Cover Page

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1. Eligible Agency (State Board) Submitting Plan on Behalf of State:
   Agency Name: Wyoming State Board of Vocational Educ

2. Lead individuals completing this plan:
   Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click “Request Access” to submit a request for additional user accounts.

   1. A. Please select the individual responsible for the narrative descriptions in this plan:
      Michelle Aldrich

   2. B. Please select the individual responsible for the budget in this plan:
      Trent Carroll

   3. C. Please select the lead individual who may be contacted to answer questions about this plan:
      Michelle Aldrich

3. Type of Perkins V State Plan Submission: ☐ 1-Year Transition Plan (FY 2019 only) ☐ State Plan (FY 2019-2023)
4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan: ☐ Yes ☐ No
5. Governor’s Joint Signatory Authority of the Perkins V State Plan:
   Date Governor was sent State Plan for signature:

If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.
II. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with stakeholders and in accordance with the procedures in section 122(c) (2) of Perkins V and as provided in Text Box 1 on the following page.

Not applicable during the transition year

2. Consistent with section 122(e) (1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e) (1) (A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

Not applicable during the transition year

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

Not applicable during the transition year

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

Not applicable during the transition year

b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

Not applicable during the transition year
Text Box 1: State Plan Development

(c) PLAN DEVELOPMENT.—
(1) IN GENERAL.—The eligible agency shall—
(A) develop the State plan in consultation with—
(i) representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
(ii) interested community representatives, including parents, students, and community organizations;
(iii) representatives of the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”);
(iv) members and representatives of special populations;
(v) representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;
(vi) representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for the Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));
(vii) representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and
(viii) individuals with disabilities; and
(B) consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan.
(2) ACTIVITIES AND PROCEDURES.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State plan.
(3) CONSULTATION WITH THE GOVERNOR.—The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor’s office and shall occur—
(A) during the development of such plan; and
(B) prior to submission of the plan to the Secretary.

(Section 122(c)(1) of Perkins V)

c. Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and
programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

**Not applicable during the transition year**

d. Describe how the eligible agency will use State leadership funds made available under section 112(a) (2) of the Act for purposes under section 124 of the Act. (Section 122(d)(7) of Perkins V)

**Not applicable during the transition year**

2. **Implementing Career and Technical Education Programs and Programs of Study**

a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

**Response:** Wyoming will continue to support and expand the adopted Career Clusters as defined by the National Association of State Directors of CTE and the United States Department of Education. Thus, the following Career Clusters are the CTE Programs of Study for Wyoming:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

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These Programs of Study were developed by the Wyoming Department of Education in a format that can be modified by the local district and post-secondary institutions to include their specific courses and options.

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—
   i. promote continuous improvement in academic achievement and technical skill attainment;
   ii. expand access to career and technical education for special populations; and
   iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

**Response:** Strengthening integration between CTE and traditional academic core areas, particularly those emphasized within ESSA, enhances the academic attainment of all students including those from special populations. Data from the Wyoming Test of Proficiency and Progress (WY-TOPP) will continue to impact program improvement goals at the secondary eligible recipient level.

Access to CTE for special populations will be supported through professional development and technical assistance to secondary and post-secondary faculty and staff. Wyoming CTE programs will be provided in the least restrictive environment with courses for secondary students aligned with the IEP requirements. Career guidance and counseling services will include provisions to ensure that students from special populations are made aware of opportunities available through CTE programs in the same manner or alternative format if required and at the same time as all students.

Individuals who are members of special populations will be provided equal access as all CTE programs comply with Office for Civil Rights regulations. Compliance will be assured through the Wyoming Department of Education monitoring processes. High quality instruction and intervention will be provided through Wyoming’s Response to Intervention (RTI) process.

Using the Wyoming CTE (WyCTE) Collection, special population results will be reported in disaggregated form. The Wyoming Department of Education reviews WyCTE results and the local annual report for each district and institution. Each recipient also receives assessment results for their district or institution for use in conducting an annual evaluation to determine to what degree performance measures and standards are being met. The information provided by the assessment data will be used by the Wyoming Department of Education and grant recipients for development of CTE programs for students from special populations.

With input from business and stakeholders, the Wyoming Department of Education developed technical skill assessments to ensure a degree of comparability and consistency of learning across regions of the state within each career cluster. The technical skill competencies will include those needed for current and emerging employment opportunities as well as entrepreneurship. To every extent possible Career Technical Student Organization (CTSO) guidelines will be used in the development of these skill competencies to increase industry relevance and to provide congruency and instruction with those skills needed for state and national competitions.
These technical skill competencies and related skill assessments will be based on the occupations identified as high skill, high wage, or in-demand occupations within the Career Cluster Guide publications. After defining the technical skill competencies, emphasis will be placed on professional development for secondary and post-secondary Career Technical and Academic instructors to facilitate improved instruction aligned with the competencies within the programs of study.

c. Describe how the eligible agency will:
   i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

Response: Through student orientations that take place in the 7th-9th grade level, all students in Wyoming are made aware of the Career Technical Programs of Study. The Wyoming Department of Education conducts annual training for school district personnel statewide to acquaint them with the use of the career clusters and programs of study. Efforts are in place to increase career development awareness through the state’s Facilitating Career Development Course. Alignment between WyoLearn and programs of study make up-to-date, student-driven data available to all stakeholders.

   ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points.

Response: Through a collaborative effort among offices within the Wyoming Department of Education and local education agency staff members responsible for career and technical education and college, military, and career readiness facilitation in the development and coordination of education programs and programs of study and career pathways will include a number of entry and exit points described below.

Entry Points:

(1) Grades 5-8:
   Students will participate in the following events including, but not limited to the following:
   (a) Career Fairs
   (b) Business/Industry tours and guest speakers
   (c) Tours of high school CTE programs [academies]
   (d) Makerspace labs, fabrication labs, Science Technology Engineering Arts and Mathematics labs (etc)
   (e) Student professional development days
   (f) Project Based Learning
   (g) Career Technical Student Organization(s) participation
   (h) Project Lead the Way
   (i) Job Shadow
   (j) Interest and Career Inventories
(2) Grades 9-12:
   Students at the secondary level will prepare for the postsecondary component of a chosen career. Secondary school guidance counselors will help each student choose the classes that will give him or her the background to meet the entrance requirements for a particular occupation or postsecondary education, and students will participate in the following events including, but not limited to the following:
   (a) Career Fairs
   (b) Business/Industry tours and guest speakers
   (c) Makerspace labs, fabrication labs, Science Technology Engineering Arts and Mathematics labs, (etc)
   (d) Student professional development days
   (e) Work Based Learning
   (f) Project Based Learning
   (g) Career Technical Student Organization(s) participation
   (h) Project Lead the Way
   (i) WorkKeys
   (j) Interest and Career Inventories

(3) Post-Secondary:
   Post-secondary academic advisors will help each student choose the classes that will give him or her the background to meet the entrance requirements for a particular occupation or postsecondary education, and students will participate in the following events including, but not limited to the following:
   (a) Career Fairs
   (b) Business/Industry tours and guest speakers
   (c) Makerspace labs, fabrication labs, Science Technology Engineering Arts and Mathematics labs, (etc)
   (d) Student professional development days
   (e) Work Based Learning
   (f) Project Based Learning
   (g) Career Technical Student Organization(s) participation
   (h) Project Lead the Way
   (i) WorkKeys
   (j) Interest and Career Inventories

Exit Points:
(1) Grades 5-8 - Selecting a CTE Cluster

(2) Grades 9-12
   (a) Participating or completing a pathway and earning an industry recognized credential, or passing a career readiness assessment in the aligned pathway
   (b) Graduation
(3) Post-Secondary
   (a) Earning an Associate of Applied Science or an Associate of Science
   (b) Earning an Associate's of Arts
   (c) Earned an Associate's of Nursing
   (d) Earned an industry certification or credential

   iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

Response: The Wyoming Department of Workforce Services in conjunction with the Wyoming Community College Commission facilitate discussions among member agencies, coordinate among agencies and colleges those workforce initiatives with a statewide impact, and share workforce-related information with each other and the colleges, including information about high-skill, high-wage, high-demand, and non-traditional occupations. Through involvement of representatives from business and industry in the design and implementation of new courses that lead to an industry recognized credential or degree, courses will be developed that meet these occupational needs.

   iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

Response: Wyoming does not differentiate between CTE students and other students as far as high school graduation requirements. All students have the same Carnegie Unit requirements established by statute and by additional district requirements, and all students must meet the common core of knowledge and skills dictated by statute. Thus, CTE students will graduate with a set of knowledge and skills that is equivalent to the general population. Increased emphasis on academic integration, a tenet of high school or secondary school reform, is to increase the graduation rates of CTE students as they see the relevance of academic instruction with the context of the Career Clusters.

Special population students must also meet the same standards, but they may graduate with differing expectations according to their Individual Education Plans (IEPs). All students, but particularly special population students, will benefit from the increased emphasis on academic integration because learning will become more relevant. Both CTE teachers and core academic teachers will be involved in class design. Increased emphasis on reaching students with various learning styles and effective use of project based instruction has been an emphasis of professional development.

   v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

Response: The local needs assessment will drive this process for each eligible recipient.
vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

Response: Career Technical Education programs in Wyoming will be required to have local advisory committees that oversee the planning and implementation of quality programs. These advisory committees will be made up of parents, academic and career and technical education secondary and post-secondary teachers, administrators and faculty, career guidance and academic counselors, local businesses (including small businesses), and labor organizations. The existence of such an advisory committee will be reported on the annual Perkins’ application.

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

Response: Efforts are being made to continuously monitor CTE program areas and technical skill assessments. Through the monitoring process, the WDE will continue to identify CTE program areas focused upon in the state – these are the program areas technical skill assessments are given. Identification of CTE programs of study are based on several considerations, including but not limited to: 1) historical enrollment and course-taking patterns; and 2) the degree to which program(s) are preparing students for high-skill, high-wage and/or high-demand occupations. Second, within these identified CTE program areas, syllabi will be articulated which clearly state the competencies that students including students from special population groups are expected to attain upon completion of the CTE program. These syllabi will provide guidance for selecting technical skill assessment(s) that are aligned to these competencies and measure the articulated competencies with sufficient coverage and depth. Third, technical skill assessments are reviewed on a continuous basis in order to determine whether the existing assessments will meet the needs of Wyoming.

d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Response: Articulation agreements currently exist in Wyoming. The Career Programs of Study, as well as the state course reporting process encourage and track articulated courses. The Secondary Classification for Exchange of Data (SCED) system from the National Center for Education Statistics (NCES) has been implemented to improve the articulation process.

Career Programs of Study include transitions to postsecondary institutions through improvement of the articulation agreement process, and development of common criteria for adjunct faculty.

All CTE Programs of Study lead to industry certification, or an associate or baccalaureate degree. The Wyoming Department of Education will continue to encourage offering of credentials and certificates by secondary and postsecondary institutions as well through industry groups and organizations. The Wyoming Community College Commission maintains a listing of certification and credentialing programs by Career Cluster for Wyoming.
Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local businesses (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

Response: Career Technical Education programs in Wyoming are expected to hold local advisory board meetings twice during the program year that oversee the planning and implementation of quality programs. These advisory boards will be made up of parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business, labor organizations, and members of Indian Tribes and Tribal Organizations. The existence of such advisory boards will be reported on the annual Perkins’ application.

In addition, all CTE programs in Wyoming are aligned to the state Career Technical Standards. These standards are reviewed and updated on a five-year cycle. The makeup of the standards review group is of similar makeup to the required list of advisory board members.

Not applicable during the transition year

Provide the definition for “size, scope, and quality” that the eligible agency will use to make funds available to eligible recipients pursuant to section 135(B) of Perkins V.

Response: The WDE during the transition year is using the following definitions for size, scope and quality. Please note that a statewide Perkins V Advisory Council has been formed and is currently working on new definitions of size, scope and quality to be used in years two through five.

Size: Evaluation of Size encompasses several areas: space, equipment and technology.

Scope: Evaluation of Scope includes the following: program of study, progressive sequence of courses, must align with one of the 16 Career Clusters, and must result in a successful completion of state approved assessments, industry certification of marketable value, or earned college credit.

Quality – Evaluation of program Quality includes the following:

- Incorporate Wyoming Career and Vocational Education Standards most recently approved by the State Board of Vocational Education and the governor (secondary) and/or national and
global industry standards set forth by credentialing authorities or professional organizations aligned to the respective content areas;
• Courses must include rigorous, progressive and sequential CTE content aligned with academic standards;
• Course sequences for Perkins may include no more than one academic or non-CTE course (e.g. Construction Trades I, Construction Trades II, Construction Trades III, and Geometry)
• Articulation agreements or Memorandums of Understanding (MOUs) must exist between the secondary and post-secondary entities, or between two-year and four-year post-secondary institutions, that serve as formal documentation of the alignment of programs;
• Meaningful collaboration between LEA/IHE and business and industry;
• Incorporation of technical skills assessments and/or procedures to evaluate student proficiency in CTE programs;
• Programs that lead to industry credentials with marketable value, certificates and/or degrees;
• Professional development opportunities focused on fostering emerging technologies, program of study design, as well as innovative teaching and learning strategies.

3. Meeting the Needs of Special Populations

a. Describe its program strategies for special populations, including a description of how individuals who are members of special populations:

i. will be provided with equal access to activities assisted under this Act.

Response: Wyoming CTE programs will be provided in the least restrictive environment with courses for identified secondary students aligned with their IEP requirements. Career guidance and counseling services will include provisions to ensure that students from special populations are made aware of opportunities available through CTE programs in the same manner or alternative format if required and at the same time as all students.

ii. will not be discriminated against on the basis of status as a member of a special population.

Response: Individuals who are members of special populations will be provided equal access as all CTE programs comply with Office for Civil Rights regulations. Compliance will be assured through the Wyoming Department of Education monitoring processes. High quality instruction and intervention will be provided through Wyoming’s Response to Intervention (RTI) process.

The U.S. Department of Education, Office for Civil Rights (OCR), requires the Wyoming Department of Education to conduct site visits as part of its Vocational Education Methods of Administration civil rights compliance of districts that receive federal funding. On-site reviews are based on U.S. Department of Education regulations implementing Title VI (34 CFR, Part 100), Title IX (34 CFR, Part 106), Section 504 (34 CFR, Part 104), and the Department of Justice regulations implementing Title II of the Americans with Disabilities Act (ADA) (28 CFR, Part 35), as well as the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Disability in Vocational Education Programs (34 CFR, Part 100, Appendix B).

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The purpose of onsite reviews is to conduct a comprehensive assessment of the selected districts’ CTE programs, as well as all facilities housing CTE programs or used by CTE-enrolled students to ensure compliance with the following Federal Civil Rights authorities and regulations. Federal law requires that all school districts receiving funding support from the U.S. Education Department, and providing CTE programs shall comply with:

- Title VI of the Civil Rights Act of 1964 (prohibiting discrimination based on race, color, and national origin) 34 CFR Part 100
- Title IX of the Education Amendments of 1972 (prohibiting discrimination based on gender) 34 CFR Part 106
- Section 504 of the Rehabilitation Act of 1973 (prohibiting discrimination based on disability) 34 CFR Part 104
- Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap, published in the Federal Register March 21, 1979 (Guidelines).
- U.S. Department of Justice regulations implementing:
  Title II of the Americans with Disabilities Act of 1990 (Title II), 28 CFR Part 35

  iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations.

Response: The Wyoming CTE (WyCTE) results are reported in disaggregated form by gender, students with disabilities, disadvantaged, limited English proficient, non-traditional, corrections, single parents, and displaced homemakers in the WyCTE Collection Database. The Wyoming Department of Education reviews results and the local annual report for each district and community college. Each recipient also receives assessment results for their district or institution for use in conducting an annual evaluation to determine to what degree performance measures and standards are being met. The information provided by the assessment data will be used by the Wyoming Department of Education and grant recipients for development of CTE programs for students from special populations.

Wyoming does not differentiate between CTE students and other students as far as high school graduation requirements. Career Technical Education students will graduate with a set of knowledge and skills that is equivalent to the general population. Increased emphasis on academic integration, a tenet of high school or secondary school reform, is to increase the graduation rates of CTE students as they see the relevance of academic instruction with the context of the Career Clusters.

All students have the same Carnegie Unit requirements established by statute and by additional district requirements, and must meet the common core of knowledge and skills dictated by statute. Special population students must also meet the same standards, but they may graduate with differing expectations according to their Individual Education Plans (IEPs). All students, but particularly special population students, will benefit from the increased emphasis on academic integration because learning will become more relevant. Both CTE teachers and core academic teachers will be involved in class design,
incorporating an increased emphasis on reaching students with various learning styles and effective use of project based instruction.

iv. will be provided with appropriate accommodations.

Response: Wyoming CTE programs will be provided in the least restrictive environment with courses for identified secondary students aligned with their IEP requirements. Career guidance and counseling services will include provisions to ensure that students from special populations are made aware of opportunities available through CTE programs in the same manner or an alternative format if required and at the same time as all students. Individuals who are members of special populations will be provided equal access as all CTE programs comply with Office for Civil Rights regulations. Compliance will be assured through the Wyoming Department of Education monitoring processes. High quality instruction and intervention will be provided through Wyoming’s Response to Intervention (RTI) process.

v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V).

Response: Wyoming does not discriminate between CTE students and other students as far as work-based learning opportunities in integrated settings that support competitive, integrated employment. Students enrolled in CTE programs, including those of special populations, will be given the opportunity to interact with industry or community professionals in real workplace settings or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field. These work-based learning opportunities will be aligned to curriculum and instruction meeting state standards. Special population students must also meet the same standards in the workplace setting, but they may graduate with differing expectations according to their Individual Education Plans (IEPs).

4. Preparing Teachers and Faculty

a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V).

Not applicable during the transition year

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

a. each eligible recipient will promote academic achievement.
Response: Criteria for approval of funds is guided by Wyoming Statute 21-9-101: “Educational programs for schools; standards; core of knowledge and skills; special needs programs; class size requirements; co-curricular activities.” Under this provision, career technical content in all courses must be aligned to, and all students must meet state mandated content standards for both CTE and academic content. Thus, academic requirements for career technical students are identical to all students that graduate from Wyoming schools. Strengthening integration between CTE and core areas, particularly those emphasized within ESSA, will enhance the academic attainment of all students. Clearly, data from the Wyoming Test of Proficiency and Progress (WY-TOPP) will continue to impact program improvement goals at the secondary eligible recipient level.

b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential.

Response: With input from business and stakeholders, the Wyoming Department of Education will develop technical skill assessments to assure a degree of comparability and consistency of learning across regions of the state within each career cluster. The technical skill competencies will include those needed for current and emerging employment opportunities as well as entrepreneurship. To every extent possible, Career Technical Student Organization guidelines will be used in the development of these skill competencies to increase industry relevance and to provide congruence in instruction with those skills needed for state and national competition. These technical skill competencies and related skill assessments will be based on the occupations identified as high-skill, high demand or high wage within the Career Clusters. After defining the technical skill competencies, emphasis will be placed on professional development for secondary and postsecondary Career Technical and Academic instructors to facilitate improved instruction aligned with the competencies within each program of study.

c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V).

Response: The local needs assessment will incorporate economic and education needs through the required annual Perkins’ application within the E-Grants Management System.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed:

a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace.

Response - The Wyoming Department of Education (WDE) under the Perkins V; Strengthening Career and Technical Education for the 21st Century Act will do a split of 60% for Local Education Agencies (LEAs) and 40% for Postsecondary (Community Colleges). The WDE will fund programs of study which have a course sequence that begins in high school and can extend into post-secondary education and/or leads to an industry certificate or credential of marketable value, and or educational degrees. All programs of study will include opportunities for any of the following: dual/concurrent credit, advanced placement, pre-apprenticeship, and work-based learning. All programs of study will include
employability and foundational skills formally known as soft skills. The WDE at the post-secondary level will fund programs of study which may have a course sequence that begins in high school and can extend into post-secondary education and/or leads to an industry certificate or credential of marketable value, and or educational degrees.

b. among any consortia that may be formed among secondary schools and eligible institutions, and how the funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V).

Response: The award amount for postsecondary education institutions is $1,712,707.00. Wyoming received $5,037,372.00 in basic state grant award for 2019-2020. Wyoming will take $251,868.00 for state administration. State leadership funds are 7.7%. Using the award amount, this equals $388,326.00 ($50,000 allocated for individuals in State institutions and $60,000 for nontraditional training and employment). Additional funding is awarded from the leadership category for corrections and nontraditional programs through a competitive grant process. Wyoming is not using the reserve option. Local funds amount to 85%. The distribution of funds will be 40% for postsecondary and 60% for secondary.

3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, area career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V).

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<td>$103,112.37</td>
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</tbody>
</table>

| Total | $2,569,060.00 |

4. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.


**Table of Post-Secondary Perkins awards**

<table>
<thead>
<tr>
<th>College</th>
<th>Allocated Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casper College</td>
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</tr>
<tr>
<td>Central Wyoming College (CWC)</td>
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<tr>
<td>Eastern Wyoming College (EWC)</td>
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<td>Laramie County Community College (LCCC)</td>
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<td>Northern Wyoming College (NWC)</td>
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<td>NMCCD</td>
<td>$257,827</td>
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<tr>
<td>WWCC</td>
<td>$240,494</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,712,707.00</strong></td>
</tr>
</tbody>
</table>
5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education (BIE). (Section 131(a)(3) of Perkins V).

Response: Wyoming will provide every charter school and BIE level secondary school the opportunity to participate in funding. Technical assistance will be provided in every capacity necessary to satisfy the federal and state requirements for service. By state statutes [Wyoming Statute W.S. 21-3-301-314], charter schools are recognized as schools within a school district in Wyoming, thereby qualifying them as eligible recipients for funding.

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a):
   a. include a proposal for such an alternative formula; and
   b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V).

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Response: No waiver request will be submitted. Under Perkins IV a waiver request was not submitted.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V).

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Response: No waiver request will be submitted. Under Perkins IV a waiver request was not submitted.

8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

Response: Perkins State Reserve – Workforce Discovery Grants
Section 112(c) of the Strengthening Career and Technical Education for the 21st Century Act 2018 (Perkins V) allows a state to reserve up to 10% of the minimum 85% of funds that must flow to the local level to distribute to local eligible recipients for local uses of funds.

From the amounts made available under subsection (a)(1) to carry out this subsection, an eligible agency may award grants to eligible recipients for career and technical education activities described in section 135 in -

(1) in ---
   (A) rural areas;
   (B) areas with high percentages of CTE concentrators or CTE participants;
   (C) areas with high numbers of CTE concentrators or CTE participants; and
   (D) areas with disparities or gaps in performance as described in section 113(b)
       (3)(C)(ii)(II); and

(2) in order to ---
   (A) foster innovation through the identification and promotion of promising and
       proven career and technical education programs, practices, and strategies, which
       may include programs, practices, and strategies that prepare individuals for
       nontraditional fields; or
   (B) promote the development, implementation, and adoption of programs of study or
       career pathways aligned with State-identified high-skill, high-wage, or in-demand
       occupations or industries.

If any Basic Perkins Grant funds are not expended at the local level within the program year (July 1 to September 30 of the following year) for which they are provided, these funds must be returned to the state. Starting in the 2017-18 program year, these returned funds were no longer re-allocated to eligible subrecipients using the allocation formula from previous years. Returned funds are placed in a state reserve fund, and re-distributed to eligible sub-recipients utilizing a competitive Workforce Discovery Grant application process.

This competitive grant may be used to support innovative CTE initiatives at the secondary and post-secondary levels, specifically those that do the following: 1) develop more comprehensive and robust career pathways leading to viable career or post-secondary training options for students; 2) provide work-based learning experiences for students that are in industries closely related to CTE pathways; 3) develop meaningful partnerships between schools/institutions and business/industry representatives. In order to be eligible for the grant, both secondary and post-secondary applicants must have at least one formal partnership established with business or industry (this may include a registered apprenticeship). The grant may not be used to pay for food and/or beverages or any other unallowable uses of funds under the Perkins V. Applications will be reviewed and scored by a grant review committee at the WDE, and amounts awarded will be equal to or less than $12,000 each.

The grant application will be open for submission between mid-October and mid-December of each program year. Funds will be awarded in early January.
9. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline --is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Response: The reduced estimate of aggregate budget totals for federal FY19 (with the WDE exercising the '95 percent option') is the $397,260 amount. Please note, this is half of the current MOE biennial appropriation and not 95 percent of the $417,670 total.

<table>
<thead>
<tr>
<th></th>
<th>2016-17 (7/1/16-6/30/17)</th>
<th>2017-18 (7/1/17-6/30/18)</th>
</tr>
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<tr>
<td>Concentrator Count Total by Program Year</td>
<td>7,532</td>
<td>9,432</td>
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<tr>
<td>Participant Count Total by Program Year</td>
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<td>Aggregate MOE</td>
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<tr>
<td>TOTAL MOE by Concentrators</td>
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<tr>
<td>TOTAL MOE by Participants</td>
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<tr>
<td>Perkins Administration</td>
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</tr>
<tr>
<td>TOTAL Federal Expenditures</td>
<td>$632,238.00</td>
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</tr>
</tbody>
</table>
D. Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality:
   a. the percentage of CTE concentrators (see Text Box 2 on the following page) graduating from high school having attained a recognized postsecondary credential;
   b. the percentage of CTE concentrators graduating high school having attained post-secondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
   c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins IV).

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Not applicable during the transition year

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined levels of performance for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V).

Not applicable during the transition year

3. Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act. (Section 113(b)(3)(B)(iii) of Perkins V).

Not applicable during the transition year
**Text Box 2: Definition of CTE Concentrator**

The term 'CTE concentrator' means—

(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses* in a single career and technical education program or program of study; and

(B) at the postsecondary level, a student enrolled in an eligible recipient who has—

(i) earned at least 12 credits within a career and technical education program or program of study; or

(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

* This means that once a student completes 2 courses in a single CTE program or program of study, he or she is counted as a CTE concentrator.

(Section 3(12) of Perkins V)
4. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of the Act, which at a minimum shall include—
   a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance under that section as provided in the text box on the following page;
   b. an explanation for the State determined levels of performance; and
   c. a description of how the state determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V); and
   d. As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

Not applicable during the transition year

5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

Not applicable during the transition year

<table>
<thead>
<tr>
<th>Text Box 3:</th>
</tr>
</thead>
</table>
| (B) PUBLIC COMMENT.—
  (i) IN GENERAL.—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).
  (ii) WRITTEN COMMENTS.—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—
    (I) meet the requirements of the law;
    (II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
    (III) support the needs of the local education and business community.
  (iii) ELIGIBLE AGENCY RESPONSE.—Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)
The following addendum is submitted following a request by the Office of Career and Technical Education (OCTAE) through Andrew Johnson.

The estimated maintenance of effort contributed by the Wyoming Department of Education for 2018-2019 is $417,670. The Wyoming Department of Education plans to invoke the opportunity to reduce the maintenance of effort for the 2019-2020 fiscal year by five percent (5%) resulting in a new maintenance of effort amount of approximately $396,787.
Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****

Title/Agency: State Director of CTE/Wyom

Date: 5/14/2019 12:00:00 AM
EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: State Director of CTE/Wyon
Date: 5/14/2019 12:00:00 AM
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action:
   - [ ] contract
   - [ ] grant
   - [ ] cooperative agreement
   - [ ] loan
   - [ ] loan guarantee
   - [ ] loan insurance

2. Status of Federal Action:
   - [ ] bid/offer/application
   - [ ] initial award
   - [ ] post-award

3. Report Type:
   - [ ] initial filing
   - [ ] material change

   For material change only:
   Year 2019, quarter 1
   Date of last report 3/21/19

4. Name and Address of Reporting Entity:
   - [ ] Prime
   - [ ] Subawardee
   - [ ] Tier, if Known:

   [Department of Education]
   120 W. 25th St, Ste E200
   Cheyenne, WY 82002-0050

   Congressional District, if known: WY

5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:
   [AIA]

   Congressional District, if known:

6. Federal Department/Agency:
   [Department of Education]
   OCTAE

7. Federal Program Name/Description:
   Carl D. Perkins Career and Technical Education Act of 2006 as amended
   (Perkins V)
   CFDA Number, if applicable:

8. Federal Action Number, if known:
   [AIA]

9. Award Amount, if known:
   $ 5,037,372.00

10. a. Name and Address of Lobbying Registrant
    (if individual, last name, first name, MI):
    [AIA]

    b. Individuals Performing Services (including address if different from No. 10a)
    (last name, first name, MI):
    [AIA]

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Signature: [Dr. Michelle D. Atkinson]
Print Name: Dr. Michelle D. Atkinson
Title: WY CTE State Director
Telephone No.: 307.777.3155 Date: 5/20/19

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Standard Form - LLL (Rev. 7-97)
INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subrecipient or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subrecipient. Identify the tier of the subrecipient, e.g., the first subrecipient of the prime is the 1st tier. Subrecipients include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks “Subrecipient,” then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., “RFP-DE-90-001.”

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503
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 $10,000 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 employees 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

\[ \text{*} 

\text{US Department of Education} \\

*PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.  First Name: Michelle  Middle Name:  \\
Last Name: Akin  Suffix:  \\
Title: State CTE Director  \\
SIGNATURE: Michelle Akin  \\
DATE: 5/20/19
NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education’s General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America’s Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to 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.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4437 or email ICcDocketsNP eer@ed.gov and reference the OMB Control Number 1894-0005.
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State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: State CTE Director/WY Dep
Date: 5/21/2019 12:00:00 AM