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Description automatically generated

**Adult Education  
Program Application**

***Program Year 2025-2026***

West Virginia Department of Education  
Office of Adult Education

**Agency Contact Information**

|  |  |
| --- | --- |
| Name of Agency: |  |
| Counties covered by this application: |  |
| Address: |  |
| Email: |  |
| Phone: |  |
| Name of Official Authorized to Sign: |  |
| Title: |  |
| Local WDB Region: |  |
| Name of Local WDB Director: |  |

**Agency is Requesting:**

* Full-Time Program Funding
* Part-Time Program Funding

Please be sure to complete **ALL** sections of the application.

|  |  |
| --- | --- |
| Page 1 | Agency Contact Information |
| Section 1 | Demonstrated Effectiveness |
| Section 2 | Narrative Questions and Responses |
| Section 3 | GEPA and Budget – *the budget workbook is a separate excel attachment* |
| Section 4 | Class and Instructor Schedule |
| Section 5 | WV Program Assurances and Federal Certifications |

**Section 1: Demonstrated Effectiveness**

To be completed by applicants **previously funded** for Title II Services by the West Virginia Department of Education Office of Adult Education ONLY. Adult literacy services must have been provided for the previous two (2) years. Tables must be completed for each location covered in the application. *Complete this page only. Do NOT complete the chart on the next page.*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Entering Educational Functioning Level** | **PY23 – 7/1/2022 to 6/30/2023** | | | | | | **PY 24 – 7/1/2023 to 6/30/2024** | | | | | |
| **Number of Participants**  **(B)** | **Total Number of Periods of Participation**  **(K)** | **Number Who Achieved At Least One Educational Functioning Level Gain\***  **(L)** | **Number Who Attained a Secondary School Diploma or Its Recognized Equivalent**  **(M)** | **Number of IET or Workplace Literacy who Achieved MSG**  **(N)** | **Percentage of POPs Achieving Measurable Skills Gains\*\***  **(O)** | **Number of Participants**  **(B)** | **Total Number of Periods of Participation**  **(K)** | **Number Who Achieved At Least One Educational Functioning Level Gain\***  **(L)** | **Number Who Attained a Secondary School Diploma or Its Recognized Equivalent**  **(M)** | **Number of IET or Workplace Literacy who Achieved MSG**  **(N)** | **Percentage of POPs Achieving Measurable Skills Gains\*\***  **(O)** |
| **ABE 1** |  |  |  |  |  |  |  |  |  |  |  |  |
| **ABE 2** |  |  |  |  |  |  |  |  |  |  |  |  |
| **ABE 3** |  |  |  |  |  |  |  |  |  |  |  |  |
| **ABE 4** |  |  |  |  |  |  |  |  |  |  |  |  |
| **ABE 5** |  |  |  |  |  |  |  |  |  |  |  |  |
| **ABE 6** |  |  |  |  |  |  |  |  |  |  |  |  |
| **ABE Total** |  |  |  |  |  |  |  |  |  |  |  |  |
| **ESL 1** |  |  |  |  |  |  |  |  |  |  |  |  |
| **ESL 2** |  |  |  |  |  |  |  |  |  |  |  |  |
| **ESL 3** |  |  |  |  |  |  |  |  |  |  |  |  |
| **ESL 4** |  |  |  |  |  |  |  |  |  |  |  |  |
| **ESL 5** |  |  |  |  |  |  |  |  |  |  |  |  |
| **ESL 6** |  |  |  |  |  |  |  |  |  |  |  |  |
| **ESL Total** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Grand Total** |  |  |  |  |  |  |  |  |  |  |  |  |

Use NRS Table 4 to obtain data for the chart.

\*The number of participants who completed a level is measured by the progress from a participant’s pre-test to post-test.

\*\*Column O = (Column L + Column M + Column N) / Column K

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PY23 – 7/1/2022 to 6/30/2023** | | | | **PY 24 – 7/1/2023 to 6/30/2024** | | | |
| **Number of Participants** | **Number Who Gained or Retained Employment** | **Number Who Attained a Secondary School Diploma** | **Number Who Transitioned to Postsecondary Education or Training** | **Number of Participants** | **Number Who Gained or Retained Employment** | **Number Who Attained a Secondary School Diploma** | **Number Who Transitioned to Postsecondary Education or Training** |
|  |  |  |  |  |  |  |  |

To be completed by applicants **NOT previously funded** for Title II Services by the West Virginia Department of Education Office of Adult Education. The agency must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals for the previous two (2) years. Tables must be completed for each location covered in the application. *Complete this page only. Do NOT complete the chart on the previous page.*

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| **EXAMPLE** | **PY23 – 7/1/2022 to 6/30/2023** | | | **PY24 – 7/1/2023 to 6/30/2024** | | |
| **Performance Metric** | **Number of Participants** | **Percentage Who Met Metric** | **Describe how this information was determined** | **Number of Participants** | **Percentage Who Met Metric** | **Describe how this information was determined** |
| Unsubsidized Employment\* | 60 | 22.4% | This data was obtained via a data match with WorkForceWV. | 65 | 23% | This data was obtained via a data match with WorkForceWV. |

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|  | **PY23 – 7/1/2022 to 6/30/2023** | | | **PY 24 – 7/1/2023 to 6/30/2024** | | |
| **Performance Metric** | **Number of Participants** | **Percentage Who Met Metric** | **Describe how this information was determined** | **Number of Participants** | **Percentage Who Met Metric** | **Describe how this information was determined** |
| Total number of enrollments |  |  |  |  |  |  |
| Percentage of program unduplicated participants who demonstrated skill gains in the content areas of reading and writing, mathematics, or English language acquisition. |  |  |  |  |  |  |
| Percentage of program participants who earned a secondary school diploma or its recognized equivalent during enrollment. |  |  |  |  |  |  |
| Unsubsidized Employment\* |  |  |  |  |  |  |
| Enrollment in postsecondary education or training. |  |  |  |  |  |  |

**Required**: Indicate what assessments are used to show gains. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Unduplicated Participant** – a participant is only counted ONCE for a skill gain even if they make a skill gain in another area.

**\*Unsubsidized Employment** - employment in the private sector or public sector for which the employer does not receive a subsidy from public funds to offset all or a part of the wages and costs of employing an individual. [Performance Definitions | U.S. Department of Labor (dol.gov)](https://www.dol.gov/agencies/eta/performance/definitions#:~:text=Unsubsidized%20Employment%20%2D%20employment%20in%20the,costs%20of%20employing%20an%20individual.)

**Determination of Eligibility**

An eligible provider is one that meets all the following:

1. Is one of the following types of organizations (check appropriate one):

* Local education agency
* Community-based literacy organization or faith-based organization
* Volunteer literacy organization
* Institution of higher education
* Public or private nonprofit agency
* Library
* Public housing authority
* Nonprofit institution that is not described previously and has the ability to provide literacy services to eligible individuals
* Consortium or coalition of agencies, organizations, institutions, libraries, or authorities described previously
* Partnership between an employer and an entity described above
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is a registered organization within West Virginia.  **ÿ Yes ÿ No**
2. Maintains a physical office location within West Virginia. **ÿ Yes ÿ No**
3. Has two (2) years demonstrated effectiveness in providing adult education and literacy service activities.  **ÿ Yes ÿ No**
4. Agency demonstrated meeting a two-year average measurable skill gain of at least 19%.   
   To complete the table below, refer to the Demonstrated Effectiveness Table. For previously funded agencies, see page 3. For agencies not funded previously, see page 4. The required data is highlighted in red boxes. .

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | ***PY23  MSG Rate*** | ***+*** | ***PY24  MSG Rate*** | ***=*** | ***Total*** | ***/2 =*** | ***Average MSG Rate*** |
| ***Example:*** | 27.2 % | + | 45.3% | = | 72.5 % | /2 = | 36.25 % |
| ***Agency:*** |  | + |  | = |  | /2 = |  |

**ÿ Yes ÿ No**

**STATE USE ONLY**

Answers to questions and the demonstrated effectiveness qualify the applicant to move forward to the review process. **ÿ Yes ÿ No**

**Section 2: The 13 Considerations and Adult Education Section 231**

[34 CFR 463.20(d)](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)) lists the items which must be considered when awarding grants to eligible providers.

**CONSIDERATION 1**

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| (1) the degree to which the eligible provider would be responsive to—  (i) regional needs as identified in the local workforce development plan; and  (ii) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—  (A) who have low levels of literacy skills; or  (B) who are English language learners;  [*34 CFR 463.20(d)(1)*](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)(1)) |
| **NARRATIVE:**  How will your program address the regional needs identified in the local workforce development plan? |
| **RESPONSE:** |
| **NARRATIVE:**  How will you plan to serve individuals in the community identified as most in need of adult education and literacy activities, particularly those with low literacy skills or who are English language learners? |
| **RESPONSE:** |

**CONSIDERATION 2**

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| (2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;  [*34 CFR 463.20(d)(2)*](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)(2)) |
| **NARRATIVE:**  What strategies and resources will your program use to serve eligible individuals with disabilities, including those with learning disabilities? |
| **RESPONSE:** |

**CONSIDERATION 3**

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| (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](https://www.ecfr.gov/current/title-34/part-463?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwibzpGO7tGIAxVtFlkFHcU-ESUQFnoECBkQAQ&url=http%3A%2F%2Faefla.ed.gov%2Faccountability&usg=AOvVaw3BzqEZG9Kf-sixzPI0fTyq&opi=89978449), especially with respect to eligible individuals who have low levels of literacy;  [*34 CFR 463.20(d)(3)*](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)(3)) |
| **NARRATIVE:**  Describe your program’s past effectiveness in improving the literacy skills of adults. Include supporting data and factors that contribute to both positive and negative outcomes. Identify challenges and plans to address them. |
| **RESPONSE:** |

**CONSIDERATION 4**

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| (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;  [*34 CFR 463.20(d)(4)*](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)(4))  To ensure alignment with WIOA Sec. 231(e), grant applications will be submitted to the Local Workforce Development Board (LWDB) for review and comment on the extent to which the application is aligned with the local plan under WIOA Sec. 108. LWDBs may either approve or make recommendations that promote alignment with the local plan. The WV Office of Adult Education will consider the results of the review by the LWDB in determining the extent to which the application addresses this consideration. |
| **NARRATIVE:**  How will your program align services and activities with the local workforce plan? Address the following:   * Career pathways * Proposed joint activities * Resource sharing * Participant referral and assessment practices * Title I and Title II co-enrollment * American Job Center partnerships * Representation on the LWDB |
| **RESPONSE:** |

**CONSIDERATION 5**

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| (5) whether the eligible provider’s program—  (i) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and  (ii) uses instructional practices that include the essential components of reading instruction;  [*34 CFR 463.20(d)(5)*](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)(5)) |
| **NARRATIVE:**  How does your program ensure sufficient intensity and quality to achieve substantial learning gains, and what instructional practices do you use that include the essential components of reading instruction? |
| **RESPONSE:** |

**CONSIDERATION 6**

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| (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;  [34 CFR 463.20(d)(6)](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)(6)) |
| **NARRATIVE:**  Describe with citations how your program will use and apply rigorous research and evidence-based instruction for various content components of adult education. |
| **RESPONSE:** |

**CONSIDERATION 7**

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| (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;  [*34 CFR 463.20(d)(7)*](https://www.govinfo.gov/content/pkg/USCODE-2020-title20/html/USCODE-2020-title20-chap31-subchapII-part2-sec1228a.htm#p-463.20(d)(7)) |
| **NARRATIVE:**  How will your program effectively use technology, services, and delivery systems, including distance education, to increase the amount and quality of learning and improve performance? |
| **RESPONSE:** |

**CONSIDERATION 8**

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| (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;  [*34 CFR 463.20(d)(8)*](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)(8)) |
| **NARRATIVE:**  How will your program provide learning in context, including through integrated education and training, to help individuals transition to postsecondary education, obtain and advance in employment, and exercise their rights and responsibilities of citizenship? |
| **RESPONSE:** |

**CONSIDERATION 9**

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| (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;  [*34 CFR 463.20(d)(9)*](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)(9)) |
| **NARRATIVE:**  Please provide the information requested on the table below for all staff at the program location. |
| **RESPONSE:**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Name** | **Degree (all degrees earned)** | **Area(s) of concentration** | **License Type and Number** | **PD Hours Earned**  **PY2023** | **PD Hours Earned**  **PY2024** | **YTD PD Hours Earned**  **PY2025** | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |

**CONSIDERATION 10**

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[*34 CFR 463.20(d)(9)*](https://wvde.us/finance-and-administration/school-finance/manuals-policies/#p-463.20(d)(9))

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| (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;  [*34 CFR 463.20(d)(10)*](https://www.ecfr.gov/current/title-34/part-463/section-463.20#p-463.20(d)(10)) |
| **NARRATIVE:**  How will your program coordinate with other available education, training, and social service resources in the community to develop career pathways? |
| **RESPONSE:** |

**CONSIDERATION 11**

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[*34 CFR 463.20(d)(9)*](https://wioaplans.ed.gov/resources/aefla-gepa-instructions#p-463.20(d)(9))

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| (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;  [*34 CFR 463.20(d)(11)*](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)(11)) |
| **NARRATIVE:**  Does your program offer flexible schedules and coordinate with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) to enable individuals to attend and complete programs? |
| **RESPONSE:** |

**CONSIDERATION 12**

[*34 CFR 463.20(d)(9)*](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)(9))

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| (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  [*34 CFR 463.20(d)(12)*](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)(12)) |
| **NARRATIVE:**  Describe how your program will use data analysis to improve program performance including recruitment, retention, and progress toward Measurable Skill Gains (MSG) goals. |
| **RESPONSE:** |

**CONSIDERATION 13**

[*34 CFR 463.20(d)(9)*](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)(9))

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| (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 program  [*34 CFR 463.20(d)(13)*](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)(13)) |
| **NARRATIVE:**  Explain how your program has determined a need, or a lack of need, for English Language acquisition programs and civic education programs. Include the demographics of this population in the local area. Cite the source data. |
| **RESPONSE:** |

**Section 3: GEPA and Budget**

**GENERAL EDUCATION PROVISIONS ACT**

[*34 CFR 463.20(d)(9)*](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)(9))

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| **GEPA (General Education Provisions Act) Section 427** requires applicants for federal education funds to describe the steps they will take to ensure equitable access to, and participation in, their programs. This includes addressing barriers that may impede access or participation based on factors such as gender, race, national origin, color, disability, or age. The goal is to ensure that all program beneficiaries, including students, teachers, and other participants, have equal opportunities to benefit from federally funded projects.  [*GEPA 427 - Form Instructions for AEFLA Application Package | WIOA State Plan Portal (ed.gov)*](https://www.ecfr.gov/current/title-34/part-463)  [*U.S.C. Title 20 - EDUCATION (govinfo.gov)*](https://www.ecfr.gov/current/title-34/part-463) |
| **NARRATIVE:**  What specific barriers do you anticipate might impede equitable access and participation in your proposed project, and what steps will you take to address these barriers? |
| **RESPONSE:** |

**BUDGET**

[*34 CFR 463.20(d)(9)*](https://www.ecfr.gov/current/title-34/part-463#p-463.20(d)(9))

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| **BUDGET:** A budget must be completed on the forms provided and returned with the application package. |

**Section 4: Class and Instructor Schedule**

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| **Instructor:** | | | | | | | | | | | | **Full** **or** **Part-time**: | | | | | | |
| **Class** **Name**: | | | | | | | | | | | | **Location** **Type**: | | | | | | |
| **Class** **Address**: | | | | | | | | | | | | **Phone** **Number**: | | | | | | |
| **Student** **Class** **Hours**: | | | *Monday:* | | | |  | | | | | *Tuesday*: | | | |  | | |
| *Wednesday*: |  | | | | | *Thursday*: | | |  | | | | | *Friday*: | | |  | |
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| **Instructor Schedule:** | | | *Monday:* | | | | |  | | | *Tuesday*: | | | |  | | | |
| *Wednesday*: |  | | | | *Thursday*: | | | |  | | | | *Friday*: | | | |  | |
| **Summary Totals of Weekly Instructor Hours** | | | | | | | | | | | | | | | | | | |
| **# of Instructional Hrs.:** | | | |  | | | | | **# of Non-Instructional Hrs.:** | | | | | | | | |  |
| **Planning Hrs.:** | |  | | | | | | | | **Lunch Hrs.:** | | | | | |  | | |

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| **Instructor:** | | | | | | | | | | | | **Full** **or** **Part-time**: | | | | | | |
| **Class** **Name**: | | | | | | | | | | | | **Location** **Type**: | | | | | | |
| **Class** **Address**: | | | | | | | | | | | | **Phone** **Number**: | | | | | | |
| **Student** **Class** **Hours**: | | | *Monday:* | | | |  | | | | | *Tuesday*: | | | |  | | |
| *Wednesday*: |  | | | | | *Thursday*: | | |  | | | | | *Friday*: | | |  | |
|  | | | | | | | | | | | | | | | | | | |
| **Instructor Schedule:** | | | *Monday:* | | | | |  | | | *Tuesday*: | | | |  | | | |
| *Wednesday*: |  | | | | *Thursday*: | | | |  | | | | *Friday*: | | | |  | |
| **Summary Totals of Weekly Instructor Hours** | | | | | | | | | | | | | | | | | | |
| **# of Instructional Hrs.:** | | | |  | | | | | **# of Non-Instructional Hrs.:** | | | | | | | | |  |
| **Planning Hrs.:** | |  | | | | | | | | **Lunch Hrs.:** | | | | | |  | | |

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| **Instructor:** | | | | | | | | | | | | **Full** **or** **Part-time**: | | | | | | |
| **Class** **Name**: | | | | | | | | | | | | **Location** **Type**: | | | | | | |
| **Class** **Address**: | | | | | | | | | | | | **Phone** **Number**: | | | | | | |
| **Student** **Class** **Hours**: | | | *Monday:* | | | |  | | | | | *Tuesday*: | | | |  | | |
| *Wednesday*: |  | | | | | *Thursday*: | | |  | | | | | *Friday*: | | |  | |
|  | | | | | | | | | | | | | | | | | | |
| **Instructor Schedule:** | | | *Monday:* | | | | |  | | | *Tuesday*: | | | |  | | | |
| *Wednesday*: |  | | | | *Thursday*: | | | |  | | | | *Friday*: | | | |  | |
| **Summary Totals of Weekly Instructor Hours** | | | | | | | | | | | | | | | | | | |
| **# of Instructional Hrs.:** | | | |  | | | | | **# of Non-Instructional Hrs.:** | | | | | | | | |  |
| **Planning Hrs.:** | |  | | | | | | | | **Lunch Hrs.:** | | | | | |  | | |

**Section 5: West Virginia Program Assurances and Federal Certifications**

The Office of Adult Education is renewing program applications to provide adult education and literacy services. This funding is made available through the Workforce Innovation and Opportunity Act (WIOA), Title II, Adult Education and Family Literacy Act (AEFLA) and the State of West Virginia to provide Adult Education, Correctional Education, and Integrated English Language and Civics Education programs. Funds are awarded to eligible entities by demonstrated effectiveness in improving the literacy skills of individuals who have low levels of literacy, whose services are aligned with local workforce priorities and services that meet the needs of persons with barriers to employment.

The applicant hereby agrees to the following:

1. **Application process**: this application will serve as year one of a five-year cycle.
2. **Application period**: Grants will be awarded for a five-year term beginning in the 2025-2026 fiscal year. Additional funding for subsequent years will be contingent upon annual federal and state appropriations.
3. **Application Package**: the applicant package will consist of the Program Application, the Budget Workbook and two required federal forms: (1) Assurances – Non-Construction Programs and (2) Certificate Regarding Lobbying.
4. **Eligible providers**: eligible providers must be:
   1. A local education agency;
   2. A community-based organization or faith-based organization;
   3. A volunteer literacy organization;
   4. An institution of higher education;
   5. A public or private nonprofit agency;
   6. A library;
   7. A public housing authority;
   8. A nonprofit institution that is not described above and has the ability to provide adult education and literacy activities to eligible individuals;
   9. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities describe above; or
   10. A partnership between an employer and an entity described above.
5. **Individuals Eligible for Services**: According to Title II of the Workforce Innovation Opportunity Act, eligible students are those individuals who:
   1. Have attained 16 years of age;
   2. Are not enrolled or required to be enrolled in secondary school under state law; and
   3. Lack sufficient mastery of basic educational skills to function effectively in society;
   4. Do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education; or
   5. Are unable to speak, read, or write the English language.
6. **Awarding of Grants**: is based on the 13 considerations as defined in Section 231 of the Workforce Innovation and Opportunity Act. Renewal applications will focus on specific state and/or federal initiatives.
7. **Adult Education Programs (Section 231)**: eligible provider program services and activities may include: adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities and integrated education and training that provide adult education and literacy activities.

**Permissible Activities (Section 223)**: Each eligible agency may use funds made available under section 222(a)(2) for the following adult education and literacy activities:

(A) The support of literacy activities.

(B) The implementation of technology applications, translation technology, or distance education.

(C) Curricula incorporating the essential components of reading instruction as such components relate to adults.

(D) Developing content and models for integrated education and training and career pathways.

(E) Developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).

(F) To assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.

(G) Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers.

(H) Activities to promote workplace adult education and literacy activities.

(I) Identifying curriculum frameworks and aligning rigorous content standards that—

(i) specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and

(ii) take into consideration the following:

(I) State adopted academic standards.

(II) The current adult skills and literacy assessments used in the State.

(III) The primary indicators of performance.

(IV) Standards and academic requirements for enrollment in nonremedial, for-credit courses in postsecondary educational institutions or institutions of higher education.

(V) Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State.

(J) Developing and piloting strategies for improving teacher quality and retention.

(K) The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.

(L) Outreach to instructors, students, and employers.

(M) Other activities of statewide significance that promote the purpose of this title.

1. **Integrated English Literacy and Civics Education (IELCE, Section 243)**: is a separate funding source under Title II. The purpose is to prepare English language learners 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 development system and its functions to carry out the activities of the program. IELCE includes instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training. A grantee may meet the requirement to use funds for IELCE in combination with integrated education and training activities by co-enrolling participants in integrated education and training provided within the local or regional workforce development area from sources other than Title II Section 243 or using funds or using funds provided under Title II to support integrated education and training activities. Grantees receiving these funds must adhere to these specific guidelines.
2. **Programs for Corrections Education and Other Institutionalized Individuals (Section 225)**: funding made available for Corrections Education and the education of other institutionalized individuals must be used for the cost of education programs for:
   1. Adult educational and literacy activities,
   2. Special Education, as determined by the eligible agency,
   3. Secondary school credit,
   4. Integrated education and training,
   5. Career pathways,
   6. Concurrent enrollment,
   7. Peer tutoring, and
   8. Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.
   9. Each eligible agency using Section 225 funding to carry out a program for criminal offenders within a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.
3. **New Initiatives**: Throughout the program year opportunities or partnerships arise to provide new or enhanced services to students which should be added to class offerings. Those may include but are not limited to Jobs & Hope WV, CSM, School Service Personnel Testing Prep and Recovery Centers. (See #7, M above)
4. **High School Equivalency Testing**: costs associated with High School Equivalency Testing or Option Pathway Programs are unallowable and cannot be reimbursed by the federal or state Adult Education grant. Adult Education instructors are not permitted to serve as a High School Equivalency Test Examiner as this is a conflict of interest.
5. **Funding Available**: Funding is based on the fiscal year allocations and will be distributed for Adult Education and Literacy activities (WIOA Sec. 231 (b), Correctional Education (WIOA Sec. 225), and for Integrated English Literacy and Civics Education (WIOA Sec 243).
6. **Federal Allowable Costs**: Allowable costs for federal funds are determined in accordance with the federal Office of Management and Budget (OMB) circulars relocated to 2 CFR, Part 200.
7. **Community-Based Organization (CBO) Indirect Costs**: by guidance from the USDE, a CBO may charge up to eight (8%) percent restricted indirect cost rate on federal grant awards if the CBO does not have an approved restricted indirect cost rate. If the CBO has an approved restricted indirect cost rate, the approval documentation must be submitted with the application.
8. **Local Administrative Costs**: administrative costs are non-instructional costs (planning; administration, including carrying out performance accountability; professional development; adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under title I, as appropriate; and carrying out the One-Stop partner responsibilities described in §678.420) that are considered reasonable, necessary, and allowable associated with carrying out adult education and literacy activities. Eligible providers are expected to spend at least 95 percent of the projected federal allocation for adult education and literacy instructional activities and no more than 5 percent for administrative costs. If an eligible provider requires the spending of more than 5 percent for administrative costs, the applicant must submit a written justification of the need for a larger percentage. While the state adult education office will consider each request, there is no guarantee that the request will be approved.
9. **Supplant**: funds granted will be used to supplement, and not supplant, the amount of State and local funds available for uses specified in the Adult Education and Family Literacy Act.
10. **Line-Item Transfers**: requests for transferring greater than ten percent of the budget must be submitted by the fiscal officer. Non-LEA agencies may submit a request via email to the Office of Adult Education.
11. **Purchases**: it is recommended all program purchases be completed by May 1 (or sooner due to supply shortages) of the applicable year or upon the guidance of the local fiscal agent.
12. **Part-time Reimbursement**: The Office of Adult Education will reimburse the organization up to $23 per hour for part-time/hourly instruction. Any pay beyond $23 per hour must be paid from non- Adult Education funding.
13. **Program Oversight** - Program Oversight - Adult Education state staff and regional coordinators provide technical assistance to local programs, including institutional education programs in the areas of program administration, instructor training, student retention, delivery systems, assessment, curriculum, marketing, disabilities and other special learning needs, English Language Acquisition (ELA), technology, high school equivalency assessment, evaluation and monitoring, and other programmatic matters. Programs funded through county boards of education typically designate their CTE Director to serve as the Adult Education Director. This individual is responsible for determining the need for Adult Education programs within the county, coordinating the scheduling of classes, conducting a Needs Survey, participating in an advisory council, hiring instructors, and overseeing financial, attendance, and data reports. Programs offered through local libraries, faith-based or community-based organizations follow the same protocols. Regional Coordinators are available to provide technical assistance to all programs.
14. **Additional Staff**: after the grant is awarded, additional new or part-time positions must have written approval of the Director of the Adult Education program. This includes replacing positions due to resignation or retirement. The request will be reviewed upon completion and submission of the Additional/Replacement Staff Request form.
15. **Records**: records must be retained for three years from the starting date of the retention period. The retention period starts on the day the grantee submits its final expenditure reports.
16. **Equipment Inventory**: The Office of Adult Education requires programs to maintain an Equipment Inventory for their classroom purchased with Adult Education funding. It should include the item, brand, model number, serial number, cost, and year purchased. Our office can provide an inventory form, or you may use a form from your organization. All purchases shall remain the property of the West Virginia Department of Education. In the event a program would close, that equipment can be transferred to another local Adult Education program.
17. **Instructor Certification Requirements**: All instructors must meet state minimum certification requirements according to the State Board of Education Policy 5202. The instructor must hold either a professional teaching certificate or an adult license. All volunteer literacy tutors must complete specialized online tutor training.
18. **Returning Instructors**: Per State Policy 5202 all instructors must complete the required number of professional development hours each program year. Instructors not completing the required number of hours will be considered non-compliant. Notification will be sent to the employing agency to address and determine continuation of the instructor’s employment. Not obtaining the required professional development hours could jeopardize the renewal of a teaching certification or adult license. It is the responsibility of the instructor to renew their teaching certification or adult license.
19. **New Instructors**: all new instructors will complete a pre-service training course in Schoology. Any new instructor hired with an Adult License will be required to attend the Educator Preparation Program provided through the WV Department of Education.
20. **Instructional Practices:** program administrators will ensure that teaching staff offer a variety of instructional strategies that engage students and promote student persistence and retention; this should include whole group instruction, peer tutoring, and individualized instruction along with distance learning. Lessons will include the College and Career Readiness Standards (CCRS) and a variety of instructional strategies integrating academics, career planning, contextualized occupational content and employability skills to bolster the students’ ability to gain employment, enroll into college or postsecondary training. Instructional practices should include the essential components of reading, writing, speaking, mathematics, and English language acquisition.
21. **Intensity and Duration**: programs must be of sufficient intensity and duration for participants to achieve substantial learning gains. It is recommended part-time programs operate at least 12-hours per week.
22. **Program Performance**: the grantee must implement activities to meet or exceed the approved levels of performance set by the USDE. (See Appendix A)
23. **Assessment**: all students must be pre and post assessed using the state-approved standardized instrument to determine educational placement level and measurable skill gain.
24. **Data Management**: all grantees are required to utilize the Adult Education Data Management System (LACES) for data collection. Programs are required to enter student enrollment and contact hours weekly. This includes students’ social security numbers for data match purposes.
25. **Monitoring**: all adult education programs under WIOA are monitored to ensure compliance with the National Reporting Standards. All programs will be monitored using the required monthly Desktop Monitoring Report and a minimum of 15% of programs will be monitored annually via on-site visits. All programs will be monitored within a five-year cycle.
26. **General Education Provisions Act (GEPA)**: applicants must adhere to the provisions of Section 427 of GEPA to ensure equitable access to, and participation in programs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Programs do not discriminate based on race, color, religion, sex, sexual orientation, national origin, age, disability, or any other characteristic protected by law in access to their programs. Therefore, programs may NOT limit the number of individuals from a specific group (e.g., 16–18-year-olds, low-level readers) allowed in a class at any given time. Classes should never pre-screen or prioritize student enrollment based on preconceived beliefs about student abilities and potential success. In addition, there will never be any written or unwritten policies or procedures to ensure students are denied participation in program-related activities because of race and ethnicity, language, gender or gender identity, socioeconomic status, disability status, or transportation limitations.  All students meeting eligibility requirements will be served. Referring students to community resources/agencies to overcome barriers and determine eligibility for accommodations will assist students for success.
27. **Required Partners**: The Workforce Innovation and Opportunity Act of 2014 (WIOA) seeks to improve coordination between the primary federal programs that support employment services, workforce development, adult education, and vocational rehabilitation activities. The core programs are: Title I: Adult and Dislocated Worker programs and Youth Programs administered by Workforce WV, Title II: Adult Education and Family Literacy Act programs administered by the Office of Adult Education, Title III: Wagner-Peyser/Employment Service Act programs administered by Workforce WV, and Title IV: Vocational Rehabilitation program administered by the WV Division of Rehabilitation Services. Programs will collaborate with required partners to align services.
28. **Community Partners**: programs should establish strong links and/or memorandums of understanding with other available education and training entities, local workforce investment boards, one-stop centers, job training programs, business, industry, labor organizations, community-based organizations, nonprofit organizations, and other social service resources that eliminate barriers to students such as childcare, transportation, mental health services and career planning. These collaborations should be apparent in advisory council meetings and prove beneficial in disseminating the community needs assessment.
29. **WV State Plan**: programs will align activities with WV State Plan and the local Workforce Development Board plans and collaborate to provide support services. Executive Directors of the Workforce Development Boards will be given the opportunity to review and comment on Adult Education program applications in their region during the Request for Proposal period.
30. **Reservation of Rights**: The Office of Adult Education reserves the right to reject any application, negotiate portions of the application or contact applicants for clarification.
31. **Cancellation With or Without Cause**: A grant may be cancelled by the state at any time, with or without cause, upon thirty (30) days written notice to the grantee. The grantee will be entitled to payment for services performed and approved expenditures.
32. **Cancellation Due to Discontinued or Insufficient Funding**: The grantee understands that funding is on a year-to-year basis. In the event funding to the state from federal sources or appropriations by the West Virginia legislature are not continued at an aggregate level sufficient to allow for the program to continue operating, the grant shall immediately be terminated upon written notice by the state to the grantee.
33. **Cancellation Due to Failure to Comply**: The state may cancel an awarded contract immediately if the state finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made or that the purpose for which the funds were awarded have not been fulfilled. The state may take action to protect the interests of the state of West Virginia, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.
34. **Authorized Signature**: by signing and submitting the application, you certify that you have read the application and the assurances and understand that you must comply with the assurances and all other applicable federal, state, and local policies.

**ACKNOWLEGEMENT**

*This form is to be signed and returned with the program application package.*

*I hereby acknowledge that I have read and answered all questions in this application package to the best of my ability.*

*I further acknowledge that I have read and understand the Program Assurances. I understand that during the program year, state and/or federal protocols may change, which may necessitate the replacement or cancellation of existing language.*

|  |  |
| --- | --- |
| Authorized Signature: |  |
| Title: |  |
| Printed Name: |  |
| Date: |  |

**CERTIFICATION REGARDING LOBBYING**

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

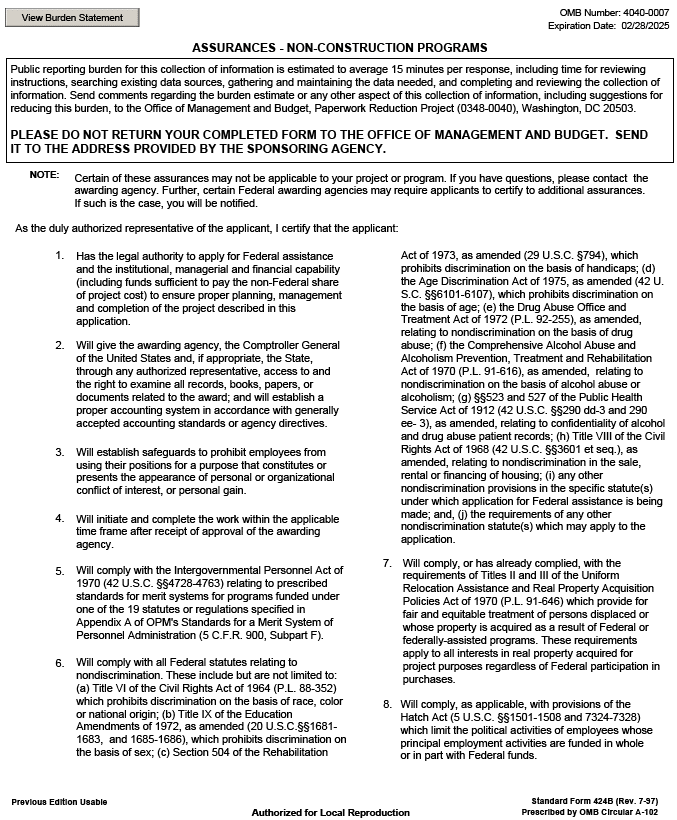
1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

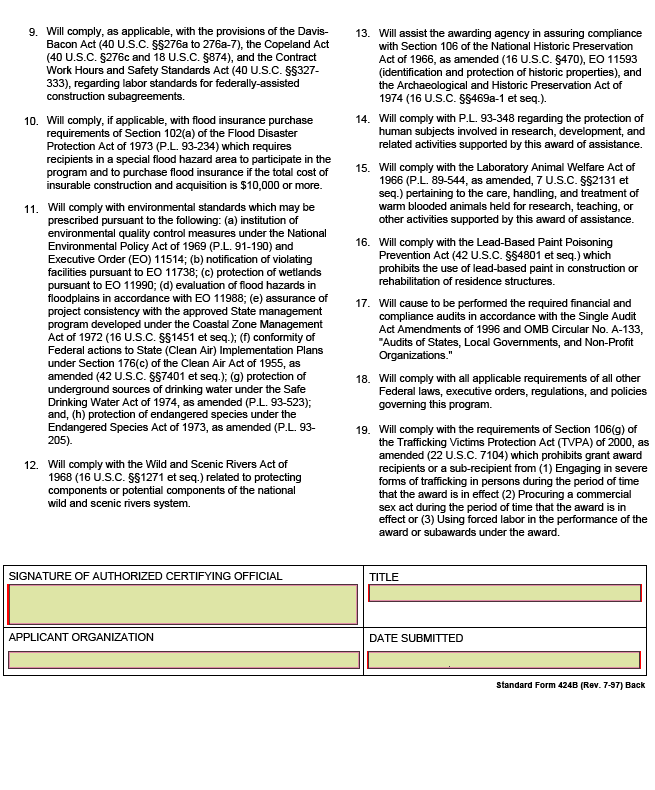
Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

|  |
| --- |
| \* APPLICANT'S ORGANIZATION |
| \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE  Prefix: \* First Name: Middle Name:   * Last Name: Suffix: * Title: |
| \* SIGNATURE: \* DATE: |





**Appendix A: Funding and Program Oversight**

**Flow of Funding for WVAdultEd Programs**

A diagram of a diagram

Description automatically generated

**Program Oversight for Adult Education Programs**

A diagram of a program

Description automatically generated

**Appendix B: WVAdultEd Regions and Coordinators Map**A map of the state of west virginia

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**Appendix C: Instructional and Non-Instructional Hours**

**Full-time Instructor:** Full-time status is defined as 40 hours per week. This includes a ½-hour lunch and 1-hour of planning/prep time per day.

**Instructional Time**: Instructional time is defined as time spent with students including in-take, orientation, testing, and instruction.

**Non-instructional Time**: Non-instructional time is defined as time spent without students such as LACES data entry or paperwork. Half an hour of non-instructional time is allotted for every 6 hours of instruction. Accumulating non-instructional time is not permitted.

**Planning Time**: Planning time is defined as “preparation for instruction.” One hour of planning time is allotted for every 6 hours of instruction. Planning time is to be used daily. Accumulating planning time is not permitted.

|  |  |  |
| --- | --- | --- |
| Instructional Time | Planning Time | Non-instructional Time |
| 6 hours per week | 1 hour per week | .5 hour per week |
| 12 hours per week | 2 hours per week | 1 hour per week |
| 18 hours per week | 3 hours per week | 1.5 hours per week |
| 24 hours per week | 4 hours per week | 2 hours per week |
| 30 hours per week | 5 hour per week | 2.5 hours per week |

These **examples** illustrate the number of instructional and non-instructional hours. Full-time programs should be instructing students daily and a minimum of 30 hours per week.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Instructor:** Betty White | | | | | | | | | | | | **Full** **or** **Part-time**: FT | | | | | | |
| **Class** **Name**: Carter County Adult Learning Center | | | | | | | | | | | | **Location** **Type**: Rental | | | | | | |
| **Class Name in LACES:** Carter Adult Ed - Day | | | | | | | | | | | | | | | | | | |
| **Class** **Address**: 100 Adult Street, Carter WV 20001 | | | | | | | | | | | | **Phone** **Number**: 304.123.4567 | | | | | | |
| **Student** **Class** **Hours**: | | | *Monday:* | | | | 8A-12P; 12:30-2:30P | | | | | *Tuesday*: | | | | 8A-12P; 12:30-2:30P | | |
| *Wednesday*: | 8A-12P; 12:30-2:30P | | | | | *Thursday*: | | | 8A-12P; 12:30-2:30P | | | | | *Friday*: | | | 8A-12P; 12:30-2:30P | |
|  | | | | | | | | | | | | | | | | | | |
| **Instructor Schedule:** | | | *Monday:* | | | | | \*\*see note | | | *Tuesday*: | | | | same | | | |
| *Wednesday*: | same | | | | *Thursday*: | | | | same | | | | *Friday*: | | | | same | |
| **Summary Totals of Weekly Instructor Hours** | | | | | | | | | | | | | | | | | | |
| **# of Instructional Hrs.:** | | | | 30 | | | | | **# of Non-Instructional Hrs.:** | | | | | | | | | 2.5 |
| **Planning Hrs.:** | | 5 | | | | | | | | **Lunch Hrs.:** | | | | | | 2.5 | | |

\*\*8A-12P instruction; 12-12:30P lunch; 12:30-2:30P instruction; 2:30-3P non-instruct; 3-4P planning

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Instructor:** Lyndia Gilbert | | | | | | | | | | | | **Full** **or** **Part-time**: PT | | | | | | |
| **Class Name in LACES:** Carter Adult Ed - Evening | | | | | | | | | | | | | | | | | | |
| **Class** **Name**: Carter County Adult Learning Center | | | | | | | | | | | | **Location** **Type**: Rental | | | | | | |
| **Class** **Address**: 100 Adult Street, Carter WV 20001 | | | | | | | | | | | | **Phone** **Number**: 304.123.4567 | | | | | | |
| **Student** **Class** **Hours**: | | | *Monday:* | | | | 6:00P-9:00P | | | | | *Tuesday*: | | | | 6:00P-9:00P | | |
| *Wednesday*: | 6:00P-9:00P | | | | | *Thursday*: | | | n/a | | | | | *Friday*: | | | 6:00P-9:00P | |
|  | | | | | | | | | | | | | | | | | | |
| **Instructor Schedule:** | | | *Monday:* | | | | | 5:00P-9:00P | | | *Tuesday*: | | | | 5:00P-9:00P | | | |
| *Wednesday*: | 5:00P-9:00P | | | | *Thursday*: | | | | n/a | | | | *Friday*: | | | | 5:00P-9:00P | |
| **Summary Totals of Weekly Instructor Hours** | | | | | | | | | | | | | | | | | | |
| **# of Instructional Hrs.:** | | | | 12 | | | | | **# of Non-Instructional Hrs.:** | | | | | | | | | 1 |
| **Planning Hrs.:** | | 2 | | | | | | | | **Lunch Hrs.:** | | | | | | n/a | | |

**Appendix D: Budget Code Definitions**

|  |  |  |
| --- | --- | --- |
| **Code** | **Title** | **Definition** |
| 111 | Professional Personnel - Regular | Compensation paid to professional personnel of the LEA who have regular positions throughout the employment term for the performance of their normal duties. |
| 112 | Professional Personnel - Supplemental | Additional compensation paid to professional personnel of the LEA who have regular positions throughout the employment term for the performance of duties other than those for which they are being compensated above. |
| 121 | Service Personnel – Regular | Compensation paid to service personnel of the LEA who have regular positions throughout the employment term for the performance of their normal duties. |
| 131 | Professional – Day-to-Day Substitutes | Compensation paid to professional personnel who are working as day-to-day substitutes in the place of regular employees of the LEA for the performance of their normal duties. |
| 151 | Temporary/Part-time Personnel | Compensation paid to professional personnel who are not regular employees of the LEA but work on a temporary or part-time basis. |
| 161 | Professional Personnel – Substitutes filling Vacant Positions | Compensation paid to professional personnel who are working as substitutes filling vacant positions on a long-term basis in the place of regular employees of the LEA for the performance of their normal duties. |
| 211 | Benefits – Health/Accident/Life | Premiums paid to the Public Employees’ Insurance Agency (PEIA) for public employees’ health and basic life insurance. |
| 212 | Benefits - Dental | Amounts paid for employees’ dental insurance coverage. |
| 213 | Benefits – Optical | Amounts paid for employees’ optical insurance coverage. |
| 214 | Benefits – Income Protection | Amounts paid for employees’ income protection insurance coverage. |
| 218 | Benefits – Other Post Employment Benefits Paid | The employer’s share of the total contributions paid to the West Virginia Retiree Health Benefit Trust Fund (RHBT) for employees’ post-employment health benefits, including the “pay as you go” retiree subsidy premiums. |
| 221 | Social Security Contribution | The employer’s share of social security paid by the LEA. |
| 231 | Retirement – Defined Benefit Paid (Ia) | Employer contributions to the Teachers’ Retirement System (TRS) for employees who became members of TRS prior to July 1, 2005, equal to 15% of each employee’s gross wages. |
| 232 | Retirement – Defined Contribution Plan (II) | Employer contributions to the Teachers’ Defined Contribution Retirement System, equal to 7.5% of each employee’s gross wages. |
| 233 | Retirement – Defined Benefit Plan (Ib) | Employer contributions to the Teachers’ Retirement System (TRS) for employees who became members for the first time on or after July 1, 2005, or who become members as a result of the merger of the two systems, equal to 7.5% of each employee’s gross wages. This code also includes Tier II employees who became members of the TRS and who were hired for the first time on or after July 1, 2015. |
| 251 | Unemployment Compensation | Amounts paid by the LEA to provide unemployment compensation for its employees. |
| 261 | Workers Compensation | Amounts paid by the LEA to provide workers’ compensation insurance for its employees. |
| 321 | Professional Educator Services | Services supporting the instructional program and its administration. Included would be curriculum improvement services, counseling and guidance services, library and media support and contracted instructional services. |
| 331 | Employee Training and Development Services | Services supporting development of school  district personnel, including instructional, administrative, and service employees. Included  are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or development by third-party vendors. |
| 411 | Utility – Water/Sewage | Expenditures for water/sewage utility services from a private or public utility company. |
| 423 | Custodial Services | Expenditures to an outside contractor for custodial services. |
| 432 | Technology-Related Repairs and Maintenance | Expenditures for repairs and maintenance  services for technology equipment that are not directly provided by school district personnel.  This includes ongoing service agreements for technology hardware (e.g., personal  computers and servers). |
| 441 | Renting Land and Buildings | Expenditures for leasing or renting land and buildings for short-term use by the school district. |
| 442 | Rental of Equipment and Vehicles | Expenditures for leasing or renting equipment or vehicles for short-term use by the school district. This includes bus and other vehicle rentals when operated by a local school district, lease purchase arrangements, and similar rental agreements. This code excludes costs associated with the rental of computers or other technology-related equipment. |
| 443 | Rentals of Computers and Related Equipment | Expenditures for leasing or renting computers and related equipment for short-term use. |
| 531 | Postal Communication Services | Expenditures for postage costs including establishing or maintaining postage machine rentals, postage, express delivery services, or couriers. |
| 532 | Telephone and Voice Communications Services | Expenditures for telephone and voice  communication services |
| 533 | Data Communication Services | Expenditures for data communication service activities for the LEA including establishing or maintaining computer-based communications, networking, internet services, and the monthly service charges and fees associated with data  transmission lines (bandwidth). |
| 534 | Video Communication Services | Expenditures for video communication services for the LEA including services to establish or maintain one-way or two-way video communications via satellite, cable, or other devices. |
| 541 | Legal | Expenditures for legal advertisements appearing in newspapers or other media. |
| 551 | Printing/Binding | Expenditures for job printing and binding, usually according to specifications for the LEA. This includes designing and printing forms and posters as well as printing and binding LEA publications. Preprinted standard forms are not charged here but are recorded under object 611. |
| 581 | Staff Travel - In County | Expenditures for transportation, meals, hotel and other expenses associated with staff travel for the LEA within the county boundaries of the paying LEA. |
| 582 | Staff Travel - Out of County | Expenditures for transportation, meals, hotel and other expenses associated with staff travel for the LEA outside the county boundaries of the paying LEA. |
| 583 | Staff Travel - Out of State | Expenditures for transportation, meals, hotel and other expenses associated with staff travel for the LEA outside the state boundaries of the paying LEA. |
| 591 | Services Purchased from Another School District or Educational Services Cooperative Within  the State | Payments to another school district within the state for services rendered, other than tuition and transportation fees. Examples of such services are data processing, purchasing, nursing, and guidance. |
| 611 | Supplies | Expenditures for general supplies. |
| 621 | Natural Gas | Expenditures for gas utility services from a private or public utility company. |
| 622 | Electricity | Expenditures for electric utility services from a private or public utility company. |
| 624 | Oil | Expenditures for bulk oil normally used for heating. |
| 642 | Books | Expenditures for books used in the instructional programs. |
| 644 | Workbooks | Expenditures for workbooks used in the instructional programs. |
| 651 | General Technology Supplies | Technology-related supplies include supplies that are typically used in conjunction with technology-related hardware or software. Some examples are diskettes, parallel cables, monitor stands, and toner cartridges. |
| 652 | Supplies-Hardware - Students | Expenditures for technology-related equipment (ex: computers, I-Pads, e-readers, etc.) and technology infrastructure for *students* whose original cost is below both the school district’s control level (if any) and the capitalization threshold of $5,000. |
| 653 | Supplies-Software - Students | Expenditures for purchased software used for educational or administrative purposes by *students* whose original cost is below both the school district’s control level (if any) and the capitalization threshold of $5,000. |
| 656 | Supplies-Hardware - Staff | Expenditures for technology-related equipment (ex: computers, I-Pads, e-readers, etc.) and technology infrastructure for *staff members* whose original cost is below both the school district’s control level (if any) and the capitalization threshold of $5,000. |
| 657 | Supplies–Software - Staff | Expenditures for purchased software used for educational or administrative purposes by *staff members* whose original cost is below both the school district’s control level (if any) and the capitalization threshold of $5,000. |
| 693 | Control Level Furniture, Fixtures and Other Equipment | Expenditures for furniture, fixtures and other equipment which cannot be classified into one of the other equipment object codes in section 69X and whose original cost is above the school district’s control level but below the capitalization threshold of $5,000. |
| 694 | Control Level Technology-Related Hardware - Students | Expenditures for technology-related equipment and technology infrastructure for *students* whose original cost is above the school district’s control level but below the capitalization threshold of $5,000. |
| 695 | Control Level Technology Software - Students | Expenditures for purchased software used for educational or administrative purposes by *students* whose original cost is above the school district’s control level but below the capitalization threshold of $5,000. |
| 696 | Control Level Technology-Related Hardware - Staff | Expenditures for technology-related equipment and technology infrastructure for *staff members* whose original cost is above the school district’s control level but below the capitalization threshold of $5,000. |
| 697 | Control Level Technology Software - Staff | Expenditures for purchased software used  for educational or administrative purposes by *staff members* whose original cost is above the school district’s control level but below the capitalization threshold of $5,000. |
| 911 | Fund Transfers Out (Indirect) | Includes all transactions conveying financial resources from one fund to another or from one project to another within the same fund, within the district. |

Complete budget code listing can be found at:

[Manuals & Policies - West Virginia Department of Education](https://www.ecfr.gov/current/title-34/part-463)

**Appendix E: Workforce Innovation and Opportunity Act Definitions**

1. ADMINISTRATIVE COSTS. —The term “administrative costs” means expenditures incurred by State boards and local boards, direct recipients (including State grant recipients under subtitle B of title I and recipients of awards under subtitles C and D of title I), local grant recipients, local fiscal agents or local grant subrecipients, and one-stop operators in the performance of administrative functions and in carrying out activities under title I that are not related to the direct provision of workforce investment services (including services to participants and employers). Such costs include both personnel and nonpersonnel costs and both direct and indirect costs.
2. ADULT. —Except as otherwise specified in section 132, the term “adult” means an individual who is age 18 or older.
3. ADULT EDUCATION. —The term “adult education” means academic instruction and education services below the postsecondary level that increase 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.
4. ADULT EDUCATION AND FAMILY LITERACY ACT. — Title II of the Workforce Innovation and Opportunity Act (WIOA) is the principal source of federal funding for states for adult education programs. The Office of Career, Technical, and Adult Education’s (OCTAE) Division of Adult Education and Literacy (DAEL) administers AEFLA.
5. ADULT EDUCATION AND FAMILY LITERACY PURPOSE. —The purpose of AEFLA’s basic state grant program is to— (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; (2) assist adults who are parents or family members to obtain the education and skills that— (A) are necessary to becoming full partners in the educational development of their children; and (B) lead to sustainable improvements in the economic opportunities for their family; (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and (4) assist immigrants and other individuals who are English language learners in— (A) improving their— (i) reading, writing, speaking, and comprehension skills in English; and (ii) mathematics skills; and (B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.
6. ADULT EDUCATION AND LITERACY ACTIVITIES. —The term “adult education and literacy activities” means programs, activities, and services that include adult education, literacy, work-place adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.
7. BASIC SKILLS DEFICIENT.—The term “basic skills deficient” means, with respect to an individual— (A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or (B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.
8. CAREER PATHWAY.—The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that— (A) aligns with the skill needs of industries in the economy of the State or regional economy involved; (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171); (C) includes counseling to support an individual in achieving the individual’s education and career goals; (D) includes, 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) organizes 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 practicable; (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and (G) helps an individual enter or advance within a specific occupation or occupational cluster.
9. CAREER PLANNING.—The term “career planning” means the provision of a client-centered approach in the delivery of services, designed— (A) to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer- based technologies; and (B) to provide job, education, and career counseling, as appropriate during program participation and after job placement.
10. COMMUNITY-BASED ORGANIZATION. —The term “community-based organization” means a private nonprofit organization (which may include a faith-based organization), that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce development.
11. CORE PROGRAM. —The term “core programs” means a program authorized under a core program provision.
12. CORE PROGRAM PROVISION. —The term “core program provision” means— (A) chapters 2 and 3 of subtitle B of title I (relating to youth workforce investment activities and adult and dislocated worker employment and training activities); (B) title II (relating to adult education and literacy activities); (C) sections 1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (relating to employment services); and (D) title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741) (relating to vocational rehabilitation services).
13. ECONOMIC DEVELOPMENT AGENCY. —The term “economic development agency” includes a local planning or zoning commission or board, a community development agency, or another local agency or institution responsible for regulating, promoting, or assisting in local economic development.
14. ELIGIBLE AGENCY. —The term “eligible agency” means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy activities in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.
15. ELIGIBLE INDIVIDUAL. —The term “eligible individual” means an individual (A) who has attained 16 years of age; (B) who is not enrolled or required to be enrolled in secondary school under State law; and (C) who (i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or (iii) is an English language learner.
16. ELIGIBLE PROVIDER. —The term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include (A) a local educational agency; (B) a community-based organization or faith-based organization; (C) a volunteer literacy organization; (D) an institution of higher education; (E) a public or private nonprofit agency; (F) a library; (G) a public housing authority; (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals; (I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and (J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I).
17. ENGLISH LANGUAGE ACQUISITION PROGRAM. —The term “English language acquisition program” means a program of instruction— (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to — (i)(I) attainment of a secondary school diploma or its recognized equivalent; and (II) transition to postsecondary education and training; or (ii) employment.
18. ENGLISH LANGUAGE LEARNER. —The term “English language learner” when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and— (A) whose native language is a language other than English; or (B) who lives in a family or community environment where a language other than English is the dominant language.
19. ESSENTIAL COMPONENTS OF READING INSTRUCTION. — The term “essential components of reading instruction” has the meaning given the term in section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368).
20. FAMILY LITERACY ACTIVITIES. —The term “family literacy activities” means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities: (A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency. (B) Interactive literacy activities between parents or family members and their children. (C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children. (D) An age-appropriate education to prepare children for success in school and life experiences.
21. IN-DEMAND INDUSTRY SECTOR OR OCCUPATION.— (A) IN GENERAL.—The term “in-demand industry sector or occupation” means— (i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or (ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate. (B) DETERMINATION. —The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business and labor market projections, including the use of labor market information.
22. INDIVIDUAL WITH A BARRIER TO EMPLOYMENT. —The term “individual with a barrier to employment” means a member of 1 or more of the following populations: (A) Displaced homemakers. (B) Low-income individuals. (C) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166. (D) Individuals with disabilities, including youth who are individuals with disabilities. (E) Older individuals. (F) Ex-offenders. (G) Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or homeless children and youths (as H. R. 803—10 defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))). (H) Youth who are in or have aged out of the foster care system. (I) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers. (J) Eligible migrant and seasonal farmworkers, as defined in section 167(i). (K) Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.). (L) Single parents (including single pregnant women). (M) Long-term unemployed individuals. (N) Such other groups as the Governor involved determines to have barriers to employment.
23. INDIVIDUAL WITH A DISABILITY. — (A) IN GENERAL. —The term “individual with a disability” means an individual with a disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). (B) INDIVIDUALS WITH DISABILITIES. —The term “individuals with disabilities” means more than 1 individual with a disability.
24. INSTITUTION OF HIGHER EDUCATION. —The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).
25. INTEGRATED EDUCATION AND TRAINING. —The term ‘integrated education and training” means 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.
26. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION. —The term “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.
27. LABOR MARKET AREA. —The term “labor market area” means an economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence. Such an area shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a Governor.
28. LITERACY. —The term “literacy” means an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
29. LOCAL AREA. —The term “local area” means a local workforce investment area designated under section 106, subject to sections 106(c)(3)(A), 107(c)(4)(B)(i), and 189(i).
30. LOCAL BOARD. —The term “local board” means a local workforce development board established under section 107, subject to section 107(c)(4)(B)(i).
31. LOCAL PLAN. —The term “local plan” means a plan submitted under section 108, subject to section 106(c)(3)(B).
32. ONE-STOP CENTER. —The term “one-stop center” means a site described in section 121(e)(2).
33. ONE-STOP OPERATOR. —The term “one-stop operator” means 1 or more entities designated or certified under section 121(d).
34. ONE-STOP PARTNER. —The term “one-stop partner” means— (A) an entity described in section 121(b)(1); and (B) an entity described in section 121(b)(2) that is participating, with the approval of the local board and chief elected official, in the operation of a one-stop delivery system.
35. ONE-STOP PARTNER PROGRAM. —The term “one-stop partner program” means a program or activities described in section 121(b) of a one-stop partner.
36. ON-THE-JOB TRAINING.—The term “on-the-job training” means training by an employer that is provided to a paid participant while engaged in productive work in a job that— (A) provides knowledge or skills essential to the full and adequate performance of the job; (B) is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, except as provided in section 134(c)(3)(H), for the extraordinary costs of providing the training and additional supervision related to the training; and (C) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.
37. POST-SECONDARY EDUCATIONAL INSTITUTION. —The term “postsecondary educational institution” means— (A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree; (B) a tribally controlled college or university; or (C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.
38. PUBLIC ASSISTANCE. —The term “public assistance” means Federal, State, or local government cash payments for which eligibility is determined by a needs or income test.
39. RECOGNIZED POSTSECONDARY CREDENTIAL. —The term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.
40. SCHOOL DROPOUT. —The term “school dropout” means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.
41. SECRETARY. —The term “Secretary” means the Secretary of Education.
42. STATE BOARD. —The term “State board” means a State workforce development board established under section 101.
43. STATE PLAN. —The term “State plan”, used without further description, means a unified State plan under section 102 or a combined State plan under section 103.
44. SUPPORTIVE SERVICES. —The term “supportive services” means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this Act.
45. WORKFORCE DEVELOPMENT ACTIVITY. —The term “workforce development activity” means an activity carried out through a workforce development program.
46. WORKFORCE DEVELOPMENT PROGRAM. —The term “workforce development program” means a program made available through a workforce development system.
47. WORKFORCE DEVELOPMENT SYSTEM. —The term “workforce development system” means a system that makes available the core programs, the other one-stop partner programs, and any other programs providing employment and training services as identified by a State board or local board.
48. WORKFORCE INNOVATION AND OPPORTUNITY ACT. — To amend the Workforce Investment Act of 1998 to strengthen the United States workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs in the United States, and to promote individual and national economic growth, and for other purposes.
49. WORKFORCE INNOVATION AND OPPORTUNITY ACT PURPOSES. —The purposes of this Act are the following: (1) To increase, for individuals in the United States, particularly those individuals with barriers to employment, access to and opportunities for the employment, education, training, and support services they need to succeed in the labor market. (2) To support the alignment of workforce investment, education, and economic development systems in support of a comprehensive, accessible, and high-quality workforce development system in the United States. (3) To improve the quality and labor market relevance of workforce investment, education, and economic development efforts to provide America’s workers with the skills and credentials necessary to secure and advance in employment with family-sustaining wages and to provide America’s employers with the skilled workers the employers need to succeed in a global economy. (4) To promote improvement in the structure of and delivery of services through the United States workforce development system to better address the employment and skill needs of workers, jobseekers, and employers. (5) To increase the prosperity of workers and employers in the United States, the economic growth of communities, regions, and States, and the global competitiveness of the United States. (6) For purposes of subtitle A and B of title I, to provide workforce investment activities, through statewide and local workforce development systems, that increase the employment, retention, and earnings of participants, and increase attainment of recognized postsecondary credentials by participants, and as a result, improve the quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, meet the skill requirements of employers, and enhance the productivity and competitiveness of the Nation.
50. WORKFORCE INVESTMENT ACTIVITY. —The term “workforce investment activity” means an employment and training activity, and a youth workforce investment activity.
51. WORKFORCE PREPARATION ACTIVITIES.—The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.
52. WORKPLACE ADULT EDUCATION AND LITERACY ACTIVITIES. —The term “workplace adult education and literacy activities” means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

**Appendix F: Application Scoring Rubric**

A document with text and a list

Description automatically generated with medium confidence

A close-up of a application

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**Appendix G: Application Scoring Rubric – Local Workforce Board**

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**Submission Checklist**

Be sure to complete all required forms and secure signatures when submitting your application.

***For your use, do not include with application.***

|  |  |
| --- | --- |
| **ü Items Required to Return with the Application** | |
| 0 | **Application**: Cover page |
| 0 | **Section 1**: Demonstrated Effectiveness |
| 0 | **Section 2**: The 13 Considerations |
| 0 | **Section 3**: GEPA and Budget |
| 0 | **Section 4**: Class and Instructor Schedule |
| 0 | **Section 5**: WV Assurances and Federal Certifications |
| 0 | **Budget Workbook**: including 6 sections |
| 0 | 1. Budget Form with signature |
| 0 | 1. Budget Narrative |
| 0 | 1. Personnel Form – full-time |
| 0 | 1. Personnel Form – part-time |
| 0 | 1. Rent Form |
| 0 | 1. Equipment Inventory |