

Wyoming Community College Commission

Adult Education Program

Request for Proposals

Workforce Innovation and Opportunity Act (WIOA) Title II

Adult Education and Family Literacy Act

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

GENERAL INFORMATION and INSTRUCTIONS FOR SUBMISSION

Table of Contents

General Information	General Information and Instructions for Submission	Pg #
Part I	A. State Parties	GI 2
	B. Schedule of Events	GI 3
	C. Type of Awards	GI 3
	D. Introduction/Purpose	GI 4
	E. Overview of Federal Requirements	GI 5
	• Eligible Providers	GI 5
	• Eligible Individuals and Target Populations	GI 6
	• Indicators of Performance	GI 7
	• Considerations for Funding	GI 8
	• Considerations Related to “Local” Plan under section 108	GI 9
	• Direct and Equitable Access	GI 9
	• Allowable Activities	GI 9
	• Special Rule for Family Literacy Programs	GI 10
	• General Education Provisions Act (GEPA) Section 427	GI 10
	• Duration of Grant	GI 10
	F. Available Funding	GI 10
	G. Accountability Practices	GI 10
	H. Preparing and Submitting the Application	GI 12
	I. Local Program Assurances, & Certification Regarding Lobbying, Debarment & Suspension	GI 13
	J. Proposal Review and Evaluation Process	GI 13
	K. Bidders’ Conference and Further Information	GI 13
	L. Disposition of Applications	GI 14
	M. Grant Awards	GI 14
	N. Payment of Grant Funds	GI 14
	O. Projected Match Funding	GI 15
	P. Administrative Costs	GI 15
	Q. Risk Analysis	GI 15
	R. Freedom of Information Act	GI 15
	S. Coordination Among Providers	GI 16
Part II	Required State Reports	
	A. Monthly Data and Financial Report	GI 17
	B. Quarterly Narrative Report	GI 17
	C. Mid-Year Goal Report and Negotiated Changes	GI 17
	D. End-of-Year Report	GI 17
	E. Schedule of Reports	GI 17
Part III	National Accountability & State Reporting Requirements for Data Collection	
	A. Federal Reporting	GI 18
	B. Weekly Data Entry and Diagnostics	GI 18
	C. Assessment Policy & Distance Learning Guidance	GI 18

	D. NexGen Training	GI 18
Part IV	Non-Profit Organizations CBO & FBO	GI 19
Part V	Application Guidelines and Requirements for Narrative	
	A. Application Introduction	
	1. Proposal Cover	GI 20
	2. Assurances & Certification Form	GI 20
	3. Demonstration of Need	GI 20
	B. Application Narrative	GI 21
	1. Thirteen Considerations	GI 21
	a. Responsiveness to Need	GI 21
	b. Serving Individuals Most in Need	GI 21
	c. Demonstrated Effectiveness and Measurable Goals	GI 21
	d. Local Plan and One-Stop Alignment	GI 23
	e. Intensity, Quality, and Duration	GI 23
	f. Effective Educational Practices	GI 24
	g. Use of Technology	GI 25
	h. Integrated Education and Training	GI 25
	i. Quality Staffing	GI 26
	j. Coordination/Collaboration for Developing Career Pathways	GI 26
	k. Flexible Schedules and Coordination of Support Services	GI 26
	l. Maintain High Quality Data Collection System	GI 27
	m. English Language Acquisition Need	GI 27
Part VI	Budget Guidelines and Requirements	
	A. Description of Budget Categories, Reimbursement, & Revisions	GI 28
	1. Allowable Costs	GI 28
	2. Salaries	GI 28
	3. Employee Benefits	GI 29
	4. Purchased Professional and Technical Services	GI 29
	5. Other Purchased Services	GI 29
	6. Supplies	GI 29
	7. Equipment	GI 29
	• Inventory	
	8. Training & Professional Development	GI 30
	9. Match Tracking	GI 30
	10. Program Income	GI 30
	11. Reimbursement	GI 30
	12. Budget Revisions	GI 30
	B. Budget Forms Description	
	1. Initial Budget Summary Form	GI 31
	2. Budget Narrative and Benefits Detail Worksheet	GI 31
	3. Professional Development Worksheet	GI 32
	4. Waiver Request to Increase Administrative Costs	GI 32
	5. Full Cost of Program	GI 32

	6. Anticipated Service Level	GI 32
Part VII	Program Self-Evaluation	
	A. Data Quality Checklist	GI 33
	B. Summative Evaluation	GI 33
	C. Internal Self Evaluations	GI 33
Part VIII	Evaluation and Selection Process	
	A. Application Pre-Screening Process	GI 34
	B. Alignment Review Team	GI 34
	C. Compliance Review Team	GI 34
	D. Selection Process	GI 35
Part IX	Scoring Matrix for Alignment & Compliance	GI 36
Application/ Assurances	Application, Narrative and Budget	
	Cover Page/Type of Project Funding	AA 3 AA 4
	General & Program Assurances, (includes lobbying, suspension and debarment)	AA 5
Part I	AE RFP - Narrative	AA 11
	Demonstration of Need	AA 11
	Consideration 1: Responsiveness to Need	AA 12
	Consideration 2: Serving Individuals with Disabilities	AA 13
	Consideration 3: Demonstrated Effectiveness and Measurable Goals	AA 14
	Consideration 4: Local Plan and One-Stop Alignment	AA 20
	Consideration 5: Intensity, Quality and Duration	AA 21
	Consideration 6: Effective Educational Practices	AA 23
	Consideration 7: Use of Technology	AA 23
	Consideration 8: Integrated Education and Training	AA 24
	Consideration 9: Quality Staffing	AA 25
	Consideration 10: Coordination/Collaboration for Developing Career Pathways	AA 27
	Consideration 11: Flexible Schedules and Coordination	AA 28
	Consideration 12: Maintains High Quality Data Collection System	AA 29
	Consideration 13: English Language Acquisition Need	AA 30
	ATTACHMENT A1: GEPA Form	AA 31
	ATTACHMENT A2: Internal Self Evaluation Form	AA 32
	ATTACHMENT A3: Non-Profit Documentation	AA 33
	ATTACHMENT A4: Consortium Documentation (optional)	AA 34
	Optional Activity #1: Family Literacy Project	AA 35
	Optional Activity #2: Workplace Adult Education and Literacy	AA 36
	Optional Activity #3: Distance Learning	AA 37
Part II	BUDGET	
	Initial AE Budget Request Form	AA 38
	Budget Narrative Form	AA 40
	Benefits Worksheet	AA 41

	Full Cost Budget Form	AA 42
	ATTACHMENT B1: Waiver Request to Increase Administrative Cost	AA 43
	ATTACHMENT B2: Projected Match Funding	AA 44
	ATTACHMENT B3: Professional Development Worksheet	AA 45
	ATTACHMENT B4: Rural Factor Mileage Chart	AA 46
	ATTACHMENT B5: Anticipated Service Levels	AA 47
Part III	RFP-Corrections Education and Education for Other Institutionalized Individuals	AA 48
	ATTACHMENT C1: Corrections Initial Budget	AA 51
	ATTACHMENT C2: Corrections Full Cost Budget	AA 52
	ATTACHMENT C3: Budget Narrative	AA53
	RFP – Integrated English Literacy and Civics Education (IELCE)	AA 54
	ATTACHMENT D1: IELCE Initial Budget	AA 56
	ATTACHMENT D2: IELCE Full Cost Budget	AA 57
	ATTACHMENT D3: Budget Narrative	AA 58
Part IV	Checklist for Proposal	AA 59
Resources & Policies	State Policies and Informational Resources	
	AE Assessment Policy	RS 1
	AE Section to the State Unified Plan	RS 2
	Alignment Evaluation Rubric	RS 3
	Career Pathway Plan & WIOA 13 Considerations Comparison Chart	RS 4
	Career Pathways Plan Gap Analysis	RS 5
	CCRS Teacher Effectiveness Checklist for Observations	RS 6
	Compliance Rubric	RS 7
	Corrections Education	RS 8
	Definitions	RS 9
	Distance Learning Protocol and Guidance	RS 10
	Governor’s Vision, Goals, Objectives and Strategies Chart	RS 11
	Integrated Education and Training Component and Resources	RS 12
	Intensity and Duration Sample	RS 13
	Links to Important Documents and Other information	RS 14
	Local Data Quality Checklist	RS 15
	Map of Service Regions	RS 16
	Monthly Data and Financial Report Form	RS 17
	Negotiated Performance Targets 2016-2018	RS 18
	Program Income	RS 19
	Quarterly Narrative Report Form	RS 20
	Standards of Quality for Adult Education Programs in Wyoming	RS 21
	Student Intake Form	RS 22
	Thirteen Considerations for Grant Awards	RS 23
	Unallowable & Allowable with Restricted Cost Sample	RS 24
	WIOA One-Stop Roles and Responsibilities	RS 25
	WY Three Tier Professional Development System	RS 26

Adult Education and Literacy Program Grant Application

PART I – GENERAL INFORMATION

A. State Parties:

This application for funding local Adult Education programs is issued by the Wyoming Community College Commission (WCCC).

The Executive Director of the WCCC is empowered to be the signatory on all grants, 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:

Jim Rose, Executive Director
Wyoming Community College Commission
2300 Capitol Ave. 5th Floor, Suite B
Cheyenne, WY 82002

Telephone: (307) 777-7763
FAX: (307) 777-6567
E-mail: jim.rose@wyo.gov

Joe McCann
Wyoming Community College Commission
2300 Capitol Ave. 5th Floor, Suite B
Cheyenne, WY 82002

Telephone: (307) 777-6290
FAX: (307) 777-6567
E-mail: joe.mccann@wyo.gov

Marcia Hess, Adult Education Program Manager
Wyoming Community College Commission
2300 Capitol Ave. 5th Floor, Suite B
Cheyenne, WY 82002

Telephone: (307) 777-7885
FAX: (307) 777-6567
E-mail: marcia.hess@wyo.gov

NOTE: The following application is a State proposal. Unless otherwise indicated as Federal requirements, all requirements are state requirements. Federal requirements come from the Workforce Innovation and Opportunity Act (WIOA) Title II Adult Education and Family Literacy Act (AEFLA), Code of Federal Regulations (CFR) Parts 462 and 463, and the Uniform Guidance (2 CFR Part 200). Where there is a specific reference it will be marked with (F) or the section number from one of these three references.

B. Schedule of Events:

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

Event	Deadline
1. Announcement of Funding Opportunity in newspapers and posted to WCCC website	January 31, 2017
2. RFP mailed upon request	February 1– March 2017
3. Bidders Conference	February 15, 2017
3. Deadline for written questions	March 20, 2017
4. Answers to questions posted to WCCC website	March 29, 2017
5. Proposal submission deadline	April 7, 2017
6. Send to review readers	April 11, 2017
a. Alignment to State Plan and make recommendations	
b. Compliance to Federal requirements and scoring (Both due back by May 2nd)	
7. Review of budgets by WCCC	May 8, 2017
8. Announce grant recipients and awards/revisions	May 17, 2017
9. Revision to grants due back	June 2, 2017
10. Program budgets due	June 16, 2017
11. Providers begin grant cycle, programming funding	July 1, 2017

C. Types of Awards

Grant: Competitive, multi-year grants to eligible providers to develop, implement, and improve adult education and literacy activities within the state.

Required Local Activities: Use the grant to establish or operate programs that provide adult education and literacy activities, including programs providing such activities concurrently. (Section 231(a)) AEFLA

Type of Services offered: All three categories of services will use the same application, with additional information required as noted below.

- Adult Education and/or English Language Acquisition Activities including Civics Education (Sec. 231) AEFLA – Adult Education RFP Narrative and required forms.
- Corrections Education and Education for Other Institutionalized Individuals (Sec. 225) AEFLA - Adult Education RFP Narrative and required forms, including information specific to this service as discussed in the Corrections Education and the Education of Other Institutionalized Individuals application instructions.
- Integrated English Literacy and Civics Education (Sec. 243) AEFLA - Adult Education RFP Narrative and required forms, including information specific to

this service as discussed in the Integrated English Literacy and Civics Education application instructions.

D. Introduction/Purpose

The Wyoming Adult Education system has seen significant changes and realignment over the past few years. It is being impacted by the economic downturn causing unemployed adults to need up-skilling, larger numbers of immigrants residing in our state, the significant achievement gap of our minority students in reading and math, and our non-completers from high schools. Our workforce is changing and new technologies now require higher skill sets. Rigorous educational standards are being instituted across the state and the nation. WCCC is seeking new approaches to meeting the demands of educating our citizenry.

The purpose of this RFP is to provide funding opportunities which will serve individuals in the community and service area identified as being in need of adult education and literacy activities including individuals who have low levels of literacy skills or who are English language learners. (Section 231(b))

The overarching goals of the Adult Education program in Wyoming are as follows:

- Increase accessibility to adult education services in areas of the state most in need of these services;
- Create a seamless transition to postsecondary education and training systems;
- Build an educated and competitive Wyoming workforce;
- Foster strong, self-sufficient, literate families in an effort to reduce the current student achievement gap; and
- Utilize a collaborative and efficient approach in the use of community resources to meet the needs of adults in our communities through a one-stop system.

All priority areas require program designs that are comprehensive and systemic, improve students' learning experiences, increase accessibility, enhance outreach and collaboration, promote diversity in the delivery of instruction and integrate the use of technology into instruction. Technology has become an increasingly important resource within the adult education classroom. When addressing priority areas, the provider should consider:

- How to incorporate technology into the everyday classroom experience;
- How to provide instructional staff with the necessary professional development in the use of this technology; and

- How to best structure system maintenance to ensure consistent delivery of instructional and data collection services.

E. Overview of WIOA Title II- AEFLA Federal Requirements

The guiding principles of AEFLA are partnership, flexibility, accountability, and improved quality of services. Each state is required to use not less than 82.5 percent of its AEFLA federal grant to make competitive sub-grants to local providers of adult education, literacy, workplace adult education and literacy, family literacy, English language acquisition instruction, Integrated English Literacy and Civics Education, workforce preparation and integrated education and training to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- Assist adults to obtain the educational skills necessary to become full partners in the educational development of their children;
- assist adults in attaining a secondary school education and in the transition to postsecondary education and training through career pathways;
- assist immigrants and other individuals who are English language learners in:
 - Improving their reading, writing, speaking and comprehension skills in English and mathematics and
 - Acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

WIOA mandates the following requirements be incorporated into activities supported by the State and through these funds:

- **Eligible Providers:** Eligible providers are any organizations who have demonstrated effectiveness* in providing adult education and literacy activities and include: local educational agencies; community-based or faith-based organizations; volunteer literacy organizations; institutions of higher education; public or private nonprofit agencies; libraries; public housing authorities; a nonprofit institution having the ability to provide adult education and literacy services to adults; and a consortium of agencies, organizations, institutions, and libraries described above. (Section 203(5))

* To be considered eligible for an award, an applicant must demonstrate past effectiveness by providing performance data on its record in improving the skills of eligible individuals, in particular individuals who are basic-skills deficient, in the content domains of reading, writing, mathematics, English language

acquisition, and other subject areas relevant to the services contained in this application for funds. An eligible provider must provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

There are two ways in which an eligible provider may meet the requirements:

1. An eligible provider that has been funded under title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.
2. An eligible provider that has not been previously funded under title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in the first paragraph of this section. *See WIOA Final Rules Subpart C, §463.24 and 29 U.S.C 3272(5)*

- **Eligible Individual and Target Populations:** The term “eligible individual” means an adult requiring services or instruction below the postsecondary level:
 - Who has attained the age of 16 at the time of enrollment;
 - Who is not enrolled or required to be enrolled in secondary school under state law; and
 - Who
 - Is basic skills deficient;
 - Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - Is an English language learner.

Target populations include individuals with multiple barriers to employment and educational attainment, including individuals with disabilities, criminal offenders, single parents, and individuals with limited English proficiency or low levels of literacy.

Special Rule Regarding Use of Funds for Family Literacy Individuals: Providers shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or

activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

Special Note for Programs Serving Institutionalized Individuals: Funds which are to be used for programs for criminal offenders in correctional institutions, or for other institutionalized individuals, can be academic programs in basic education, special education, English literacy, and secondary school completion. Providers of services to criminal offenders are required to give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. A “criminal offender” is defined as any individual who is charged with or convicted of any criminal offense. The term “correctional institution” is defined as any prison, jail, reformatory, work farm, detention center, half-way house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.(Section 225 (c) and (d))

- **Indicators of Performance:** AEFLA has established an accountability system requiring states to set specific measures for program performance on an annual basis. Accountability and transparency are now key within the workforce system. AE measures employment and educational outcomes, as well as the program’s effectiveness in meeting employers’ needs. The six core programs report on the same six outcomes. At a minimum, programs responding to this RFP will be expected to meet the Wyoming performance levels for FY17 as part of their program outcomes in the appropriate areas below [Sec 116(b)(2)(A)I – VI]:
 1. The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.
 2. The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.
 3. The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
 4. The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or recognized equivalent during participation in or within one year after exit from the program. (Participants who obtained a secondary school diploma or its recognized equivalent are included in the percentage only if they have

obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.)

5. The percentage of program participants who, during a program year, are in an education or training program leading to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.
6. The indicators of effectiveness in serving employers.

FY 2017 performance levels related to number 5 have been negotiated and are included in the *Resource and Policy* section of this RFP. Past state performance levels, along with the FY17 performance levels, can be found at the following website: <http://www.communitycolleges.wy.edu/directors-info.aspx>.

- **Considerations for Funding:** In awarding grants to local eligible providers, the WCCC must evaluate the applications based on thirteen considerations. These considerations are found in the *Resource and Policy* section and in the *Application and Assurances* section.

Eligible providers must discuss the following: demonstrated effectiveness of programs delivering services; classes of sufficient intensity and duration; quality instructional staff; measurable student outcomes; the incorporation of technology into instruction; coordination of services with local schools, colleges, workforce services, job-training programs and social-service agencies; incorporation of research/evidenced based reading, mathematics and writing instruction; flexible program schedules and provision of support services; and an information-management system capable of reporting student outcomes and monitoring program performance. The NexGen database system is required for data collection and will be provided for all funded programs.

For the 2017 competition no one will be able to show they have performance data meeting WIOA requirements. Previously funded WIA programs may provide NRS data as past effectiveness. New programs will provide information on number of students served in education activities for the eligible population, educational outcomes, and transitional activities to postsecondary education and employment or reentry information/services. Questions are provided to help formulate answers under the “Considerations” section of the application.

- **Considerations Related to Local Plan under Section 108**

Below are two citations from WIOA Section 231. The law requires alignment with the local plan. In the case of a single service area state, like Wyoming, the State Unified Plan Governor’s Vision, Goals, Objective, and Strategies will be used as a local plan until additional guidance is given.

WIOA Sec. 231(e)(1)(A) and (B) states:

“In awarding grants or contracts under this section, the eligible agency (WCCC) shall consider –

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;

WIOA Sec. 231 (e)(4)

(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.

- **Direct and Equitable Access:** The state must ensure all applicants have direct and equitable access to apply in this competitive grant application process. The state must also use the same grant announcement process for all eligible providers.
- **Allowable Activities:** Each eligible provider receiving a grant must use the grant to establish or operate programs providing adult education and literacy programs, activities, and services that include (34 CFR Subpart D Sec 463.30):
 - Adult Education,
 - Literacy,
 - Workplace Adult Education and Literacy activities,
 - Family literacy activities,
 - English Language Acquisition (ELA) activities,
 - Integrated English Literacy and Civics Education (IELCE),
 - Workforce preparation activities, or
 - Integrated Education and Training (IET)

- **Special Rule for Family Literacy Programs:** In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services not assisted under this subtitle prior to using funds for adult education and literacy activities under this subtitle for activities other than adult education activities (20 U.S.C. § 9241 (d)).
- **General Education Provisions Act (GEPA) Section 427:** The purpose of this provision is to ensure applicants, in designing the projects to be carried out with federal funds, address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.
- **Duration of Grant:** Successful applicants will be awarded a three-year grant. The second and third years of funding will be contingent on appropriation of federal and state funds. Subsequent years' funding will be extended to qualified* grantees annually.

**Meets all conditions of funding and in compliance with federal and state policies.*

F. Available Funding

The WCCC estimates \$1,300,000 will be available for instructional grants under this request for proposals. The performance-based funding model will be utilized in the distribution of funds. The formula uses census and state data for poverty, high school non-completers, and enrollment to establish the base funding. Performance-based funding is established on completions of Measureable Skill Gains (MSG) and target completions for high school equivalencies obtained, employment goals met, and entry into postsecondary education or skills training.

New providers must supply data for demonstrated effectiveness to be used in determining the latter part of the funding model and/or describe the capacity of your organization to teach literacy education as defined in this RFP to eligible students.

There is no prescribed funding limit for individual grants within each type of project; however we anticipate requests for funds will exceed the amount of funds available.

G. Accountability Practices

To meet federal and state accountability requirements, eligible providers must agree to implement the following student assessment and data reporting practices:

- Use the Wyoming data collection system, NexGen by LiteracyPro Systems Inc., to collect and report on programmatic and student data, specifically the program’s progress in performance levels for Core Indicators of Performance; and
- Use approved standardized assessments; TABE, TABE Clas-E, BEST Plus, and BEST Literacy or other assessments as approved. Standardized testing procedures must be followed.

Programs are expected to provide a framework for instruction and assessing the competencies adults need in order to function effectively in society. Evidence and research-based instruction that embeds the Wyoming Adult Education standards and college and career readiness standards is to be considered best practice in observations of instructors.

It is the grantee’s responsibility to ensure staff are fully trained in the implementation of the Wyoming Assessment Policy, all assessment instruments, and the National Reporting System policies, procedures, and requirements.

NEXGEN is used to collect and submit program and student data. Recommended computer hardware configuration for implementation of this system includes:

Minimum Hardware, Connectivity and Software Requirements for Users	
CPU:	1.0 GHz or greater
Memory(RAM):	512 MB or greater
Hard disk	space: 250 MB free
Operating System:	Windows Vista, Windows XP SP2, Windows Media Center Edition 2005, Windows 2000
Internet connection:	Broadband such as DSL, CABLE, or Wireless (see below); T1 or better
Browser:	Internet Explorer 6.0 +
Minimum Bandwidth:	The main factor in determining performance of the application is your available bandwidth, which is related to the actual (vs. rated) speed of your internet connection, measured at the desktop during periods when you will normally access the system. This requirement is essential for ensuring the best possible performance.
Minimum download speed:	784 kbps
Minimum upload speed:	384 kbps
Additional Software:	Adobe Acrobat Reader and/or Microsoft Excel/Excel Reader is needed for reporting purposes.

It is the grantee's responsibility to ensure appropriate staff is trained in the NEXGEN system and staff follow the policies and procedures as outlined in the LiteracyPro trainings and online manual. Site license, technical support, and training are provided by the AE State Office.

Data is to be entered at least on a monthly basis. Data quality begins at the initial data collection. Checks and diagnostics are to be performed monthly with the goal of meeting the state target performance measures found in the *Resources* section.

H. Preparing and Submitting the Application

The proposals must be prepared in accordance with the "Application Guidelines and Requirements". All proposals submitted become the property of the WCCC and become part of the public domain. Proposals (one bearing original signatures and 1 copy plus 1 copy burned to a jump drive), **irrespective of postmark date**, must be received by 5 p.m. on **Friday, April 7, 2017**. Facsimile or emailed copies of proposals/applications will not be accepted. Only hard copy proposals with an original signature will be accepted as having been timely filed. **No extensions shall be given.**

The address for mailing or delivery is:

Wyoming Community College Commission
Adult Education Proposals
2300 Capitol Ave., 5th Floor, Suite B
Cheyenne, WY 82002

Required Format:

Pages for the narrative must be formatted with one inch (1") margins, typed in Arial with 12 font size, double-spaced, and single-sided numbered pages. Do not enclose your proposal in any type of folder. Use only the enclosed cover sheet. The total page limit for the application narrative is 40 not including the required attachments. Place one binder clip in the upper left-hand corner of the original and the copy.

Do not change the sequence or format of the application. Such changes make it more difficult for the readers and may not be helpful to your application.

All applications will be judged solely on the information presented within the application. Respond to every question of the application. A checklist is provided in the *Application and Assurances* section.

I. Local Program Assurances and Certification Regarding Lobbying, Debarment & Suspension

One copy of the General and Program Assurances submitted must bear an original signature of the authorized official of the applicant. Assurances regarding lobbying, debarment, and suspension are included in this form, found in the *Application and Assurances* section.

J. Proposal Review and Evaluation Process

All proposals will be received in the WCCC office by April 7, 2017. Each proposal will be reviewed by two teams of independent reviewers involving a standardized process using the evaluations found in the *Resource and Policy* section. The Alignment team will be reviewing for alignment of the application to the Wyoming Unified State Plan Governor's Vision, Goals, Objectives, and Strategies. This team will then make recommendations for improvement and send these back to the state AE office for consideration in awarding funds.

The second team is the Compliance team. They will review the application for compliance to the state's RFP application and WIOA requirements, completeness, and inclusion of all requested forms and budgets. This team will score and rank the applications.

The state AE office will apply the funding formula, check for signatures, DUNS number, and determine awards. If there are recommendations from the Alignment team to applicants, there will be a two week period of time after awarding the grants for revisions to grants to be completed.

K. Bidders' Conference and Further Information

The WCCC will publish the same Public Notice announcing the Request for Proposals in the major newspapers in the State of Wyoming and place this notice on the WCCC website at www.communitycolleges.wy.edu . It is the same announcement for all eligible providers.

A Bidder's conference will be advertised with a Public Notice and will be held on Wednesday, February 15, 2017 from 1:00 p.m. to 3:00 p.m. WCCC staff will be available

to answer questions regarding application procedures, proposal format and funding requirements.

Those wishing to call in may use: (888) 542-0186 – Participant PIN 88056.

Written questions will be received until 5:00 p.m. on March 20, 2017. Questions regarding this RFP must be submitted in writing in a Microsoft WORD® or compatibility mode attachment and e-mailed to the following individual:

Marcia Hess, AE Program Manager - marcia.hess@wyo.gov

All recipients having requested the RFP will receive a copy of the questions and answers. These will also be posted on the WCCC website by March 29, 2017:

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

L. Disposition of Applications

Applicants will be notified of the acceptance or rejection of their proposals within approximately six weeks of the submission deadline date. If a proposal is selected for funding, a grant will be initiated by WCCC. The content and program budget are subject to negotiation prior to the final grant award. Notification of the grant award will be issued by WCCC. The level of funding and effective dates of the project will be set forth in the notification of the grant award. Ineligible applicants will be notified within two weeks of submission by letter.

M. Grant Awards

WCCC reserves the right to make grant awards under this appropriation without discussion with the applicants. Therefore, proposals should represent the applicant's best effort from both a technical and cost standpoint.

Non-Appropriation of Funds

All awards are subject to the availability of Federal and State funds. Grants are not final until the award letter is executed.

Obligations of WCCC shall cease immediately if the Wyoming State Legislature or the Governor fails to appropriate, or otherwise make available funds for the contract. WCCC will use its best efforts to secure sufficient funding to cover the proposed grant, and notify the provider immediately of any funding insufficiency.

N. Payment of Grant Funds

All AE funding will be allocated on a reimbursement basis following the monthly submission of a reimbursement request by authorized staff as designated by the

grantee. All awarded funds must be expended and accounted for by June 30 of the fiscal year the funds are awarded.

Documentation supporting reimbursement requests must be maintained in accordance with the record retention requirement listed in program assurance #5. Time and Effort Logs are required for staff paid from multiple sources.

There will be a single draw which will include both state and federal funds for each funding source including Adult Education funds (Sec. 231), Corrections Education and Education of Other Institutionalized Individuals funds (Sec. 225), and Integrated English Literacy and Civics Education funds (Sec. 243).

O. Projected Match Funding

Applicants must track cash and in-kind matches for all federally funded programs. These matches help to cover the maintenance of effort required for the state. Matching funds may include expenditures from state, local, and other non-federal sources for adult education programs, services and activities allowable under AEFLA. These matches may be in-kind and/or cash but must be clearly documented. The Projected Match Funding worksheet is included in the *Application and Assurances* section.

P. Administrative Costs

According to AEFLA, at least ninety-five percent (95%) of an eligible recipient's federal grant award must be expended for adult education instructional activities. The remaining amount, not to exceed five percent (5%), may be used for local administrative costs, including planning, administration, evaluation, personnel development and coordination. In cases where the administrative cost limit is too restrictive and would provide insufficient funds for the aforementioned non-instructional purposes, a grant applicant may submit a written request to the AE Program Manager at WCCC to negotiate a higher administrative funding level. (F)

Q. Risk Analysis

All applications must have a risk analysis completed by the WCCC prior to an award announcement. This will include performance and financial risk analysis.

R. Freedom of Information Act

All of the information contained in a proposal submitted in response to the RFP is subject to the provisions of the Freedom of Information Act, Sections 1-200 et seq. (FOIA). The FOIA declares that, except as provided by federal or state statute, records

maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.(F)

S. Coordination Among Providers

Each applicant must assure coordination among providers to avoid duplication of services, programs, and/or activities made available to adults under other local, federal, or state adult education programs. Each applicant must demonstrate that funds will be used effectively and efficiently.

In addition, the following items are encouraged:

- Include plans for workplace literacy initiatives.
- Partner with other eligible providers to form a consortium.
- Present documentation of collaboration with the Wyoming Department of Workforce Services and/or other public and private agencies and organizations providing job placement and retention activities.
- Present documentation of providing transition services to students for post-secondary education, skills training programs, or Registered Apprenticeship or Pre-Apprenticeship programs.
- Can realistically provide sufficient instruction to ensure the possibility of successful measurable outcomes.

PART II – REQUIRED STATE REPORT

- A. Monthly Data and Financial Report:** This set of reports includes the monthly student progress, assessment activity, and diagnostic checks with an opportunity to make comment on challenges affecting the data and /or program. The second report provides budget totals, expenditures and balances.
- B. Quarterly Reports:** This narrative report includes a summary of the successes, challenges, and enrollment data each quarter. This form is in the *Resource and Policy* section and posted on the WCCC-AE website.
- C. Mid-Year Goal Report:** The Mid-year Goal Report is an opportunity to examine the Program Improvement Goals set in the Measureable Objectives and report the interim success or challenges. Since this is used as a road map to success, this is the time to adjust the goals and objectives needed for overall program success.
- D. End-of-the-Year Report:** An End-of-the-Year Report guidance letter will be sent to all providers with an outline for the report. This is sent to local providers in May and will be posted on the WCCC-AE website.
- E. Report Schedule:**

Monthly Data and Financial Report	by the 10 th of each month
Quarterly Reports	Oct 15, Jan 15, & April 15
Mid-Year Goal Report	January 15
End-of-the-Year Report	July 31

PART III - NATIONAL ACCOUNTABILITY & STATE REPORTING REQUIREMENTS FOR DATA COLLECTION

- A. Federal Requirements for Reporting Data to the National Reporting System.** Each provider will submit information obtained from the Student Intake Form on each student attending the program. As a state requirement, each student will attend an orientation and student success course at initial entry into the program, be pre-tested to determine the educational functioning level for placement into the education program, and entered into the NexGen data collection system. Students are counted as a “participant” after 12 hours of attendance. Students attending less than 12 hours are counted as “reportable individuals.” Participants stopping out for 90 days or longer will begin a new period of participation when they return.

The data from each project is aggregated into the state database. From this data the National Reporting System (NRS) Reports are produced and reported to the U.S. Department of Education – Office of Career Technical and Adult Education (OCTAE). The data from the states and territories is condensed and reported to Congress.

- B. Weekly Data Entry.** Pre and post assessments to track progress are also reported. Attendance is recorded weekly. Diagnostic checks are to be completed monthly to confirm the accuracy of the data entered.
- C. Assessment Policy.** Each program is required to follow the Wyoming AE Assessment Policy. This policy and the Distance Learning Policy are located in the *Resource and Policy* section.
- D. NexGen Training.** NexGen is the student management data collection system used in Wyoming and training is provided through a contract with LiteracyPro Systems staff. Additional training will be provided to all program data staff during online sessions.

PART IV - NON-PROFIT AND FAITH-BASED ORGANIZATIONS

Private non-profit community-based organizations (CBOs) and faith-based organizations (FBOs) approved for AEFLA funding must submit the following with their application. Inability to submit any or all of the required items will result in “Default” of awarded funds. This is found in the *Application and Assurances* section.

- Articles of Incorporation
- Description of the organization and its purpose, including the period of time the organization has existed
- Proof of bonding to perform proposed duties and to handle funds
- Reports of sources and amounts of all other revenue
- Most recent audited financial statement
- List of board members
- 501(c)3 non-profit designation letter

PART V - APPLICATION GUIDELINES AND REQUIREMENTS FOR NARRATIVE

A. Application Introduction

1. **Proposal Cover:** A template for the cover page is provided in the *Application and Assurances section*. The cover page has two (2) pages and must contain all the required information, the signature of the authorized official of the submitting agency or institution, date, contact information of fiscal agent and AE program director or coordinator. The second page contains the types of grants for which the agency is applying.
2. **Assurances Certifications & Debarment Form:** The General and Program Assurances form is provided in the *Application and Assurances section*. There are General Assurances and specific Adult Education Program Assurances. This includes certifications and debarment information. The form has two (2) signature lines which must contain the required signatures and dates.
3. **Demonstration of Need:** Summarize the general purpose of the project, why it is needed, the goals and objectives of the grant, and the expected outcomes. If Distance Learning is part of the project, please include an outline of the approach to be used. If Workplace Literacy is part of the project, describe the scope and design you intend to utilize. Limit "Demonstration of Need" response to 2 pages in total.
 - a. Identify and describe the area to be served (e.g., county (ies), school districts, institutional area or specific geographic area). May include map to illustrate proposed service area but the written description must be complete and comprehensive.
 - b. Relate current demographic information to the educational needs of the target population(s) showing the gaps in access and/or service. Describe the target populations who are most in need of literacy services, including individuals who are low-income and/or have minimal literacy skills. Include such factors as limited English proficiency population, unemployment, populations on public assistance and at/or below poverty, graduation/dropout rate in areas and populations to be served, and ethnic and language background of populations in service area. Identify the sources of data used.
 - c. Describe the specific target population(s) and how they will be recruited.
 - d. Section 427 of GEPA affects all applicants for grant awards under this program. All applicants for grants must include information in their applications to ensure equal access to education and promote educational excellence in order to receive funding under this program. Describe the steps that will ensure equitable access to, and participation in, the program

and how the program will address the potential barriers related to gender, race, national origin, color, disability, or age that may prevent students, teachers, or staff from accessing or participating in the program. Applicants must complete the GEPA Attestation form in the *Application and Assurances* section.

B. Application Narrative

The following criteria are based on the thirteen considerations WCCC is required to consider when awarding AEFLA funds. Each consideration is a part of the Compliance review. Considerations 1, 4, and 10 have a State question which will be reviewed as a part of the alignment with the Governor's Vision, Goals, Objectives and Strategies review. Questions in the *Application and Assurances* section under Considerations and the Cross-walk of Career Pathways and WIOA 13 Considerations found in the *Resources and Policies* section may be of assistance. For new applicants the Career Pathway Gap Analysis may also be informative.

Include a Table of Contents with your application and place it behind the cover page.

1. Consideration #1: Responsiveness to Need

WIOA is a Workforce Development System with Adult Education being one of three core partners (Workforce Services and Vocational Rehabilitation are the other partners.) The Responsiveness to Need covers the need of businesses in the regional service area, adult students with low academic skills, and individuals with disabilities including learning disabilities. Question 6 is identified as one of three questions being reviewed for Alignment to the Governor's Vision.

2. Consideration #2: Serving Individuals Most in Need

Students most in need include those with barriers to academic achievement and those with difficulty obtaining and retaining employment. Evidence of these include low literacy, insufficient language acquisition, learning difficulties or disabilities, and changes in the economy. Recognizing the student's current needs and abilities and creating a plan to move forward is the first step toward success. It often takes collaboration among agencies to build the scaffolding needed.

3. Consideration #3: Demonstrated Effectiveness and Measurable Goals **Demonstrated Effectiveness**

- a. History of Organization in Managing Grants: Applicants must provide information on the following:

- Background and experience of the applicant, including services to target population(s) and area served;
 - Management of the project in order to ensure the attainment of successful outcomes;
 - Types of grants and grant sources administered in the past 4 years; and
 - Organizational chart containing the Adult Education program.
- b. **Prior Program Performance/Past Effectiveness:** Under this new law the performance outcomes are measured differently than under the previous law. Therefore, no applicant has performance data matching the new requirements. Applicants must describe the programs' effectiveness over the past three years in the four areas below in order to demonstrate success in serving the eligible population. Previously funded programs may use NRS data. First-time applicants should describe their ability to provide services leading to successful outcomes.
- Improved literacy skills -provide and comment upon 3 years of performance data related to educational gains. First time applicants should describe their ability to meet educational performance goals.
 - Attainment of Wyoming High School Equivalency Certificate.
 - Attainment of employment and/or improved employment.
 - Entry into postsecondary education or skills training.

Measurable Goals

The measurable goals are to assist students in making progress toward their goals. Describe the strategies and activities to achieve the following goals:

1. Goal 1 – Increase the number of Wyoming High School Equivalency (HSE) credentials achieved. For English Language Learners (ELL), describe the foundational skills pathway to increase the number of ELL students who will transition into a HSE preparation program.
2. Goal 2 – Increase the number of participants who engage in postsecondary education or training activities leading to a recognized postsecondary credential, marketable certificate or employment through the program's bridge/career pathways.
3. Goal 3 – Increase in number of students entering employment.
4. Goal 4 – Meet the State performance targets as identified in the Measurable Skill Gains Target worksheet found in the Resource and Policy section. Collecting quality and valid data must be emphasized.
5. Goal 5 – Increase enrollment into adult education and literacy services. Consider the seven approved activities allowed under this application.

4. Consideration #4: Local Plan and One-Stop Alignment

In a single service area state, the state plan is the local plan until further guidance is given from the federal level. The State has chosen the Governor’s Vision, Goals, Objectives and Strategies, found in the *Resources and Policy* section, as the portion of the state plan each applicant will respond to regarding alignment.

- 1) Describe how the program will align adult education activities and services with Goal 1, Objective 1.1 from the Governor’s Vision.
- 2) Describe how the program will fulfill the responsibilities of being a One-Stop partner.
- 3) Describe how Objective 2.1 and 2.4 of Goal 2 will be achieved.

5. Consideration # 5: Intensity, Quality and Duration

The design of the program must take into consideration the following topics.

- a. **Sites and High Quality Staff:** Identify site(s) in which this project will be implemented. All programs and sites must be accessible to persons with disabilities. The list of sites used for satellite programs, the mileage from the main program, and whether this site is run year-round or part-time must be included.

Adult education activities are to be staffed by well-trained instructors, counselors, and administrators. The *Application and Assurances* section includes forms to be used in providing this information. Describe how the qualifications of the staff contribute toward program capacity to improve the skills and knowledge of ABE learners (levels 0-8.9), ASE learners (levels 9.0-12.9) and ELL learners (levels 0-6). Describe the full-time/part-time status of staff.

- b. **Intensity and Duration:** Applicants must describe how their program will demonstrate their program “is of sufficient intensity and duration for participants to achieve substantial learning gains” (Section 231 (e)). Describe all of the factors considered in developing the instructional schedule for open learning labs and flexible scheduled classes maximizing the opportunity for learners to attend and make progress. Explain the reasons for not offering instruction during any periods of time that exceed two weeks. If applicable, explain the reason(s) for offering fewer instructional hours per week at specific sites.

Explain how the instructional schedule is aligned with the program's standardized assessment pre and post-testing procedures to allow sufficient intensity (hours per week) and duration (length of time of each class session) for individual learners to demonstrate adequate progress on the standardized assessment(s) used by the program.

c. **Program Design:** Provide a succinct description of the program design and how it will build on the organization's existing programs. Include information on the following topics:

- Curriculum: Describe how the program's curriculum incorporates the following components:
 - A balance of academic and *real-life* contexts;
 - A variety of special learning needs, including minimal literacy skills (ABE 0-4.9 and ESL 0-3) and learning disabilities;
 - Skills and knowledge learners need to transition successfully to career and post-secondary education.
- Student Success Course: Briefly describe the components of this required course as they relate to the State Unified Plan.

Note: Real-life context means the learning activities ensure participants develop skills needed to compete in the work place, exercise the rights and responsibilities of citizenship, and/or teach academic subjects and transitional skills to be successful in postsecondary education or skill training.

6. Consideration # 6: Effective Educational Practices

All instruction must be based on a solid foundation of research and evidence –based research and best practices derived from the most rigorous research available.

Curriculum:

- Illustrate how writing, reading, mathematics and English Language Acquisition instruction are built on a strong foundation *of evidenced or research-based practices and effective educational practices* that are effective for adult learners.
- Specify the curriculum resources to be used.
- Corrections and other institutionalized persons - If the program will serve criminal offenders in a correctional institution and other institutionalized individuals, list the activities to be provided and the schedule.

Special Provision - Priority shall be given to serving individuals likely to leave the correctional institution within five (5) years of program participation. (Section 225 (c) and (d))

Dissemination Plan of Best Practices: Local programs must create a plan for disseminating their best practices to satellite sites, other grantee programs in the state, and when appropriate and possible to national groups and stakeholders. The dissemination outlets may include, but are not limited to:

- Local stakeholders
- Newspapers or newsletters
- Professional journals
- Social media and websites
- Conferences/ workshops

7. Consideration #7: Use of Technology

The use of technology is necessary for adults to meet the demands of education, training and the workplace. As resources become tight, the use of technology will become necessary.

- Describe educational activities effectively employing advances in technology, as appropriate, including the use of computers. What type of technology will be incorporated into the classroom and in distance learning? How does this improve the quality of learning and student performance?
- The skills of finding, evaluating, organizing, creating and communicating information must be incorporated in the use of technology.

8. Consideration #8: Integrated Education and Training

IET is a service approach providing three integrated components: adult education and literacy activities provided concurrently with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. The WCCC does not require all eligible providers to provide IET. However, through coordination with community partners and other training resources the applicant may design and fulfill the requirements of this model described in the *Resource and Policy* section. Not all students are required to be involved in IET since this may not be appropriate for all types of students.

9. Consideration #9: Quality Staffing

Provide numbers of employees and details regarding duties, full-time equivalency, weeks contracted to work, and salary information. A chart is provided. Additional information asked for in this section includes:

- a. Recruitment and retention efforts of qualified staff which is crucial to continuous improvement in both the students' success and program outcomes.
- b. The applicant's over-arching plan for instructor and director professional development (PD). Include how the PD project will identify instructors' and director's needs and address those needs through locally-managed collaborative activities among instructional staff, teacher self-study, and workshops/trainings.
- c. Position descriptions for all administrative, instructional and support staff positions, including job title, job duties with data responsibilities, and qualifications (skills, educational attainment, experience). If adult education duties constitute just one of several major responsibilities, include an explanation of other required duties and the proportion of time devoted to each responsibility.

10. Consideration # 10: Coordination/Collaboration for Developing Career Pathways

Previous providers have completed a gap analysis for their service area, new providers will be completing this during the first six months of their grant.

Describe coordination and collaboration of services in the regional service area to establish strong linkages needed for Career Pathways to be successful. The Governor's Vision includes Career Pathways as the umbrella model in the One-Stop centers.

Partnerships between adult education and post-secondary education and training programs must provide at a minimum:

- Academic and career related counseling combined with other student support services;
- Academic assessments in line with the receiving institution to ensure student readiness for enrollment; and
- Facilitation of the admissions and financial aid process for transition students.

11. Consideration # 11: Flexible Schedules and Coordination of Support Services

Describe how the program will offer flexible schedules, distance learning, and coordination of support services to enable learners, including individuals with

disabilities or other special needs, to achieve learning goals. Complete the Intensity and Duration form for each classroom site. Include day and evening sessions and instruction offered. See the sample in the *Application and Assurances* section.

Support Services: Describe any support services to be offered to program participants and referral processes used to access support services to minimize barriers to successful learning experiences. (e.g., transportation, child care, etc.)

12. Consideration # 12: Maintain High Quality Data Collection System

- 1) Provide a brief statement of assurance that the program will be able to comply with the minimum requirements needed to access and use the state data collection system.
- 2) Describe the data collection process, quality controls and review of data procedures.
- 3) Describe the program director's role in ensuring accurate data collection, data entry, and how data-related tasks are assigned to appropriate staff.

13. Consideration # 13: English Language Acquisition Need

A description of the need for English Language Acquisition (ELA) is required if ELL are to be served. Civics education is a state required element in the ELA programs in Wyoming.

The optional activities of Family Literacy, Workplace Adult Education and Literacy, and Distance Learning have an additional page to complete in the *Application and Assurances* section pages AA-35 to AA-37.

Applicants applying for Corrections Education and Education for Other Institutionalized Individuals will complete the Adult Education application with answers specifically addressing these services, as explained in the *Application and Assurances* section starting on page AA-48.

Applicants applying for Integrated English Literacy and Civics Education will complete the Adult Education application with answers specifically addressing these services, as explained in the *Application and Assurances* section starting on page AA-54.

PART VI - BUDGET GUIDELINES AND REQUIREMENTS

The instructions in this section are State requirements unless marked as Federal (F) requirements. All required forms will be found in the *Application and Assurances* section. All funds are to be spent consistent with the AEFLA requirements.

Providers will submit two initial budgets. The first is the budget proposed for each type of program being applied for in this RFP (AE, Corrections, and/or IELCE).

The second is the full cost for the program. This gives the bigger picture for the services provided under the grant which may include tutors, in-kind and cash matches, or other grants working in parallel with adult education where students will be reported in the National Reporting System.

Descriptions of Budget Categories, Reimbursement and Revisions to Budget

Once the WCCC has determined who will be awarded a grant, a revised budget may be required. The final budget will align with the application review comments and the budget awards. No grant funds can be reimbursed until a final budget has been received and approved. Examples of the types of expenses included in each category are listed below for guidance only. The budget narrative should provide enough detail so the appropriate category can be confirmed. If an increase in administrative costs above the five percent (5%) limit is being requested, complete the Request Waiver to Increase Administrative Costs in the *Application and Assurances* section.

- 1. Allowable Costs** – All expenditures must be necessary, reasonable, and allocable to the grant program. For more details on allowable costs for all federal grants refer to EDGAR Part 76 and 2 CFR Part 200. A limited sample of allowable and unallowable costs is included in the *Resource and Policy* section.
- 2. Salaries** - Amounts paid for personnel services for both permanent full and part-time, including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the school district/college/agency/organization.

*Special Rule: There is a five percent limit on **administrative costs**. Allowable costs for administration are those non-instructional costs considered necessary and reasonable for planning, administration, evaluation, personnel development, and coordination. The grantee may **negotiate** with the State to determine an **adequate** level of funds for non-instructional purposes if it can be shown that the five percent*

limit is **too restrictive** to allow for adequate planning and administration.

Administrative costs are cost objectives in the budget. (F) Negotiated rates will not exceed 18% of the grant. (State requirement)

Allowable Administration costs include planning, administration (including carrying out performance accountability requirements), professional development, providing adult education and literacy services in alignment with the Unified State Plan – Governor’s Vision, Goals, Objectives, and Strategies, including promoting co-enrollment with Title I (Workforce Services activities) as appropriate, and carrying out one-stop partner responsibilities described in §678.420, including contribution to the infrastructure costs of the one-stop delivery system. (*WIOA Final Rules, Subpart C, §463.26*).

3. **Employee Benefits** - Amounts paid on behalf of employees; generally, these amounts are not included in the gross salary, but are in addition to salaries. Such payments are fringe benefit payments and, while not paid directly to employees, are part of the cost of personnel services. The benefits for health coverage for full-time benefited employees at community colleges are not to be included on the budget if at least 5 % of the salary comes from a non-federal source. A worksheet detailing benefits is provided in the *Application and Assurances* section.
4. **Purchased Professional and Technical Services** – These are services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of auditors, consultants, trainings, etc. Each provider is required to have, at a minimum, an annual financial review conducted by an independent audit firm.
5. **Other Purchased Services** – Amounts paid for services rendered by organizations or personnel not on the payroll of the Adult Education program (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
6. **Supplies** – Amounts paid for items consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Items not contributing to a program’s fixed assets, as evaluated by the provider’s fixed assets policy, may be coded as supply items, or may be coded as non-capital equipment. Items contributing to the program’s fixed assets must be coded as equipment. All computers must be tracked with inventory. Include all supplies, books and periodicals, and electronic media materials here.

- 7. Equipment** - Expenditures in this line item include the purchase, lease, or rental of initial equipment, additional equipment, or replacement equipment of \$5,000 or greater cost per item. Expenditures are to be used solely for adult education services. These expenditures may be administrative in nature. All items in this category must be clearly explained and detailed in the Budget Detail Sheet.
Inventory -Programs must maintain an up-to-date inventory of equipment.
- 8. Training and Professional Development** – Eighty percent of instructional staff are required to participate in Fall Institute or conference each year. Additional in-service training to meet professional development plans may be needed. Two “Program Directors” meetings/trainings will be scheduled annually.
- 9. Match Tracking** - AEFLA grants in Wyoming do not have a required non-federal match. The AE program does require local grantees to track their in-kind and cash match amount and report this information at the end of each program year.
- 10. Program Income** - Program income is defined as gross income received by the grantee or sub-grantee directly generated by a grant supported activity, or earned only as a result of the grant agreement during the grant period. Funds so earned may be added to the grant and used for the purposes and under the conditions of the grant agreement, and must be reported as expenditures to AEFLA.

Local providers charging fees must use the program income generated by federal adult education funds for allowable costs to the federal adult education program, expanding available resources for adult education, workplace literacy, English language acquisition and adult secondary education. Fees must be necessary and reasonable and not impose a barrier to the participation of disadvantaged persons. Providers are prohibited from counting tuition and fees collected from students toward meeting matching and cost-sharing. (F)

Fees collected must be used by the AEFLA program during the year they are collected and may not be used as general funds of the applicant organization.

- 11. Reimbursement:** All grant funds are reimbursed through an online drawdown system. Training and guidance will be provided to successful grantees.
- 12. Revisions to Budgets:** Successful applicants establish initial budgets for the year based on the allocations in their award letter. The Administrative Category contains all administrative costs, professional development expenses, and indirect costs. The Instructional Category contains all costs associated with direct instructional services. Funds from the Administrative Category may be revised and moved to the Instructional Category but Instructional Category funds may not be moved to the

Administrative Category. A revised budget is filled out and sent to the AE State Office for approval prior to transferring funds.

BUDGET FORMS DESCRIPTION

- 1. Initial Budget Summary Form** – One overall budget will be submitted on a single initial budget form. This initial budget will include ABE, ASE, and ELA. Corrections services has a separate initial budget. IELCE is competed separately and only one grant will be awarded. Once the budget(s) has been approved, an award letter will be sent identifying the amount of combined federal and state funding for the grantee. The appropriate summary and detailed budget narrative sheet forms will then be submitted.

Budgets for programs serving incarcerated or institutionalized persons will be submitted on the Corrections Education and Education to Other Institutionalized Individuals form. The awards for correctional projects are set-aside and competed for separately by eligible entities described in the Definitions section of the Resource and Policy section.

Integrate English Literacy and Civics Education is competed separately and has its own budget form.

- 2. Budget Narrative & Benefits Detail Worksheet** – The budget narrative section consists of two forms.

- The Budget Narrative form lists by name all individuals paid a salary and/or benefits from this grant, including their primary position, FTE status, total annual salary and total annual benefits. FTE is the percentage of time a staff member is paid from this project and number of weeks working for the program year. Explanations for each line of the full summary budget are required. A separate sheet of individuals being paid from other funding streams but serving this AE program and its students is to be included. The costs of the project should be reasonable in relation to the number of persons to be served and the anticipated outcomes and benefits. This form is included under Consideration #9.

The narrative may also include materials and supplies, professional development, travel, dues and registration fees, purchased services, classroom or office space, equipment, and contracted services. Indirect costs rate must be pre-approved by WCCC. A letter authorizing the approved indirect cost rate must accompany the budget.

- The Benefits Detail Sheet lists the full benefits received by persons employed in the program. This form is found in the *Application and Assurances* section.

- 3. Professional Development Worksheet** - This worksheet is to be used to describe the details of professional development and training planned for staff during the first year of the grant. This should include a minimum of two director's meetings to be held in Casper or Cheyenne. Costs incurred for the state conference and regional or national conferences are allowable.

A three tier professional development chart has been included in the *Resource and Policy* section to assist in the development of the local professional development plan. The recommended topics for core training of teachers must be addressed.

- 4. Waiver Request to Increase Administrative Costs** – For providers requesting a waiver for the administrative costs to exceed five percent (5%), a letter written on applicant or institution letterhead must accompany the application. The administrative costs include all costs not directly related to student services (i.e., the director's non-instructional portion of salary and benefits, administrative personnel salaries and benefits, rent, utilities, office equipment and supplies, equipment repair, indirect costs charged by the respective organization, cost of the independent audit or financial review, professional development, etc.). The percentage being requested must be included on the Waiver form found in the *Application and Assurances* section. The WCCC will use this to initiate the negotiation of the new percentage. Keep in mind the indirect cost rate is a restricted rate of a maximum of ten percent (10%) or the approved rate whichever is lower.

- 5. Full Cost of the Program Budget** - This form includes the funding requested from this grant application, cash match from other sources (i.e., grants, local funding, United Way, etc.), and in-kind match (i.e., donation of space, time, or materials).

AEFLA funds must be used to supplement the funds available for authorized program activities and will not be allowed to supplant federal, state, local, or non-federal funds.

- 6. Anticipated Service Level** – Describe the anticipated number of students to be served and the hours of instruction available on this form.

PART VII – PROGRAM SELF-EVALUATION

Program self-evaluations initiated at the local level are necessary to meet the grant accountability requirements and are a State requirement. They help to determine the ongoing progress and success of the program to meet or exceed the performance measures established by the WCCC with the US Department of Education - Office of Career Technical and Adult Education (OCTAE). Three evaluations are to be performed by the local program during each grant cycle. Applicants must describe the method and timing of the following evaluations:

- A. Data Quality Checklist** confirms correct understanding and application of data gathering, data submission, and data management training.
- B. Summative Evaluations** measure the outcomes and effectiveness of the program's activities and instruction.
- C. Internal Self Evaluations** help the program meet performance targets (include positions, outcomes, program design, and data analysis).

Providers are required to participate in state monitoring/evaluations to identify promising practices and models for replication and research information. Providers not meeting state required performance will be monitored more often than the two-year cycle in the State Unified Plan. Providers are also required to participate in the data collection system (NexGen) used by the state for evaluation purposes.

PART VIII – Application Review and Evaluation Process

All applications will be sent to the WCCC - AE Office. Our office will then distribute the applications to the review teams. Once the reviews have been completed they will be returned to our office for determination of funding. Review teams include:

A. Application Pre-Screening Process

All grant application packages received will be pre-screened prior to review to verify that the following criteria have been met:

- The Application is submitted and received by the required due date
- Demonstrated Effectiveness in providing Services to improve the literacy of eligible individuals, especially those individuals with low literacy skills, is provided
- The required Application components, forms, and cover sheet are submitted per the checklist in the *Application and Assurances* section with applicable signatures

B. Alignment Review Team

WIOA requires all applications for AEFLA funding to be reviewed for alignment to the State Unified Plan. Team members will be identified by the Workforce Development Council in collaborations with the Adult Education Program Manager. Members will not have a conflict of interest in this process.

The specific area of alignment is to the Governor’s Vision, Goals, Objectives, and Strategies. Three questions have been embedded in the application under the Considerations (question numbers 1, 4, and 10) which will be read by an Alignment Team designated by the Workforce Development Board in collaboration with the AE Office. This team will be instructed to read the applications and make recommendations to improve the alignment to the Governor’s Vision. *34 CFR § 463.21(b)(2)*

Recommendations from the Alignment Team will then be considered by the WCCC when determining the extent to which the application addresses the required considerations. *34 CFR §463.21(c)*

C. Compliance Review Team

As a state requirement, all applicants will be evaluated and ranked by an independent panel of readers for compliance to the required elements of the application. Team members will represent Adult Education, Workforce Services, Fiscal, and an experienced independent grant reader. Members will not have a conflict of interest in this process.

There is no guarantee that submitting a proposal will result in funding or funding at the requested level. Applicants not recommended for funding will be notified and may reapply in future grant competitions.

WCCC is required by federal law to provide an opportunity for a hearing for applications not approved for funding. The applicant must request a hearing within 30 days of the disapproval action. No later than 10 days after the hearing, WCCC will issue its written ruling, including findings of fact and reasons for the ruling. *(34 CFR Subtitle A76.401 Disapproval of an application – opportunity for a hearing.*

D. Selection Process

The following steps will be taken in the selection process in awarding grants:

1. Ranking and recommendations will be reviewed.
2. A risk analysis will be completed on each applicant.
3. Grant formula will be applied and funding levels established.
4. Awards announced with any revisions required of the applicants determined by WCCC.

PART XI - Scoring Matrix for Alignment and Compliance

The scoring matrix for the Alignment team and the scoring matrix for the Compliance team will be found in the *Resource and Policy* section.