMIN & PROFESSIONAL DEVELOPMENT *(Cannot exceed 5% of requested funds or waiver amount approved in 2025 competition)*	**$**	**$**	**$**	**$**
INSTRUCTIONAL COSTS				
Instructional Salaries	$	$	$	$
Instructional Benefits	$	$	$	$
Classroom Space	$	$	$	$
Instructional Materials/Supplies	$	$	$	$
Equipment	$	$	$	$
Contracted Services (Transportation, child care, etc.)	$	$	$	$
Travel to Outreach	$	$	$	$
Other	$	$	$	$
Subtotals	$	$	$	$
FULL COST BUDGET GRAND TOTAL	$	$	$	$

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.

Printed Name of Program Director	Signature of Program Director	Date Signed

Program Name: _____   **Total Requested:**   **$**_____

                                                Total In-kind/Match: **$**_____

                                                     (must be at least 25% of Requested Funds)

Using the table below, provide a budget narrative for each series listed. The amounts shown on the budget narrative must match the amounts shown on the Full Cost budget.

Salaries: List all positions, including full time, part-time and volunteer staff and the corresponding FTE that will be associated with these grant funds.	**Series Amount: _____** Narrative: Administrative: **_____** Instructional: **_____** Match/In-kind: **_____**
Benefits: Describe all benefits that are part of your employee compensation package. <u>Complete detail benefits form, as applicable.</u>	**Series Amount: _____** Narrative: Administrative: **_____** Instructional: **_____** Match/In-kind: **_____**
Purchased/Contracted Services/Rentals: Provide agency name and description of services to be rendered. This includes rent, utilities and other contracted services.	**Series Amount: _____** Narrative: Administrative: **_____** Instructional: **_____** Match/In-kind: **_____**
Supplies and Materials: List any special supplies, equipment or curriculum to be purchased.	**Series Amount _____** Narrative: Administrative: **_____** Instructional: **_____** Match/In-kind: **_____**
Travel and Training: Provide in general terms the type of travel to be supported by project funds, such as conferences, training, outreach sites, etc.	**Series Amount _____** Narrative: Administrative: **_____** Instructional: **_____** Match/In-kind: **_____**
Equipment: Provide the type of items/equipment to be purchased from project funds	**Series Amount: _____** Narrative: Administrative: **_____** Instructional: **_____** Match/In-kind: **_____**
Other Costs: Provide a description of other line item costs to be associated with this request for funding. Identify indirect cost rate, as applicable.	**Series Amount _____** Narrative: Administrative: **_____** Instructional: **_____**

Program Name: _____

Total Requested: $_____

Total In-kind/Match: $_____

(must be at least 25% of Requested Funds)

Using the table below, provide a budget narrative for each series listed. The amounts shown on the budget narrative must match the amounts shown on the Full Cost budget.

Salaries: List all positions, including full time, part-time and volunteer staff and the corresponding FTE that will be associated with these grant funds.	**Series Amount _____** Narrative: Administrative**: _____** Instructional**: _____** Match/In-kind**: _____**
Benefits: Describe all benefits that are part of your employee compensation package. <u>Complete detail benefits form, as applicable</u>	**Series Amount: _____** Narrative: Administrative: _____ Instructional**: _____** Match/In-kind**: _____**
Purchased/Contracted Services/Rentals: Provide agency name and description of services to be rendered. This includes rent, utilities and other contracted services.	**Series Amount: _____** Narrative: Administrative**: _____** Instructional**: _____** Match/In-kind**: _____**
Supplies and Materials: List any special supplies, equipment or curriculum to be purchased.	**Series Amount: _____** Narrative: Administrative**: _____** Instructional**: _____** Match/In-kind**: _____**
Travel and Training: Provide in general terms the type of travel to be supported by project funds, such as conferences, training, outreach sites, etc.	**Series Amount: _____** Narrative: Administrative**: _____** Instructional**: _____** Match/In-kind **: _____**
Equipment: Provide the type of items/equipment to be purchased from project funds	**Series Amount: _____** Narrative: Administrative**: _____** Instructional**: _____** Match/In-kind**: _____**
Other Costs: Provide a description of other line item costs to be associated with this request for funding. Identify indirect cost rate, as applicable.	**Series Amount _____** Narrative: Administrative**: _____** Instructional**: _____** Match/In-kind**: _____**

Program Name: _____   **Total Requested:** $_____
 Total In-kind/Match: $_____
 (must be at least 25% of Requested Funds)

Using the table below, provide a budget narrative for each series listed. The amounts shown on the budget narrative must match the amounts shown on the Full Cost budget.

Salaries: List all positions, including full time, part-time and volunteer staff and the corresponding FTE that will be associated with these grant funds.	**Series Amount: _____** Narrative: Administrative**: _____** Instructional**: _____** Match/In-kind **: _____**
Benefits: Describe all benefits that are part of your employee compensation package. <u>Complete detail benefits form, as applicable</u>	**Series Amount: _____** Narrative: Administrative: **_____** Instructional**: _____** Match/In-kind **: _____**
Purchased/Contracted Services/Rentals: Provide agency name and description of services to be rendered. This includes rent, utilities and other contracted services.	**Series Amount: _____** Narrative: Administrative**: _____** Instructional**: _____** Match/In-kind **: _____**
Supplies and Materials: List any special supplies, equipment or curriculum to be purchased.	**Series Amount: _____** Narrative: Administrative**: _____** Instructional**: _____** Match/In-kind **: _____**
Travel and Training: Provide in general terms the type of travel to be supported by project funds, such as conferences, training, outreach sites, etc.	**Series Amount: _____** Narrative: Administrative**: _____** Instructional**: _____** Match/In-kind **: _____**
Equipment: Provide the type of items/equipment to be purchased from project funds	**Series Amount: _____** Narrative: Administrative**: _____** Instructional**: _____** Match/In-kind **: _____**
Other Costs: Provide a description of other line item costs to be associated with this request for funding. Identify indirect cost rate, as applicable.	**Series Amount _____** Narrative: Administrative**: _____** Instructional**: _____** Match/In-kind**: _____**

AE Benefits Detail Worksheet : Provide details for all AE staff whose benefits are paid from an AEFLA grant

Program Name:			Contact:		

Employee Name and Title:

Funding Source	Hours Scheduled/ Work Week	Wages/ Salary Budged	Benefits Health	Dental	Retirement	Life Ins.	FICA	Other: Specify	Disability	Benefits Total
AEFLA Grant		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Employee Name and Title:

Funding Source	Hours Scheduled/ Work Week	Wages/ Salary Budged	Benefits Health	Dental	Retirement	Life Ins.	FICA	Other: Specify	Disability	Benefits Total
AEFLA Grant		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Employee Name and Title:

Funding Source	Hours Scheduled/ Work Week	Wages/ Salary Budged	Benefits Health	Dental	Retirement	Life Ins.	FICA	Other: Specify	Disability	Benefits Total
AEFLA Grant		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Employee Name and Title:

Funding Source	Hours Scheduled/ Work Week	Wages/ Salary Budged	Benefits Health	Dental	Retirement	Life Ins.	FICA	Other: Specify	Disability	Benefits Total
AEFLA Grant		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Anticipated Service Levels and Activities for FY 2026/27 and Hours of Instruction

NAME OF PROGRAM:

Component	Anticipated Level of Service		
Estimated **total** number of participants you expect to serve in 26/27. **Note**: The TOTAL number of students shown here must equal the total number of ESL, ABE and ASE projections below.			
	Totals	*Subset Totals*	
English as a Second Language Estimated total number of participants who will be served in **ESL** classes. (All levels)			
Estimate the number of participants to be served in Integrated English Language and Civics Education **(IELCE) (**A Subset of ESL). This is a subset of ESL.			
Adult Education Estimate the number of participants who will be served in **ABE** classes (NRS Levels 1-4)			
Estimated number of participants who will be served in **ASE** classes (NRS Levels 5-6)			
Estimate the number of participants to be served in *Corrections*. (Subsets of ABE & ASE)			
Estimate the number of participants to be served in an **IET**, **workplace literacy**, or a **pre(apprenticeship)** program. (subsets of ABE, ASE, and/or ESL)			
	Main Site	**Outreach Sites**	**Totals**
Anticipated hours of instruction offered per month for each site providing AE instruction:			
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			
Anticipated hours of instruction offered per month for Corrections Programs per site			
DOC			
Jails/Detention Centers/Other Correctional Facilitates			
Anticipated hours of instruction offered per month for IET, pre-apprenticeship, WEX and/or workplace literacy.			
Anticipated hours of instruction offered per month for IELCE.			

Local programs will build all reimbursements for professional development for local, state/regional and national activities into their budgets. In cases where the planned PD is to be paid by non-AEFLA funds, these costs should be shown as In-kind / Match PD costs. AEFLA budgeted amounts and in-kind/match costs shown on this worksheet must also be reflected on the Budget Narrative and the Full Cost budget(s).

Project	Description	Itemized Cost Category	Total for AEFLA Budget(s)	In-kind PD Costs	Cash Match PD Costs	Total Project Amount
Tier 1: Core Trainings (Local PD)	1.	Salaries/Training Stipends	$	$	$	$
		Travel, lodging, etc.	$	$	$	$
		Registration Fees	$	$	$	$
		Other (Define)	$	$	$	$
		Total	$	$	$	$
	2.	Salaries/Training Stipends	$	$	$	$
		Travel, lodging, etc.	$	$	$	$
		Registration Fees	$	$	$	$
		Other (Define)	$	$	$	$
		Total	$	$	$	$
		Sub-total Tier 1	$	$	$	$
Tier 2: State / Regional Level Trainings	1. State Institute	Salaries/Training Stipends	$	$	$	$
		Travel, lodging, etc.	$	$	$	$
		Registration Fees	$	$	$	$
		Other (Define)	$	$	$	$
		Total	$	$	$	$
	2. Other: (Define)	Salaries/Training Stipends	$	$	$	$
		Travel, lodging, etc.	$	$	$	$
		Registration Fees	$	$	$	$
		Other (Define)	$	$	$	$
		Total	$	$	$	$
		Sub-total Tier 2	$	$	$	$
Tier 3: Specialized National / Regional Training	1.	Salaries/Training Stipends	$	$	$	$
		Travel, lodging, etc.	$	$	$	$
		Registration Fees	$	$	$	$
		Other (Define)	$	$	$	$
		Total	$	$	$	$
	2.	Salaries/Training Stipends	$	$	$	$
		Travel, lodging, etc.	$	$	$	$
		Registration Fees	$	$	$	$
		Other (Define)	$	$	$	$
		Total	$	$	$	$
		Sub-total Tier 3	$	$	$	$
		Grand Totals	$	$	$	$

Notes:
1) The State Institute for 2026-27 will be held in either Gillette or Rock Springs. When planning for this conference, providers should budget for the site farthest away. Eighty percent of local program staff will be required to attend this meeting.
2) All director's meetings will be virtual.
3) Programs must plan for trainings in all 3 tiers, even if the cost of the training is supported through non-AEFLA funds. In these instances, budget amounts to the AEFLA grant should be zero, but costs paid through other sources should be shown as 'in-kind/match' costs.
4) Insert the grand total into your Full Cost budget sheet and provide details in the Budget Narrative

Instructor Form

WYOMING ADULT BASIC EDUCATION
INSTRUCTOR INFORMATION

Attachment F

Program: _____**City/Town**_____

Name of Instructor:_____

E-Mail Address: _____ **Telephone:** _____

Some College courses		
Associates Degree		
Bachelor Degree		
Masters Degree		
Doctorate Degree		

Area of Instruction/Responsibilities (Check all that apply)

☐ **Adult Education** ☐ **HSEC** ☐ **Transitions/Bridge** ☐ **ESL** ☐ **Career Services**

☐ **Workforce Preparation** ☐ **Corrections** ☐ **IET/IELCE** ☐ **Gen. Lit.** ☐ **Digital Literacy**

☐ **Financial Literacy** ☐ **Career Navigator** ☐ **(pre)apprenticeship)** ☐ **Testing** ☐ **Career Counseling**

☐ **Intake/Orientation** ☐ **Data Entry** ☐ **WEX** ☐ **Other:**_____

Function	Adult Education Personnel (check appropriate columns)	
Function	**Part-time Personnel**	**Full-time Personnel**
Local Director		
Local Instructor		
Local Counselor		
Local Unpaid Volunteer		
Local Paraprofessional		
Local Ancillary Staff		
Years of Experience		
Less than one year		
One to three years		
More than three years		
Instructor/Staff/Volunteer Certification		
Not certified		
Adult Education Certificate		
K-12 Certification		
Special Education Certification		
TESOL Certification		

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Instructor Signature   **Date**

CONFIDENTIALITY/NON-DISCLOSURE AGREEMENT
PARTICIPANT'S SIGNATURE PAGE

1.   **Contact Information:** **(AE Staff must complete top portion & sign at the bottom.)**

Name (Printed): _____

Work Address: _____

City: _____

State: _____

Zip Code: _____

Telephone: _____

E-Mail Address: _____

2.   By Participant's signature, Participant agrees to be bound by this Agreement that they hold in strict confidence and will not disclose any employment information contained within the LACES database. The Adult Education Program will consider any improper disclosure of any information considered confidential under federal or state law to be serious misconduct. All Participants are to be made aware that all information collected under the auspices of Adult Education can be used only for purposes outlined in the WIOA. Furthermore, individuals may be subject to civil penalties under the Privacy Protection Act of 1974 as amended by the Computer Matching and Privacy Protection Act of 1988 (5 USC Sec 552a), as well as subject to criminal penalties under the Confidential Information Protection and Statistical Efficiency Act of 2002 (Title V of PL 107-347), depending on the nature and extent of the disclosure.

   A.   **Certification.** The Participant agrees to be subject to the conditions of Confidentiality and Non-Disclosure Agreement.

3.   This signature page is hereby incorporated into the Annual Grant Agreement and associated responsibilities until terminated.

AE CENTER DIRECTOR:

_____   _____
Signature   Date

LACES User:

_____   _____
LACES User Signature   Date

WYOMING
COMMUNITY COLLEGES

1. **Name of Local Director**: _____

2. **Date of Application**:   _____

3. **Local Provider:**   Casper College   Central Wyoming College Eastern Wyoming College
    LCCC: Cheyenne   Northwest College   Sheridan College
    LCCC: Laramie   Uinta: BOCES #1   Western Wyoming College
    WY Department of Corrections   Gillette College

4. **Type of Program in which the Milestone MSG will be utilized with:**
    Integrated Education & Training   Workplace Literacy
    Integrated English Literacy & Civics Education   Other:_____

5. **Name of Training Provider/Employer associated with the use of 'Milestones':**_____

6. **Justification for use. Provide a succinct description of why the local program wants to utilize the 'Milestone" MSG.**

7. **Planning. Approximately how many students in your program will be utilizing the 'Milestone' MSG?**_____

8. **Which of the following State Approved 'Milestones' will the local program utilize:**

Basic Computer Skills-Teknimedia Certificate   Email Basics Using Google Mail-Teknimedia Cert
Bring Your 'A Game to Work Certificate   American Heart Association-CPR Certification
WorkKeys Credential   Obtain Driver's License
NCCER Fast Track Course (any)   Register to Vote
Complete citizenship   Involvement with School & Teacher (Letter from School)
Complete Parenting Course: Parenting with Love & logic   Digital Badges-Workforce Readiness Tool (LCCC)
Additional Teknimedia as required by Pathway   Medical Terminology Certificate
Google Applied Digital Skills Certificate   OSHA 10 Course Certificate
Customer Service Skills Course Certificate   Microsoft Office Certificates
Wyrkshop Badges: Glowfordge, 3D printing, Circuit Vinyl, Safe use of Equipment (Badges are given for each piece of equipment-through the University of Wyoming)
Placement into On-The-Job Training, Internship, (pre) apprenticeship, or other work experience related program
Micro-credentials: Digital Literacy, Life Skills, Financial Literacy, Employability Skills
None of the above (if 'none of the above is selected, please complete question 9.

9. **Request for new milestone. Please describe the new 'Milestone' being requested.**

    Name of Milestone: _____

    Description:

Signature:_____   **Date:**_____

For Office Use:

    1. **Request for new milestone approved?**   **Yes/No**
    2. **Request to utilize 'Milestones' approved?**   **Yes/No**

        Date of Approval:_____   **Approved by:** _____

The **Career Pathways Assessment and Planning System**[11] is designed to ensure local adult education programs meet the federal definitions of adult education, career pathways, and integrated education and training; as well as to meet WIOA requirements and the rigor established through various professional development efforts. Local adult education applicants are required to use this tool to evaluate their progress with career pathways implementation; identify areas that are missing and/or could be strengthened or enhanced; and develop a plan to move forward toward a comprehensive career pathways service delivery system. This should be used as a strategic planning document that can be reviewed and revised annually among program staff to assist programs with identifying gaps, assessing needs, establishing goals, determining resources, and evaluating progress relevant to career pathways services.

RELEVANT DEFINITIONS FROM THE WORKFORCE INNOVATION AND OPPORTUNITY ACT

Adult Education Services:
- Title II of the Workforce Innovation and Opportunity Act (WIOA) defines adult education (AE) to mean academic instruction and education services below the postsecondary level that increases an individual's ability to:
    A. read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
    B. transition to postsecondary education and training; and
    C. obtain employment.

Career Pathways:
- WIOA defines career pathways to mean a series of rigorous and high-quality education and training strategies and other services that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector. Elements of career pathways will:
    A. align with the skill needs of industries in the economy of the State or regional economy involved;
    B. prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
    C. include advising to support an individual in achieving the individual's education and career goals;
    D. include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
    E. organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent possible;
    F. enable an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential; and
    G. help an individual enter or advance within a specific occupation or occupational cluster.

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[11] Developed by and property of Jeffrey A. Fantine, Academic and Career Training Services, copyright 2012 (revised 2023)

Integrated Education and Training (IET):

- Defined in WIOA Section 203(11) as: A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Required IET Components as specified in C34 CFR 463.36:
  1. Adult Education and literacy activities as described in 463.30
  2. Workforce preparation activities as described in 463.34, and
  3. Workforce training for a specific occupation or occupational cluster, which can be any of the training services defined in section 134(c)(3)(D) of WIOA.

Title II - AEFLA 13 Funding Considerations: Local programs must indicate how their career pathways service delivery model described in this document addresses the funding considerations required by eligible providers under Title II of the Adult Education and Family Literacy Act (AEFLA).

(1) The degree to which the eligible provider would be responsive to: (A) regional needs as identified in the local plan under section 108; and (B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals--(i) who have low levels of literacy skills; or (ii) who are English language learners;

(2) The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

(3) Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;

(4) The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;

(5) Whether the eligible provider's program--(A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and (B) uses instructional practices that include the essential components of reading instruction;

(6) Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

(7) Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;

(8) Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

(9) Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;

(10) Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;

(11) Whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

(12) Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and

(13)   Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

CAREER PATHWAYS PLAN:

This planning system is a 3-step process designed to assess a program's current status by conducting a gap analysis that identifies (1) what the program has in place and (2) what the program is missing; and then (3) creating a plan with the steps needed to move forward toward delivering services within a comprehensive career pathways model. The first part (steps 1 and 2) is a gap analysis; the second part (step 3) is developing an action plan indicating the steps the program will take to fill in the gaps, if all necessary components of a comprehensive career pathways model are not currently in place. **Note:** It is possible that a program may have aspects of all the components in place; in this instance, those programs are encouraged to focus on strengthening or enhancing aspects within the components as a continuous improvement effort.

3-Step Process:
1. **Identify what is in place: CURRENT ACTIVITIES**
2. **Identify what is missing: PLANNED NEW ACTIVITIES**
3. **Create a step-by-step plan on a timeline to implement was is missing: PLAN**

NOTE: There should be a direct correlation between what is identified in Step 2 (PLANNED NEW ACTIVITIES) and Step 3 (PLAN).

It is highly recommended as the program develops its Career Pathways Plan, that it seeks connections to what already exists locally before creating something new to avoid duplication of efforts within the workforce development system. Please understand, no matter where you are in the career pathways process, either starting out or far along, **you can always make improvements and move forward**. Also, in order to better ensure successful implementation of this Plan, it is recommended that a program take a few steps forward at a time and stagger its implementation timeline.

Be sure to use relevant information and resources on the [Wyoming Community College Commission's Adult Education](#) website to guide your planning efforts.

Name of Program:
Name of Local AE Program Director:

Email:	Phone:

Creating A Comprehensive Career Pathways Model Assessment and Plan

Essential Component 1: Building Partnerships

AEFLA Funding Consideration: 10

Description: Partnerships are critical to an effective career pathways system. They help align services within a community and create a seamless education and training pipeline. Partnerships should be strategic and mutually beneficial.

Considerations -
- Put relationships in writing. Create formal written agreements with partners critical to an effective career pathways system. These partners include postsecondary institutions, WIOA core and required partners, employers, community agencies, and any other stakeholder relevant to the workforce development system. The agreement should include partner roles and responsibilities, services provided, expected outcomes, how resources will be shared, and when the agreement will be revisited. Wyoming programs must work with local Next Generation sector partnerships.
- Programs may convene a Career Pathways Advisory Group with relevant stakeholder representation to guide career pathways efforts.
- Have an effective referral network in place with stakeholders to streamline services. Determine how the program handles referrals from other agencies and how the program will make referrals to other agencies.
- Provide cross-agency trainings to keep partners informed about each other.

Current Activities:	Planned New Activities:
Include a list of formal partnerships that already exist. Indicate who the partner is and the nature of the partnership.	Include a list of formal partnerships the program would like to establish or partnerships that already exists, but the program would like to strengthen. Indicate who the partner is and what the program would like the nature of this partnership to be.

Plan:	Timeline:
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Include how the program will go about establishing or strengthening the partnerships listed in "Planned New Activities" above.	

Creating a Comprehensive Career Pathways Model Assessment and Plan

Essential Component 2: Creating a Career Culture

AEFLA Funding Consideration: 4

Description: Programs should create a career pathways culture, one that promotes college and career readiness. Career Pathways should impact every aspect of a program and includes messaging, attitudes, environment and speak.

Considerations -
- The program's vision, mission and services should align with the local workforce development system described in the state plan as well as its one-stop partners and should reflect a workforce focus.
- Does the program name effectively communicate career pathways services? If not, the program might need a new name or a career pathways tagline.
- A program's promotional materials should emphasize the future beyond the program rather than the endpoint (i.e., college, career and life success over getting a HSE certificate).
- Programs should create an environment that inspires students toward college and career opportunities (i.e., the language that is used, the visuals seen around the facility, the attitudes toward and expectations of students).

Current Activities: Include a list of what the program already does to create a career pathways culture.	Planned New Activities: Include a list of what the program could do to enhance a career pathways culture.

Plan: Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Include what the program will do specifically to create or enhance a career pathways culture in the program.	Timeline:

Creating a Comprehensive Career Pathways Model Assessment and Plan

Essential Component 3: Analyzing Labor Market Information (LMI)

AEFLA Funding Consideration: 1

Description: Career Pathways systems are driven by local labor market information. Labor market information describes current and projected local workforce needs. This information can be helpful when guiding students with career planning as well as with planning instructional services and IET programs. It is important that programs analyze and utilize labor market information to design and implement career pathways models. Programs should be sure to access LMI specific to their regional or local area within the state. LMI for Wyoming can be found at **https://doe.state.wy.us/lmi/** and **https://www.wyomingatwork.com/** .

Considerations –
- How will the program respond to regional economic and workforce needs?
- Provide services that meet the diverse needs of Wyoming's employers and job seekers.
- Engage employers that align with local workforce needs.
- Share labor market information with students to help inform their career exploration and planning efforts.
- Develop contextualized instruction and IET programs in in-demand industries.

Current Activities:	Planned New Activities:
Include an analysis of local LMI, i.e. what the current and projected local workforce needs are. Include a list of how the program currently uses LMI to inform career pathways efforts.	Include a list of how the program will use LMI to inform career pathways efforts (either enhancing what is already being done, or beginning to use this information if it is not being used currently in a meaningful way).

Plan:	Timeline:
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	

Creating a Comprehensive Career Pathways Model Assessment and Plan

Essential Component 4: Onboarding: Intake, Assessment and Orientation

Description: The process of enrolling students, gathering the necessary information to serve students effectively and establishing appropriate expectations of participation in the program. This process should emphasize career pathways and college and career readiness.

Considerations -
- Have students register with Wyoming At Work.
- Provide both managed and open enrollment strategies.
- In addition to required standardized assessments, administer career-related assessments and provide opportunities for career exploration. Some programs have a separate career exploration and planning course.
- Use career pathways maps/visuals to illustrate career advancement.
- Help students identify support services they may need to enhance persistence and the probability of success. Some programs administer a Barrier to Employment Assessment to identify support services.
- Have a comprehensive orientation process with all necessary onboarding elements. In Wyoming the orientation process is delivered to students in a 'Career Services' course as outlined in Policy #03092020. Once a student completes a Career Service course, instruction can commence.

Current Activities:	Planned New Activities:
Describe the program's current onboarding process. Provide a list of all elements of the process, including any career-related activities.	**Describe what the new process will look like, if any changes will be made to the onboarding process. Provide a list of career-related activities the program will include.**

Plan:	Timeline:
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	

Creating a Comprehensive Career Pathways Model Assessment and Plan

Essential Component 5: Individual Education, Career and Life Plans

Description: Adult education students should have an individual education, career and life plan that he/she is involved in developing, and that is used to guide their program services in a manner that accelerates the student's educational and career advancement. It should include highlights of formal and informal assessment results, academic and career goal setting, any support services that have been identified, persistence strategies, and a plan for instructional services and transition.

Considerations –
- Integrate career-related elements to an Individual Learning Plan as well as digital and financial literacy making it an Education, Career and Life Plan.
- Involve students in creating their plan, and help them understand how to use it to guide them toward academic, career and life success.
- Utilize Wyoming's Career Pathways Maps as part of this effort.
- Review several samples of individual education and career plans, choose or create a template that will work for the program.
- Utilize Career Navigators to help students identify an appropriate career pathways track.
- Consider using digital badges and/or certificates as students achieve benchmarks along their plan.

Current Activities:	Planned New Activities:
If the program currently uses an Individual Learning Plan or Individual Education and Career Plan, list the elements included in the template. Include how the plan is developed and used, and how students are involved in the process.	Indicate if the program will use (create new or revise existing) an Individual Education, Career and Life Plan for every student? Include a list of the elements that will be included in the template, how it will be created and used for each student, and how students will be involved in the process.

Plan:	Timeline:
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Describe how the template will be created, what elements will be included in the template, how the program will create and use these plans for each student, and how students will be involved in creating and using their individual plan.	

Creating a Comprehensive Career Pathways Model Assessment and Plan

Essential Component 6: Career Advising

Description: Career advising in adult education is providing guidance to students on academic and career services. Advisors help students develop strategies and skills to explore and pursue academic and career options, as well as develop and implement a plan for academic, career and life/family success. Advising services should be ongoing, incorporate use of the student's individual education and career plan, and continue through transition to next steps.

Considerations -
- Offer advising through partnerships, use of volunteers, or as part of the program's staffing structure (i.e., create a Career Advisor position).
- Create a process that provides for ongoing advising services: Initiation Stage, Progress Stage, Transition Stage.
- Utilize LMI, and the Career Pathways Maps during student advising sessions.
- Include the Individual Education and Career Plan in the advising process.
- Determine the qualifications of a Career Advisor and/or Career Navigator and identify training requirements.
- Outline in writing what the Career Advisor should be doing with students so that advising services are applied consistently.

Current Activities:	Planned New Activities:
Include a description of how career advising services are currently provided by the program, if they are being provided at all. Include how often students connect with advising services and how the student's Individual Education and Career Plan is used in the advising process.	Include a description of how career advising services will be provided by the program (either getting started, if it does not currently exist; or strengthened, if it already exists). Include how often students will connect with advising services and how the student's Individual Education and Career Plan will be used in the advising process.

Plan:	Timeline:
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	

Creating a Comprehensive Career Pathways Model Assessment and Plan

Essential Component 7: Contextualized Instruction, Workforce Preparation and Job Training

AEFLA Funding Considerations: 5, 6, 7 and 8

Description: Curricula and instructional practices in adult education programs should be rigorous, relevant and research-based (Title II, Subtitle C Sec. 231(e)(6)). The scope of instructional services should include academic skills, workforce preparation and job training. Programs should offer a competency-based, contextualized curriculum in addition to Integrated Education and Training programs for both ABE and ELL students.

Considerations -
- Align instruction to the College and Career Readiness Standards and/or the English Language Proficiency Standards as well as the Employability Skills and Social Capital Standards.
- Integrate workforce preparation (soft skills), digital and financial literacy, and contextualization (career and life learning activities) into instructional delivery to meet student needs.
- Offer IET programs that align to Labor Market Information and meet local workforce needs. Use the IET Design Toolkit.
- Involve employers and other partners in the design and delivery of instructional and career-related services.
- Use technology to support career pathways efforts.
- Coordinate with DWS to offer integrated work experience programs.

Current Activities:	**Planned New Activities:**
Include a description of how the program currently offers career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.	Include a description of how the program will offer (begin or strengthen) career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.

Plan:	**Timeline:**
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	

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Essential Component 8: Alignment of Services

AEFLA Funding Consideration: 4 and 10

Description: WIOA requires a seamless education and training pipeline in a local area or region.; therefore, programs should work to ensure the services they provide align to next steps students take when they leave the program. This includes transitioning into employment, post-secondary programs, and advanced job training <u>without the need for remediation</u>.

Considerations –
- Co-enroll students and coordinate services with WIOA core partners.
- Ensure non-duplication of services offered through the one-stop system.
- Offer a curriculum that covers all of the College and Career Readiness Standards.
- Intentionally integrate workforce preparation (employability and social capital skills) into the instruction as these are skills employers demand.
- Determine the content of remedial courses (i.e., developmental education courses) offered by local post-secondary programs and ensure students acquire and master those skills.
- Identify the skills needed for many entry level positions and ensure the program helps students acquire and master those skills. These skills are included on the <u>ONET Online</u> website.
- Use LMI to inform career pathways efforts.

Current Activities: List what strategies the program currently uses to ensure alignment of services.	**Planned New Activities:** List what new strategies the program will use to ensure alignment of services.

Plan: Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	**Timeline:**

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Essential Component 9: Serving Populations with Barriers to Employment

AEFLA Funding Considerations: 1, 2 and 13

Description: WIOA requires programs give priority of services to the "hardest to serve" and "most in need". This requires that programs prioritize services to populations with barriers to employment, including the lowest-skilled adults, adults with disabilities, homeless individuals, Native Americans, and justice-involved individuals (among others).

Considerations -
- Serve individuals with learning challenges and other disabilities.
- Serve English Language Learners by integrating EL Civics instruction as well as digital and financial literacy to meet student's needs.
- Provide screening for barriers to employment during the onboarding process, or other types of screenings (i.e., learning disabilities screening, support services checklist, etc.).
- Establish formal partnerships with local agencies that serve vulnerable populations as an outreach effort to access students with barriers to employment, i.e., corrections, probation and parole, court system, vocational rehabilitation, homeless shelters, community agencies, etc.
- Provide strategies in instructional practice that address barriers to employment.
- Ensure barriers to employment issues are addressed in the Individual Education and Career Plan and in advising services.

Current Activities:	Planned New Activities:
Describe how the program currently recruits and provides services to populations with barriers to employment.	Describe how the program will recruit and provide services to populations with barriers to employment. Include what will be added or strengthened.

Plan:	Timeline:
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	

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Essential Component 10: Support Services

AEFLA Funding Considerations: 10 and 11

Description: Research suggests that when service agencies collaborate and provide holistic services to vulnerable populations, they have better persistence and performance outcomes. Support services are those services that address critical issues beyond the scope of the program, but are necessary for student success. They are accessed while the student is in the program to support persistence and achievement. For adult education programs in a career pathways environment, support services extend beyond the traditional transportation and child care services to include such things as transition services and job exposure opportunities.

Considerations -
- Offer job exposure opportunities, i.e., mentoring, internships, job shadowing, apprenticeships
- Connect students directly to workforce services, i.e., American Job Centers
- Provide direct linkages to community services, i.e., mental health, substance abuse, vocational rehabilitation, housing
- Assist students with the development and implementation of a transition plan
- Help students connect to and prepare for post-secondary programs, i.e., financial aid applications, college tours, meet current college students, meet specific program contacts, etc.
- Offer a career or community services speaker series: invite professionals or service providers to program to meet with and speak to students
- Utilize an effective referral process which includes cross training of services.

Current Activities:	Planned New Activities:
Include a list of support services the program currently offers. Describe how these services are identified and accessed.	Include a list of support services the program will offer (include what will be added or strengthened). Describe how these services will be identified and accessed.

Plan:	Timeline:
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	

Creating a Comprehensive Career Pathways Model Assessment and Plan

Sustainability

AEFLA Funding Considerations: 3, 9 and 12

Description: In order to ensure the success of this Career Pathways Plan, programs should have a sustainability plan. A sustainability plan should include data collection and monitoring, establishing policies and procedures for new services, an annual review of formal partnerships, and accessing professional development.

Considerations –
- How will career pathways efforts resulting from this Career Pathways Planning System be sustained?
- Determine when staff will come together to discuss progress of this Career Pathways Plan (review and revise for continuous improvement).
- Establish performance measures that will be monitored to determine success of career pathways efforts.
- Create written policies and procedures to institutionalize new practice once something is proven successful.
- Identify any professional development needs of staff that will ensure the success of this Career Pathways Plan.

Plan:	Timeline:
Include a step-by-step action plan on what the program will do to ensure sustainability of this Career Pathways Plan. Be sure to include at least 3 <u>specific</u> professional development needs the program anticipates for its staff to support the success of this Career Pathways Plan.	

_____   _____

Signature of Project Director   Date

WYOMING
COMMUNITY COLLEGES

Instructions: The 2025 Adult Education competition outlined staffing requirements that local providers must meet in order to efficiently run the program and to provide comprehensive services to participants. These were identified as critical staff positions and were a required component of the grant. Each position's responsibilities/expectations were outlined in the RFP and full-time equivalent requirements were provided. Please complete the chart below to identify how your local program has met this requirement and will continue to fulfill this requirement throughout FY 26/27. Since this will be year two of the grant, programs that are no longer able to meet the staffing requirements outlined in the 2025 grant competition may not be considered for AEFLA and/or State funding until requirements can be met.

Local Adult Education Program Name:_____

	FTE Requirements	Location[12]	Printed Name of Individual(s) Fulfilling this Position Requirement	
			For FY 25/26	**For FY 26/27**
Program Director	**.50**			
Instructor[13]	**various**			
Career Navigator (optional position)	**various**			
Digital Navigator (optional position)	**various**			
Intake & Assessment Specialist[14]	**various**			
Data Entry Specialist[15]	**various**			
Distance Learning Facilitator[16]	**various**			

Signature:

_____   _____

Local Program Director   Date

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[12] Please identify the location (i.e. name of town/facility) where each AE staff member has been and/or will be working.

[13] Please insert the name of each instructor the program employed for both FY 25/26 and will employ for FY 26/27. Appropriate FTE's should be indicated for each instructor. **There must be at least one instructor listed for each outreach site the program identified under Consideration #9.**

[14] At least one person is required for each AE center. FTE's will vary.

[15] At least one person is required for each AE center. FTE's will vary.

[16] At least one person is required for all programs who applied for and received permission to offer distance learning. FTE's will vary.