

## Program Administrative Handbook for Local Directors

### Adult Education: Wyoming

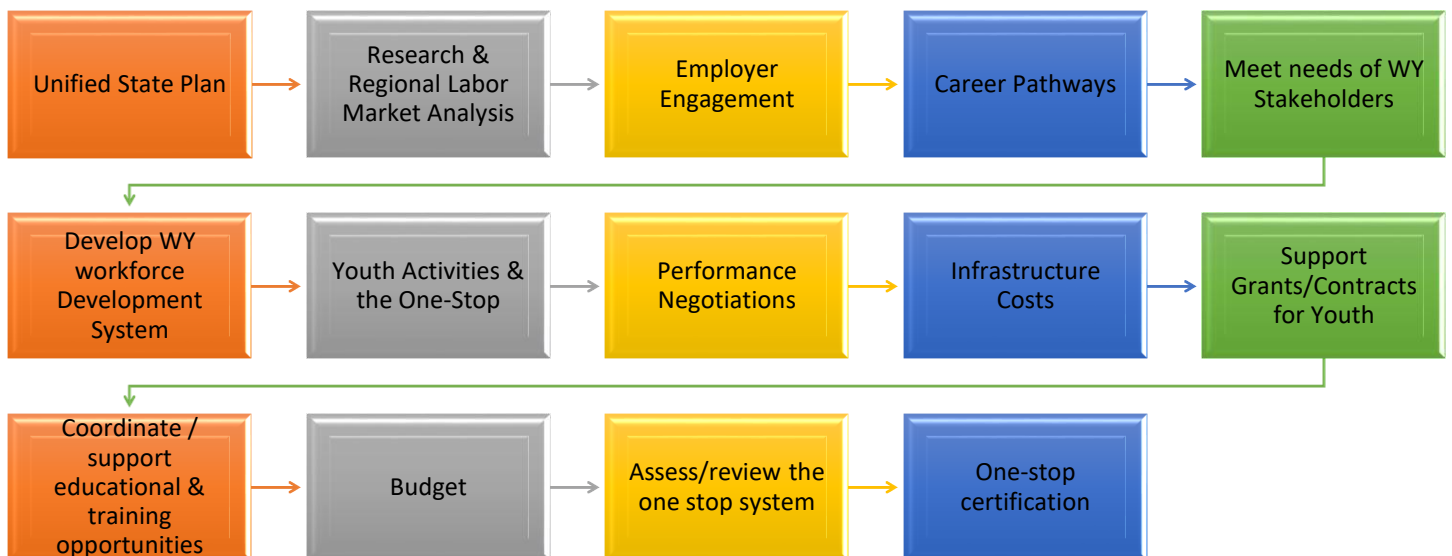
#### Chapter 4: Partnerships

## I. Wyoming Workforce Development Council

Wyoming is considered a ‘single’ area state which means we have ‘one’ state workforce board governing the entire state.

The Wyoming Workforce Development Council, the State Workforce Investment Board (WIB), has many functions under WIOA.

**Figure 4.1: Responsibilities of the State WIB**



Some of these functions include:

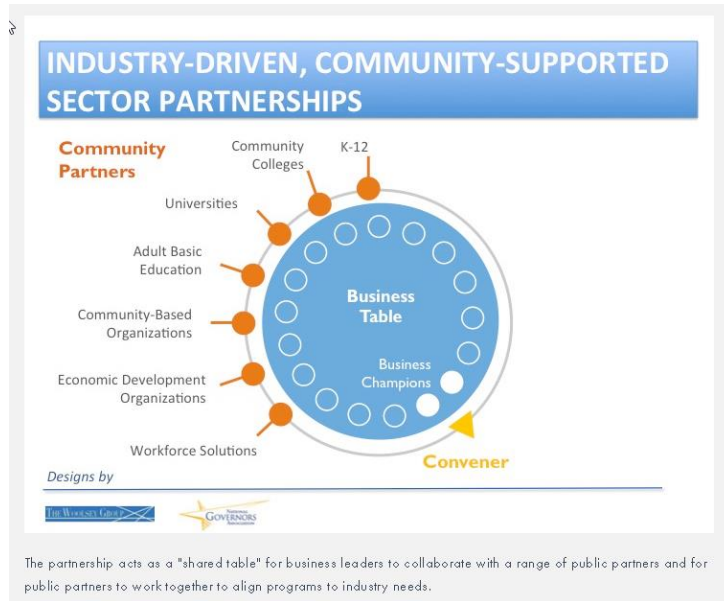
1. the council is responsible for the development and submission of the Unified State Plan. This plan is developed in conjunction with all WIOA core partners and must be approved by the WIB before it is submitted to the Governor and the federal government.
2. to conduct workforce research and regional labor market analysis.
3. lead efforts to engage with a diverse range of employers and other entities in the state.
4. lead efforts to develop a career pathways system for the state.
5. lead efforts to identify & promote promising and proven strategies and initiatives for meeting the needs of employers, workers, job seekers, and identify and disseminate information on proven and promising practices
6. develop strategies of using technology to maximize the accessibility & effectiveness of the workforce development system for employers, workers and job seekers
7. in partnership with the chief elected official for Wyoming:
  - a. Conduct oversight of youth workforce investment activities (authorized under WIOA Sec. 129(c), adult & dislocated worker employment and training activities under WIOA Sec. 134 (c) (d), and the entire one-stop delivery system for the state.
  - b. Ensure the appropriate use and management of the funds provided under WIOA subtitle B for the youth, adult, and dislocated worker

- activities and one-stop delivery system in the local area and
- c. Ensure the appropriate use management, and investment of funds to maximize performance outcomes under WIOA sec. 116
  8. Negotiate and reach agreement on local performance indicators with the chief elected official and the Governor
  9. Negotiate with CEO and required partners on the methods for funding the infrastructure costs of one-stop centers in the local area in accordance with § 678.715 of this chapter or must notify the Governor if they fail to reach agreement at the local level and will use a State infrastructure funding mechanism
  10. Select the following providers in the local area, and where appropriate terminate such providers in accordance with [2 CFR part 200](#):
    - a. Providers of youth workforce investment activities through competitive grants or contracts based on the recommendations of the youth standing committee (if such a committee is established); however, if the Local WDB determines there is an insufficient number of eligible training providers in a local area, the Local WDB may award contracts on a sole-source basis as per the provisions at WIOA sec. 123(b);
    - b. Providers of training services consistent with the criteria and information requirements established by the Governor and WIOA sec.122;
  - c. Providers of career services through the award of contracts, if the one-stop operator does not provide such services; and 10d. One-stop operators in accordance with §§ 678.600 through 678.635
  11. In accordance with WIOA sec. 107(d)(10)(E) work with the State to ensure there are sufficient numbers and types of providers of career services and training services serving the local area and providing the services in a manner that maximizes consumer choice, as well as providing opportunities that lead to competitive integrated employment for individuals with disabilities;
  12. Coordinate activities with education and training providers in the local area
  13. Develop a budget that is consistent with the local plan and duties of the WIB
  14. Assess, on an annual basis, the physical and programmatic accessibility of all one-stop centers in the local area, in accordance with WIOA sec. 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 *et seq.*); and
  15. Certification of Wyoming’s one-stop centers

***A. Next Generation Sector Partnerships (Next Gen)***

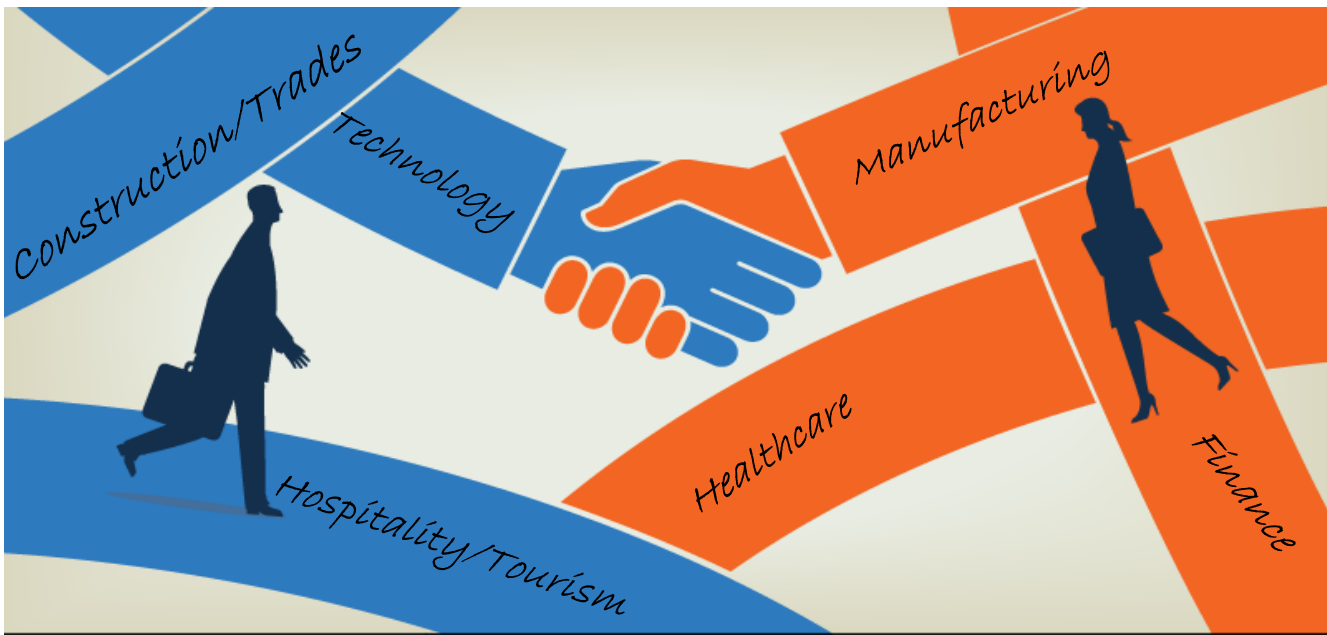
In conjunction with the State WIB, Wyoming has adopted the Next Generation Sector Partnership model for engaging and promoting Wyoming’s diverse economy, employers, and business professionals. Next Generation Sector Partnerships are partnerships of businesses, from the same industry and in a shared labor market region, who work with education, workforce development, economic development and community organizations to address the workforce and other competitiveness needs of the targeted industry. The Next Gen [website](#) shares information about how the Partnerships work in conjunction with community partners, economic development organizations, and education. By working hand-in-hand to identify and address local and regional workforce needs, Wyoming’s Next Gen teams are engaging industry in ways never done before.

**Figure 4.2: Next Generation Sector Partnerships**



There are many Next Gen initiatives currently active in Wyoming. These include Construction/Trades, Hospitality/Tourism, Healthcare, Manufacturing, Technology, and Finance. To learn more about Wyoming's Next Generation Sector Partnerships, please click [here](#).

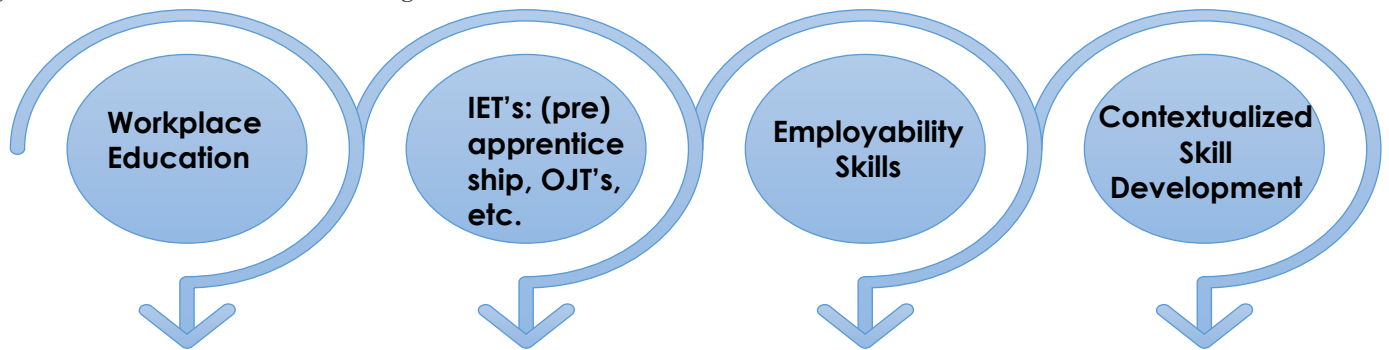
**Figure 4.2: Wyoming Next Generation Initiatives (2021)**



## ***B. Next Gen & Adult Education***

Each AE center director in Wyoming is required to participate/attend local Next Generation Sector Partnership meetings. This participation ensures that local/regional adult education centers are kept abreast of developments that may allow for new programming to be developed. Next Gen/AE initiatives could include workplace education, integrated education and training models developed for a specific industry, pre-apprenticeships, internships, and the contextualization of academic instruction around a career sector/industry.

Figure 4.4: Adult Education Addresses Regional Economic Needs



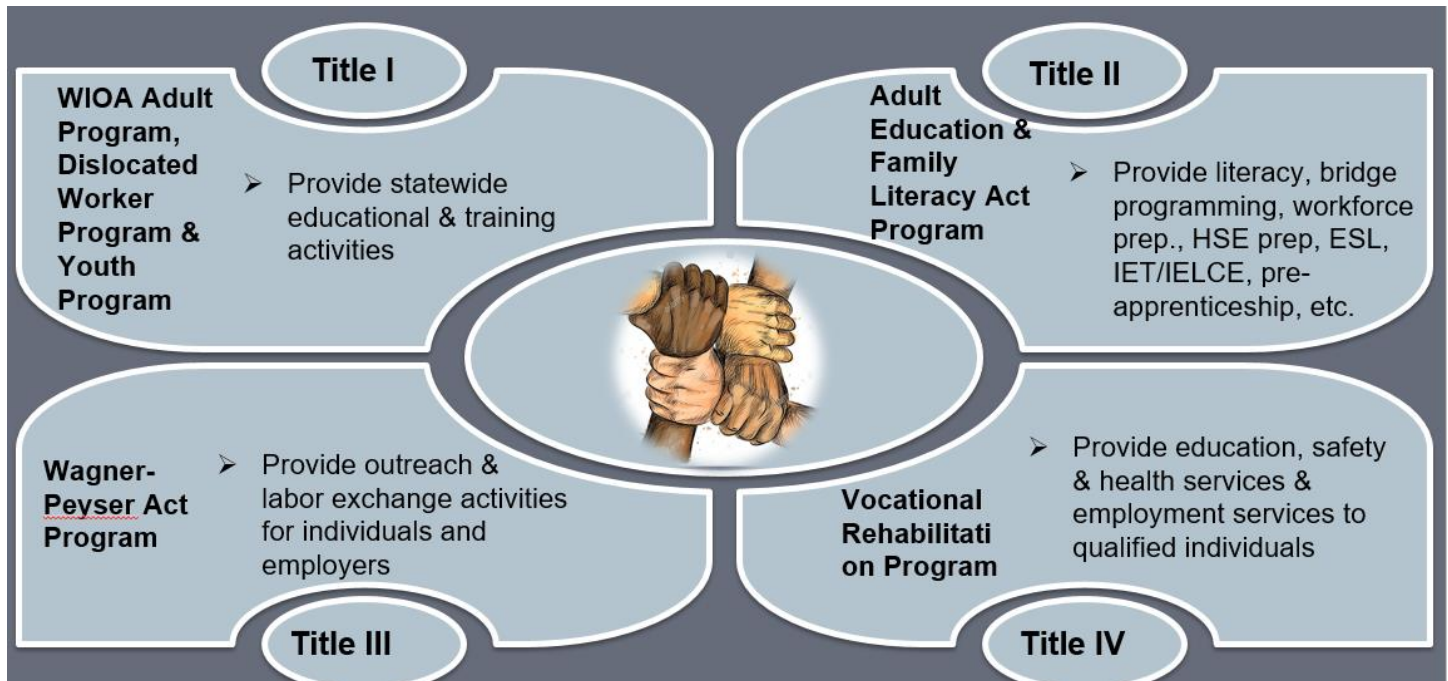
# ***Addressing Regional Economic Needs***

Beginning in FY 21/22, all local directors will be invited to 'listen in' to all Workforce Development Council Meetings. The purpose behind these invitations is to provide AE directors with an opportunity to hear about statewide initiatives supported by Wyoming 'single' workforce development board.

## II. WIOA Core Partners

WIOA Legislation identifies four core partners: Title I, Title II, Title III, and Title IV programs. The four required core partners provide a wealth of education, training, and employment services to qualified individuals. Under WIOA these four partners are mandated to develop integrated programming that meets the diverse needs of regional and state employers while providing training opportunities that help bolster local economies.

Figure 4.5: Core Partner Responsibilities



Other core partners can also include:

- The Senior Community Service Employment Programs (Title V of the Older Americans Act)
- Career and technical education programs at the postsecondary level
- Trade Adjustment Assistance activities (chapter 2 of Title II of the Trade Act)
- Jobs for Veterans State Grants programs (chapter 42 of Title 38)
- Employment and training activities (under the Community Services Block Grant)
- Employment and training activities (Department of Housing and Urban Development)
- Programs under State unemployment compensation laws
- Programs under sec 212 of the Second Chance Act of 2007 (reintegration of ex-offenders), and
- Temporary Assistance for Needy Families (TANF) (part A of Title IV of the Social Security

### A. Broad Responsibilities of the Core Partners In Wyoming

- 1) Provide access to its programs & activities through the one-stop delivery system (and other locations)
- 2) Initiatives Rapid Response, Meet & Greet, Cross-Training, Common Intake
- 3) Use a portion of its funds (authorized, with Federal cost principles (2 CFR part 200), for costs that are allowable, reasonable, necessary and allocable to;
  - a) Provide applicable **career services**
  - b) Work collaboratively to maintain the one-stop including funding infrastructure that are
    - i. Reasonable cost based on proportionate use and relative benefit
    - ii. Federal cost principles, and



- iii. Any local administrative cost requirements in the Federal law
- c) Enter into an MOU with the local WDB relating to operation of the one-stop delivery system
  - i. Services provided and coordinated through the One-Stop system
  - ii. Other shared services and costs
  - iii. Referral methods among partners
- d) Participate in the operation of the one-stop delivery system
- e) Provide representation on the State and Local Workforce Development Boards
- 4) Develop joint programming which addresses regional/economic needs as identified in the State plan and/or other initiatives of statewide importance.
- 5) Leverage resources across partner organizations for the greater good of those served, in particular, those with barriers to employment



By working together, the WIOA core partners are able to extend multiple opportunities to students. In fact, WIOA legislation mandates that Adult Education, Workforce Service and Vocational Rehabilitation work together as core partners to provide services to qualified individuals. The legislation further requires that any and all areas of overlapping services be identified and eliminated.

In 2017, the State began the process of implementing a joint intake process for the core partners by implementing a referral system through CommunityPro. Unfortunately, due to a lack of funding this effort fell by the wayside. Today, state leaders continue to work together and brainstorm ways in which the core partners can have a common intake that works well. This is still a work in progress!

Joint programming efforts between the core partners have led to the implementation (in some areas) of youth Adult Education programs entitled LYFE, SCOPE, BOOST, ASPRYE, RYSE, SAYL, and PMT. Because these types of programs are typically only available in areas of the State where we have larger populations / enrollments, programs have worked with DWS to create what is known as incentive programs. Incentive programs often pay stipends for students to attend classes and for reaching specific goals/benchmarks in the program of study. These youth and/or incentive programs are for qualified, out of school youth, between the ages of 16-24 who are in need of an HSEC. In order to qualify for these types of programs, students must be co-enrolled with DWS and with AE.

Another WIOA requirement for Adult Education is that we develop and run IET programs. Due to limited funding these are not fully developed throughout the State. However, directors are encouraged to work with other stakeholders, beyond the core partners, to find funding to develop and run these types of programs.

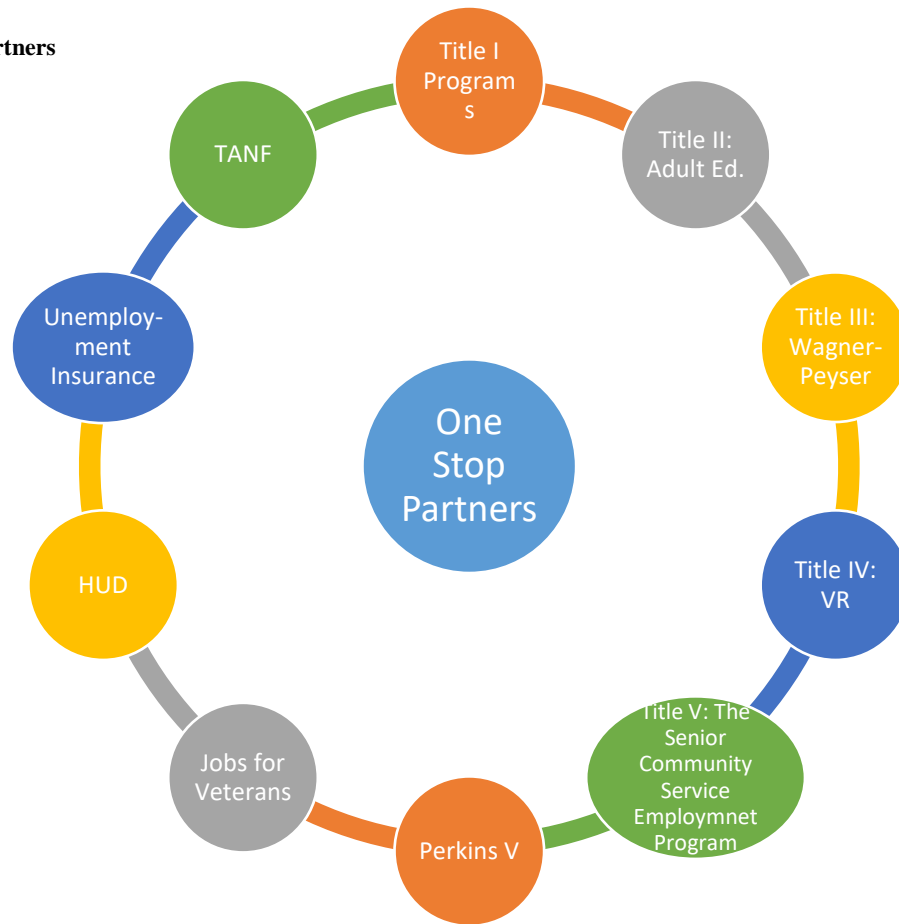
Partnering with DWS provides the local program with a wealth of opportunities for co-enrollments where qualified individuals can seek career counseling, job readiness skill development, financial and digital literacy skill development, work experience placements, etc.

### ***B. One-Stop Partners***

Typically, the one-stop partners are the WIOA core partners, but federal legislation also recognizes other agencies who are key to the One-stop system. These are depicted in Figure 4.6.

For adult education, the one-stop partner is the state agency. However, all adult education providers in the State are required to be a part of the State's one-stop system. What this looks like is detailed in the adult education grant application.

Figure 4.6: One Stop Partners



*C. What must each WIOA partner do?*

- 1) Provide access to its programs and activities through the one-stop delivery system (and other locations)
  - a. Title II Staff Located in One-Stop Center
  - b. Other program partner staff located in One-Stop Center trained to provide information on Title II programs, services and activities
  - c. Availability of a direct linkage to program staff person via technology
    - i. A direct linkage provides direct connection at One-Stop in a reasonable time by phone or real-time web-based communication to a program staff member who can provide program information or services to the customer
    - ii. Cannot exclusively be providing a phone number, website link, or information, pamphlets, or materials (378.305 (d)(3))
- 2) Use a portion of its funds (authorized, with Federal cost principles (2 CFR parts 200 and 2900), for cost that are allowable, reasonable, necessary and allocable to:
  - a. Provide applicable **career services**
  - b. Work collaboratively to maintain the one-stop including **funding infrastructure costs** that are:
    - i. Reasonable cost based on proportionate use and relative benefit
    - ii. Allowable under Federal cost principles, and
    - iii. Any local administrative cost requirements in the Federal law
  - c. Enter into an MOU with the local Workforce Development Board or designee relating to operation of the one-stop delivery system
    - i. Services provided and coordinated through the One-Stop system
    - ii. How One-Stop center infrastructure costs will be shared
    - iii. Other shared services and costs

- iv. Referral methods among partners
- d. Participate in the operation of the one-stop delivery system
- e. Provide representation on the State and Local WDBs

What ‘career services’ must all partners provide (§134(c)(2) of WIOA)?



- 1) Basic career services include, as consistent with allowable program activities and Federal cost principles:
  - a. Determination of eligibility to receive services
  - b. Outreach, intake, orientation of services available through the one-stop system
  - c. Initial assessment of skills including literacy, numeracy, and English language proficiency as well as aptitudes, abilities and support service needs
  - d. Labor exchange services including
    - i. Job search and placement assistance and career counseling including
    - ii. Appropriate recruitment and other business services on behalf of employers
  - e. Referrals to and coordination of activities with other programs
  - f. Provision of workforce and labor market information
    - i. Job vacancy listings
    - ii. Information on job skills necessary for vacant jobs
    - iii. Local demand occupations, earnings, skill requirements and advancement
  - g. Programs costs
  - h. Local performance accountability measures and information
  - i. Availability of supportive services or meaningful assistance and referrals to those services
    - i. Child care
    - ii. Child support
    - iii. Medical and child health assistance (Medicaid and CHIP)
    - iv. SNAP
    - v. TANF
  - j. Filing a claim for unemployment compensation
    - i. Providing “meaningful assistance” means
      1. Well-trained staff or
      2. By phone or via technology provided by trained available staff
    - ii. The cost may be paid by State’s unemployment insurance program or WIOA adult or dislocated worker programs or a combination thereof.
  - k. Assistance in eligibility for financial aid for training and education
  
- 2) Individualized career services must be made available if appropriate to obtain or retain employment including:
 

<ol style="list-style-type: none"> <li>a. Comprehensive and specialized assessment of skill levels and service needs               <ol style="list-style-type: none"> <li>i. Diagnostic testing and other assessments</li> <li>ii. In-depth interviewing and evaluation to identify barriers and goals</li> </ol> </li> <li>b. Development of an individual employment plan, goals, objectives, combination of services</li> <li>c. Group counseling</li> <li>d. Individual counseling</li> <li>e. Career planning</li> <li>f. Short-term pre-vocational services</li> </ol>	<ol style="list-style-type: none"> <li>i. Development of learning skills</li> <li>ii. Communication skills</li> <li>iii. Interviewing skills</li> <li>iv. Punctuality</li> <li>v. Personal maintenance skills</li> <li>vi. Professional conduct</li> <li>g. Internships and work experiences</li> <li>h. Workforce preparation activities</li> <li>i. Financial literacy services</li> <li>j. Out-of-area job search and relocation</li> <li>k. English language acquisition and integrated education and training</li> </ol>
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- 3) Follow-up services must be made available, as appropriate—including counseling regarding the workplace—for participants in adult or dislocated worker activities who are placed in unsubsidized employment for a minimum of 12 months after the first day of employment.

#### D. Infrastructure Costs



WIOA requires all one-stop partner programs to contribute to infrastructure funding of the one-stop system. The partners impacted by this requirement are:

- Title I programs (Adult, Dislocated Worker, Youth, Job Corps, YouthBuild, Native American, and migrant seasonal farmworker);
- Title II adult education and literacy activities;
- Wagner-Peyser Act employment services programs;
- The Vocational Rehabilitation program under Title I of the Rehabilitation Act;
- The Senior Community Service Employment Program authorized under Title V of the Older Americans Act;
- Postsecondary career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act;
- Trade Adjustment Assistance authorized under the Trade Act;
- Jobs for Veterans State Grants programs authorized under chapter 41 of title 38, U.S.C.;
- Employment and training activities under the Community Services Block Grant;
- Employment and training activities of the Department of Housing and Urban Development;
- State unemployment compensation program;
- Ex-offender programs authorized under section 212 of the Second Chance Act; and
- Temporary Assistance to Needy Families (TANF) authorized under the Social Security Act, unless exempted by the Governor.

The *Cost of Infrastructure* means “the non-personnel costs that are necessary for the general operation of the one-stop center, including the rental costs of the facilities, the costs of utilities and maintenance, equipment (including assessment-related products and assistive technology for individuals with disabilities), and technology to facilitate access to the one-stop center, including the center’s planning and outreach activities.



Through a State level Memorandum of Understanding (See attached draft copy), Wyoming’s Adult Education program contributions to the *Infrastructure Agreement* are considered in-kind, made possible by a Referral system whereby enrolled participants are referred to WIOA core partners to ensure complete wrap-around services are made to qualified individuals.

### III. Memorandum’s of Understanding

Local programs are encouraged to work with partners and develop a Memorandum of Understanding. A Memorandum of Understanding (MOU) is an agreement between entities working with the same clientele that outlines the specific responsibilities of each organization, the expected level of cooperation, and the system for coordination of services.

The MOU is written for a specific period of time and is expected to be reviewed and updated as needed. It is to include, but is not limited to the following:

Statement of purpose & cooperation	This statement should clearly identify the mission and function of each entity involved in the MOU; a brief statement of the mutual goals; and a commitment of cooperation between the parties to the MOU.
Description of services & activities to be provided	Describe the specific services and activities of each entity that may be made available for mutual clients. Identify any particular requirements that must be met prior to the receipt of any specific service.
Description of procedures	This statement should clearly identify the process for each entity to access services or information from the other parties to the MOU. This description should identify recruitment, referral process, tracking system, data input, file maintenance, monitoring, and reporting procedures to be followed by each party.
Responsible staff	Identify primary staff responsible for ensuring a smooth and cooperative level of effort between each party to the MOU. Identify key staff responsible for specific services that are described in the MOU.
Schedule of coordination meetings	Identify the schedule and frequency of regular meetings between the parties to the MOU. These meetings should be designed to enhance the coordination of effort. Meeting agendas should include a sharing of updated information on mutual clients, procedures, updating files, paperwork, and other local concerns.
Signatures and commitment statement	Identify the commitment to the MOU. This commitment is to be signed and agreed to by the highest level of authority within each party to the MOU.

#### IV. Wyoming’s Community Colleges & Other Training Providers

Wyoming’s community colleges and training providers are important partners to Adult Education as it is through their academic/training programs (both credit and non-credit) that AE participants are able to earn industry recognized credentials. The first credentials that an AE participant earns are quite often a ‘stackable’ credential which provides our students with even greater opportunities to advance in their career choices.

In addition, because most of Wyoming’s AE programs are located on community college campuses, there is increased opportunities for AE participants to co-enroll in postsecondary while completing a program of study in Adult Education. Also, it is through the community college’s that AE programs are able to offer integrated education and training models.

Some AE providers in Wyoming also offer bridge programming services to college students who need remediation in academic subjects.

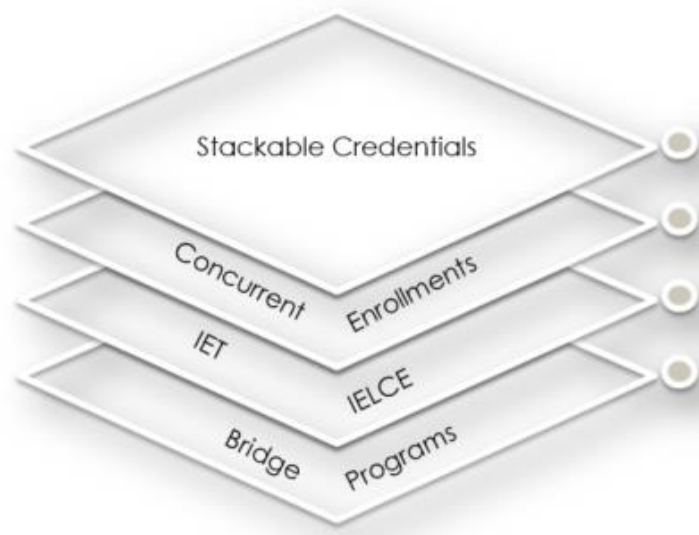


Figure 4.7: Partnering with the Community Colleges & Training Providers

## A. Financial Aid



In Wyoming’s Career Services course, enrolled participants learn about the FAFSA and the importance of qualifying for federal financial aid if they intend to pursue postsecondary education/training. Completing a FAFSA does not necessarily guarantee that a participant will receive financial aid. Adult Education practitioners in Wyoming need to be aware of the basic eligibility criteria for federal financial aid so that students understand the steps required to become eligible, particularly if they intend to co-enroll in Adult Education and in postsecondary.

The basic eligibility criteria for federal financial aid require that a participant must:

- demonstrate financial need (for most programs);
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- be registered with Selective Service, if you’re a male (you must register between the ages of 18 and 25);
- be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
- be enrolled at least half-time to be eligible for Direct Loan Program funds;
- maintain satisfactory academic progress in college or career school;
- sign the certification statement on the Free Application for Federal Student Aid (FAFSA®) form stating that:
  - ✓ they are not in default on a federal student loan,
  - ✓ they do not owe money on a federal student grant, and
  - ✓ they will use federal student aid only for educational purposes; and
- show they are qualified to obtain a college or career school education by
  - ✓ having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate;
  - ✓ completing a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law); or
  - ✓ enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives described below

For the Adult Education student who is working on completing a high school equivalency program of study, the above criteria may seem to ‘disqualify’ them. This is not true, as edibility can be earned through what is known as the ‘Ability to Benefit Clause’.

## B. Ability to Benefit

In order to receive Federal Student Aid funds to support enrollments in postsecondary education through the ‘Ability To Benefit’ clause, the student must be qualified to study at the postsecondary level by possessing a high school diploma or its equivalent or through homeschooling (as defined by the State). The “Ability to Benefit” sections of the Higher Education Act (HEA) (34 CFR §668.141-668.156) provide an *alternative* path to eligibility for Federal Student Aid (FSA) for students who do not have a high school diploma or its recognized equivalent and are enrolling in an eligible career pathway program.



In order to gain eligibility through an alternative pathway, a student must show their ability to benefit from postsecondary education by fulfilling one of these three alternatives:

- 1) Pass an independently administered test approved by the U. S. Department of Education (A copy of approved exams can be found in the [Federal Register-volume 85, No. 217](#))

ATB test	Passing scores	Test publisher contact information
Wonderlic Basic Skills Test (WBST) Verbal Forms VS-1 & VS-2, Quantitative Forms QS-1 & QS-2 Paper and pencil versions and online versions. Effective Date: July 1, 2015. Spanish Wonderlic Basic Skills Test (Spanish WBST) Verbal Forms VS-1 & VS-2, Quantitative Forms QS-1 & QS-2 Paper and pencil versions and online versions. Effective Date: July 1, 2015.	Verbal (200) Quantitative (210) .....  Verbal (200), Quantitative (200).	Wonderlic, Inc., 400 Lakeview Parkway, Suite 200, Vernon Hills, IL 60061. Contact: Chris Young. Telephone: (847) 247-2544. Fax: (847) 680-9492.
Combined English Language Skills Assessment (CELSA),* Forms 1 and 2 Effective Date: November 1, 2002.	CELSA Form 1 (97), CELSA Form 2 (97) .....	Association of Classroom Teacher Testers (ACCT), 1187 Coast Village Road, Suite 1, #378, Montecito, CA 93108. Contact: Pablo Buckelew. Telephone: (805) 965-5704. Fax: (805) 965-5807.
**ACCUPLACER Computer-adaptive tests and COMPANION ACCUPLACER Forms J and K: Reading Test, Writing Test, and Arithmetic Test.	Reading Test (233),** Writing Test (235),** Arithmetic Test (230)**.	The College Board, 250 Vesey Street, New York, NY 10281. Contact: ACCUPLACER Program. Telephone: (800) 607-5223. Fax: (212) 253-4061.
**Texas Success Initiative (TSI) Assessment—Computer-adaptive tests and COMPANION TSI Forms T and V: Reading Placement Test, Writing Placement Test, Mathematics Placement Test.	Reading Placement Test (336), Writing Placement Test (345), Mathematics Placement Test (326).	

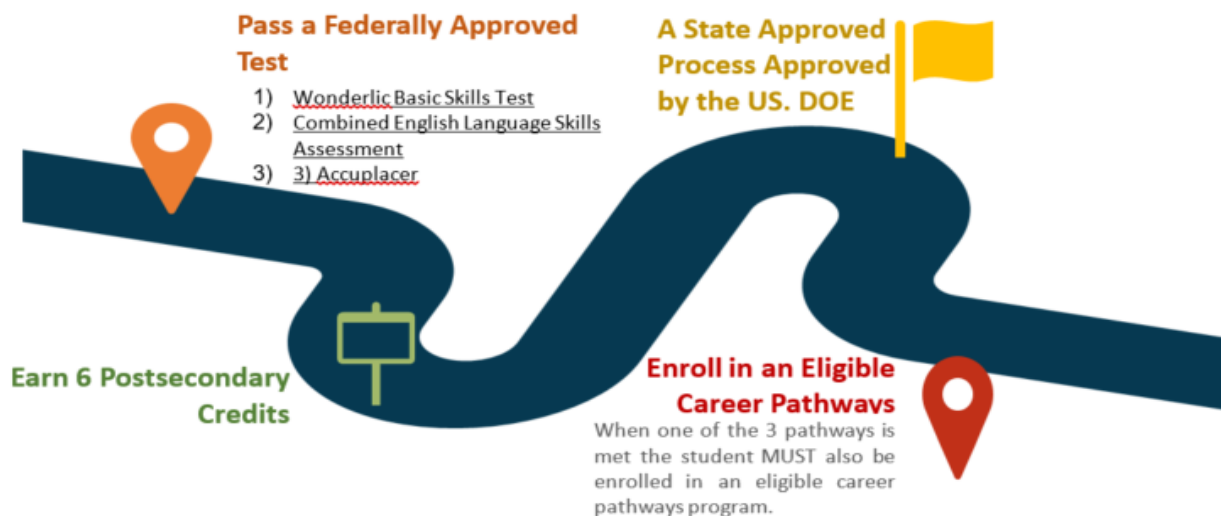
\*Note: As provided in 34 CFR 668.153(a)(2), the CELSA test is approved as the additional ATB English language proficiency test that must be taken by students whose native language is not English and who are not fluent in English if the academic program includes an ESL component.

\*\*The ACCUPLACER test has been redesigned since it was listed as an approved test in the 2006 notice. TSI is a new addition to the list of approved ATB tests. These tests are provisionally approved. To move from provisional approval to full approval the test publisher must submit additional information as noted in the test agreement signed by the test publisher and the Department, no later than two years from the effective date of the agreement 6/26/2020. In the event the Department denies full approval, we will provide notice of this through publication in the **Federal Register**, pursuant to 34 CFR 668.150(c)(3).

- 2) Complete at least 6 credit hours or 225 clock hours that are applicable toward a Title IV-eligible degree or certificate offered by the postsecondary institution.

**Note:** Many of the Wyoming Community College’s currently offer a six credit scholarship to enrolled Adult Education students who want to ‘jump start’ the educational process and co-enroll. This six credit scholarship provides the funding necessary to become eligible for federal financial aid funds under ATB.

- 3) Complete a State process approved by the Secretary of Education (“state-defined process”). (Note: Wyoming does not have this yet)

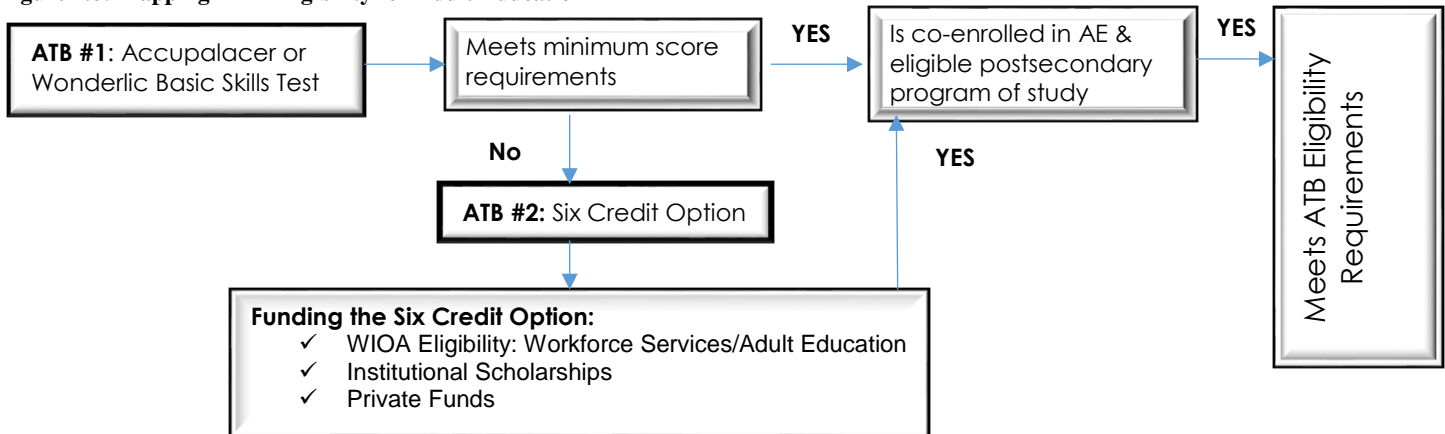




## Mapping ATB Eligibility

The main difficulty with the ATB rules and qualifying for a Pell Grant is that the student must be enrolled in an ‘eligible career pathways program’ (See definition below) that meets certain criteria, including aligning with WIOA definitions. If a student is in one of the career pathways programs AND is also eligible in a title IV eligible postsecondary program, then s/he could possibly qualify for a Pell grant, but only after meeting one of the ATB alternatives outlined above. Figure 4.8 maps how ATB eligibility can be determined for the Adult Education student in Wyoming.

**Figure 4.8: Mapping ATB Eligibility for Adult Education**



When one of the alternatives is met, the student is eligible for all Title IV Federal Student Aid programs (Pell, Direct Loans, Work Study, etc) when enrolled in an **eligible career pathway program**. This eligibility remains in place until the student obtains a high school diploma or its recognized equivalent. At that time, the student would no longer be subject to restrictions placed on ATB students, including the requirement that the student continue to be enrolled in the eligible career pathways program and the student could enroll in any Title IV eligible postsecondary program and receive Title IV assistance.

## Federal Financial Aid Definition of an “Eligible Career Pathways Program” under ATB

Public Law 114-113 amended the definition of an eligible career pathway program for purposes of Title IV aid eligibility under section 484(d)(2) of the HEA to align with the definition of career pathway in section 3 of the Workforce Innovation and Opportunity Act (WIOA) (29 U.S.C. 3102(7)). Under section 484(d)(2) of the HEA, an eligible career pathway program means a program that combines rigorous and high-quality education, training, and other services that—

1. Aligns with the skill needs of industries in the economy of the State or regional economy involved;
2. 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.);
3. Includes counseling to support an individual in achieving the individual’s education and career goals;
4. 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;
5. 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;



6. Enables an individual to attain a high school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
7. Helps an individual enter or advance within a specific occupation or occupational cluster.

An eligible career pathway program must meet each of the statutory requirements above. Under those requirements, an eligible career pathway program must include two components:

- 1) a Title IV eligible postsecondary program component as defined under 34 CFR 668.8, and
- 2) a component that enables an individual to attain a high school diploma or its recognized equivalent.

The component of the eligible career pathway program that enables an individual to attain a high school diploma or its recognized equivalent *may not be paid* for using Title IV aid and should not be incorporated into a student’s Title IV enrollment status or Title IV cost of attendance as defined in section 472 of the HEA. Only the enrollment status and costs associated with the Title IV eligible postsecondary program component can be paid for using Title IV aid. In developing an eligible career pathway program, institutions should work closely with an appropriate adult secondary school education provider and with their financial aid administrator to ensure that the program is eligible for Title IV aid.

### [ATB & Adult Education](#)

Adult Education providers who have ATB eligible students will need to work with the local financial aid office at the community college to determine the documentation needed to support the ATB edibility for their students. In general, financial aid offices will need:

- 1) evidence that the student successfully completed one of the ATB alternatives AND
- 2) that the student was enrolled in both Title IV eligible postsecondary program component and the component that enables an individual to attain a high school diploma or its recognized equivalent

In addition, federal financial aid also requires that an institution maintain documentation that each of its eligible career pathway programs meet the requirements in the definition of an eligible career pathway program in section 484(d)(2) of the HEA and described in Dear Colleague Letter GEN-16-09. This includes documentation that the program includes workforce preparation activities and training for a specific occupation or occupational cluster and is aligned with the skill needs of the State or regional economy.

In an effort to help clarify the qualifications for ATB for AE students, the Wyoming Community College Commission issued a guidance memorandum in May 2021. (See WCCC [Website](#) or Appendix #3 to this chapter).

## V. Perkins V



The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law by President Trump on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress’ commitment in providing nearly \$1.3 billion annually for career and technical education (CTE)

programs for our nation’s youth and adults. Perkins V represents an important opportunity to expand opportunities for every student to explore, choose, and follow career and technical education programs of study and career pathways to earn credentials of value. To learn more about Perkins V, please click [here](#).

The Perkins V program in Wyoming provides Adult Education programs with an opportunity to partner with CTE programs of study so that eligible adult education participants are able to continue along an identified career track. Many CTE programs of study in Wyoming are located on the community college campuses and Perkins V funding can offer students with financial assistance to help pay for the costs associated with these programs of study.



## VI. Community Service Providers



In addition to the services provided by the WIOA core partners, community service providers offer a wealth of programs and services that can help the adult education student. Adult Education students often face a great number of impediments to being able to successfully complete a program of study. It is for this reason that the services provided by other community service providers can be a vital partnership to develop. For instance, students who need glasses can be referred to the local Lions club who will help provide the funding for the student to get glasses. Students facing economic hardships can be referred to the Department of Family Services for food stamps and other services so that they needn't worry about these types of things and can focus on their own career advancement opportunities. Throughout the State there are local, regional, as well as Statewide service providers that AE

centers are encouraged to partner with and make referrals to. Local AE programs should have a comprehensive list of local service providers available to all AE staff so that student's needs and barriers can be identified and overcome.

## VII. Apprenticeships

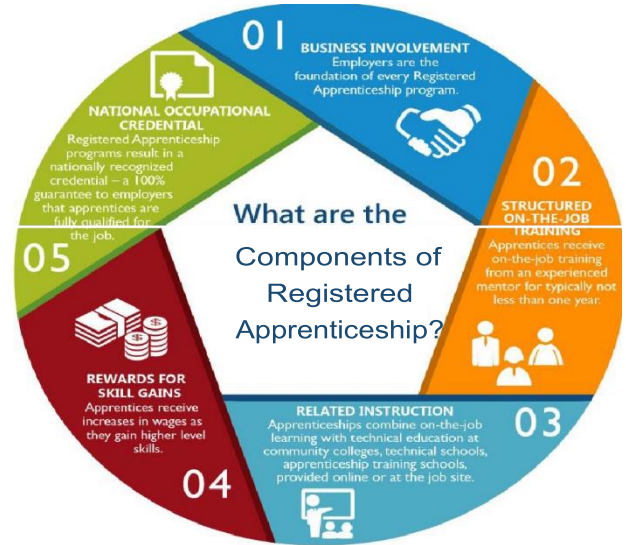
### A. What is Apprenticeship?

Apprenticeship is an industry-driven training model that is a proven workforce solution to recruit, train and retain highly-skilled, certified workers. The model is flexible allowing industry partners to customize their training for employees (new or incumbent), resulting in a workforce proficient in the industry/occupational competencies needed for the industry and employer, at the level set forth by the employer.



There are five main components to an apprenticeship. ([https://www.dli.pa.gov/Individuals/Workforce-Development/apprenticeship/Documents/KeystoneDevelopmentPartnership RegisteredApprenticeship.pdf](https://www.dli.pa.gov/Individuals/Workforce-Development/apprenticeship/Documents/KeystoneDevelopmentPartnershipRegisteredApprenticeship.pdf))

- 1) **Industry led/business involvement:** Apprenticeship is a job leading to occupational proficiency from day one. Apprenticeships range from one to six years, per industry standards
- 2) **Structured on-the-job learning:** The ‘Earn while you Learn” model with on-the-job learning from industry experts. The experts teach the practical application of technical skill sets required to meet the employer/occupational needs.
- 3) **Related instruction:** Technical instruction is needed to teach the theory of the ‘why’s of the skill sets required to master the on-the-job learning.
- 4) **Rewards for skill mastery:** incremental wage increases aligned gained proficient /mastery of required skill sets.
- 5) **National Occupational Credential:** Upon completion apprentices receive an industry issued, national recognized credential that certifies occupational proficiency / mastery, is portable, and recognized by most colleges for credit.



Apprenticeship program sponsors receive a U.S. Department of Labor Certificate of Registration of Apprenticeship Program, once their program is vetted and registered.

### B. What is Pre-apprenticeship?

Pre-apprenticeship is defined as a program or a set of strategies designed to prepare individuals to enter and succeed in a registered Apprenticeship program and has a documented partnership with at least one, if not more, registered Apprenticeship program(s). These programs may also include services needed to prepare the individuals to meet the entire requisites of one or more registered Apprenticeship programs (e.g. remedial classes/tutoring, Adult Basic Education, job readiness, etc.) A quality pre-apprenticeship is one that incorporates the following elements:

1. **Partnerships:** Pre-apprenticeship providers will have agreements with Apprenticeship sponsors designed to enable the Pre-Apprenticeship to directly enter in a registered Apprenticeship program or at the very minimum ensure an interview for placement. This agreement will articulate advanced credit, skills and competencies already acquired. If this cannot be accomplished an agreement between those involved in the partnership, to provide direct assistance to participants apply to the registered Apprenticeship program.
2. **Recruitment and Selection:** Strong recruitment strategies focused on outreach to populations underrepresented, protected classes, or those having difficulty in determining a career pathway, and careful assessment of pre-apprenticeship candidates will help your participants and the program succeed. This step may help find skill sets requiring remediation, for future success.
3. **Approved Training and curriculum:** Training developed in partnership with a registered Apprenticeship sponsor, designed to give the Pre-Apprenticeship participants the skills and competencies required to be successful in the Apprenticeship program. An effective curriculum includes basic occupational skills and job readiness skills, specifically tailored to the workforce needs of the occupational sector or business partners or apprenticeship sponsors.



4. **Retention:** Participants may need ongoing support to complete the pre-apprenticeship and it will be up to the Pre-apprenticeship partners to determine and takes steps to provide this support, e.g. building peer networks, promotion of job retention and training for career pathways, on-boarding, etc.
5. **Sustainability:** Once a Pre-apprenticeship is in place, it is important to continually evaluate and implement strategies for sustainability and continuous improvement in this partnership with businesses/registered Apprenticeships and the Pre-apprentices. The ultimate goals is to work with employers to develop a skilled workforce and create career opportunities for individuals.

### *C. Apprenticeships in Wyoming*

The lists shown below of Wyoming Apprenticeships are not ‘all-inclusive’.

<b>Casper service area</b>		
<b>Program/Sponsors</b>	<b>Occupation/Title</b>	<b>Town</b>
Casper Area sheet metal workers JATC	sheet metal worker	Casper
Casper Electric	electrician	Casper
Casper Police Dept.	Police officer	Casper
Multi-state ironworkers JATC	structural Steel worker	Casper
Power Plus Electric	electrician	Casper
Rocky Mountain Electric	electrician	Casper
Wyoming Contractors Association	carpenter, rough	Casper
Wyoming Contractors Association	cement mason	Casper
Wyoming Contractors Association	construction equipment mechanic	Casper
Wyoming Contractors Association	operating engineer	Casper
Wyoming Contractors Association	welder, combination	Casper
Wyoming Contractors Association	truck driver, heavy	Casper
Wyoming Contractors Association	operating engineer	Casper
Wyoming Contractors Association	operating engineer	Casper

<b>CWC service area</b>		
<b>Program/Sponsors</b>	<b>Occupation/Title</b>	<b>Town</b>
High Plans Power Corp-Riverton	Line Repairer	Riverton
Intermountain Electric Service, Inc	electrician	Riverton
Intermountain Electric Service, Inc	electrician	Riverton
Intermountain Electric Service, Inc	electrician	Riverton
Intermountain Electric Service, Inc	electrician	Riverton
Jadeco, Inc: Thermopolis	electrician	Thermopolis
Mountain Fire Protection	pipe fitter-sprinkler fitter	Wilson
Thermopolis Rehabilitation & Wellness	Nurse Assistant Certified	Thermopolis
Thermopolis Rehabilitation & Wellness	Nurse Assistant Certified	Thermopolis

<b>EWC service area</b>		
<b>Program/Sponsors</b>	<b>Occupation/Title</b>	<b>Town</b>
Basin Electric	Chemical Laboratory Technician	Wheatland
Basin Electric	electrician	Wheatland
Basin Electric	Electrician, Powerhouse	Wheatland
Basin Electric	Instrument Technician (utilities)	Wheatland
Basin Electric	laboratory Assistant	Wheatland
Basin Electric	Powerhouse Mechanic	Wheatland
City of Torrington-Electric Department	line installer-repairer	Torrington
Loenbro	electrician	Glenrock
Niobrara Electric Association, Inc	Line maintainer	Lusk
Niobrara Electric Association, Inc	line repairer	Lusk
NREA, WYRULEC Company	line installer-repairer	Lingle
NREA, WYRULEC Company	Line repairer	Lingle
Powder River Energy Corp	electric meter repairer	Sundance
Powder River Energy Corp	electrician, substation	Sundance
Powder River Energy Corp	Instrument Technician (utilities)	Sundance
Powder River Energy Corp	line maintainer	Sundance
Powder River Energy Corp	meter repairer	Sundance
Short Powerline Service	electrician	Glenrock
Short Powerline Service	line maintainer	Glenrock
Town of Wheatland-Electric Dept.	line maintainer	Wheatland
Wheatland REA JATC	electric meter repairer	Wheatland
Wheatland REA JATC	line installer-repairer	Wheatland
Wheatland REA JATC	line maintainer	Wheatland
Wheatland REA JATC	line repairer	Wheatland
Wyo. Association of Rural Water Systems	Wastewater systems operator	Glenrock
Wyo. Association of Rural Water Systems	water systems operation specialist	Glenrock

<b>LCCC service area</b>		
<b>Program/Sponsors</b>	<b>Occupation/Title</b>	<b>Town</b>
AC Mechanical	Plumber	Cheyenne
AC Mechanical	Heating & Air Conditioning mechanic & installer	Cheyenne
Advanced Comfort Solutions, Inc	Heating & Air-conditioner installer	Cheyenne
Black Hills Energy - Wyoming - Gas operations	Gas-main fitter	Cheyenne
Black Hills Energy - Wyoming - Gas operations	Electrical technician	Cheyenne
Black Hills Energy - Wyoming - Gas operations	line repairer	Cheyenne
Carbon Power & Light, Inc	Electrical Technician	Laramie

Carbon Power & Light Inc.	Line installer-repairer	Laramie
Carbon Power & Light Inc.	line repairer	Laramie
Cheyenne Police Dept.	Police Offer (alternate title: Military Police)	Cheyenne
Climate Control, LLC	Sheet metal worker	Cheyenne
Commercial Design Engineering, LLC	plumber	Cheyenne
CyberWyoming	Network Support technician	Laramie & statewide
CyberWyoming	Cyber Security Support Technician	Laramie & statewide
High West Energy, Inc	electrician	Pine Bluffs
High West Energy, Inc	line maintainer	Pine Bluffs
High West Energy, Inc	line repairer	Pine Bluffs
Mechanical Systems, Inc.	Plumber	Cheyenne
Mountain Fire Protection	Plumber	Cheyenne
Plumbers & Pipefitters LU192 JATC	pipe fitter (construction)	Cheyenne
Plumbers & Pipefitters LU192 JATC	plumber	Cheyenne
Plumbers & Pipefitters LU192 JATC	heating & air conditioner installer	Cheyenne
Pole Mountain Electric, Inc.	electrician	Cheyenne
Southeast Wyo. Sheet Metal Workers JATC	Sheet metal worker	Cheyenne
Superior Electric	Electrician	Cheyenne
Triple A Building Services, Inc.	stationary engineer	Laramie
WY statewide electrical JATC	electrician	Cheyenne

### Northwest service area

Program/Sponsors	Occupation/Title	Town
Bar-T Electric, Inc	electrician	Powell
Big Horn Rural Electric Company, JATC	line repairer	Basin
City of Cody-Electric Division	Line repairer	Cody
Cody Electric Contractor LLC	electrician	Cody
Electrical Ally, Inc	electrician	Cody
Intermountain Electric Services, Inc. Powell Lineman	line installer-repairer	Powell
Jadeco, Inc	electrician	Worland
Plumbing Plus	Plumber	Ralston
Precision Machined Products	machinist	Cody
Virile Electric, Inc	electrician	Worland
Wyoming Retirement Center	Nurse Assistant	Basin

### NWCCD service area

Program/Sponsors	Occupation/Title	Town
Advanced Comfort Solutions, Inc.	Electrician	Sheridan
Apex Mechanical	plumber	Buffalo
Captain Hammer Construction, LLC	carpenter	Sheridan
City of Fillette-Electrical Services Division	line installer-repairer	Gillette
Cosner Construction Company	carpenter	Sheridan

Cottage Builder, LLC	carpenter	Sheridan
Dick Anderson Construction, Inc	carpenter	Sheridan
Fire Tech LLC	sprinkler Fitter	Gillette
Habitat for humanity of the Eastern Bighorns	carpenter	Sheridan
InYarak Construction, Inc	carpenter	Sheridan
Mountain West Electric, LLC	electrician	Sheridan
Northeast WYO Construction	Line installer-repairer	Gillette
Northern Lights Electric Co	electrician	Sheridan
Powder River heating & Air Conditioning	plumber	Sheridan
Powder River heating & Air Conditioning	heating & air-conditioner installer	Sheridan
Powder River heating & Air Conditioning	plumber	Gillette
Powder River heating & Air Conditioning	heating & air conditioning mechanic & installer	Gillette
Powder River heating & Air Conditioning	heating & air-conditioner installer	Gillette
Schulte TA, Inc.	line installer-repairer	Gillette
Schulte TA, Inc.-maintenance division	line installer-repairer	Gillette
Sulzer EMS	machinist	Gillette
Westin Mechanical	plumber	Sheridan
Westin Mechanical	heating & air conditioner installer	Sheridan
Zowada Plumbing	plumber	Sheridan

## Western service area

<b>Program/Sponsors</b>	<b>Occupation/Title</b>	<b>Town</b>
Bridger Valley REA	line repairer	Mountain View
Carbon Power & Light Inc.	electrical technician	Saratoga
Carbon Power & Light Inc.	Line installer-repairer	Saratoga
Carbon Power & Light Inc.	line repairer	Saratoga
Intermountain Electric Svc,, Inc-Power Line Div	line installer-repairer	Rock Springs
Lower Valley Energy, Inc	Electrician, substation	Afton
Lower Valley Energy, Inc	line installer-repairer	Afton
Lower Valley Energy, Inc	mine maintainer (any Ind)	Afton
Lower Valley Energy, Inc	meter repairer	Afton
Vaughns Plumbing & Heating	plumber	Rock Springs
Vaughns Plumbing & Heating	heating & Air conditioning mechanic and installer	Rock Springs



# WYOMING COMMUNITY COLLEGE COMMISSION

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

[www.communitycolleges.wy.edu](http://www.communitycolleges.wy.edu)

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## Memorandum

**Date:** May 27, 2021

**From:** Dr. Ben Moritz – Deputy Director

**To:** Adult Education Local Directors, Student Services Council

**RE:** Adult Education Access to Eligible Career Pathways Programs

**Background:** Adult Education students receive substantial training and services to help them obtain high school equivalency certificates, prepare them to enter the workforce, and develop soft skills to ensure long-term employment, economic independence, and financial security. These services are provided free of charge through state, federal and local funding that supports Adult Education programs across the state.

Students wishing to pursue post-secondary studies, however, do not receive tuition assistance through Adult Education programs, and are frequently reliant upon need-based federal post-secondary funding such as Pell Grants. Pell Grants are not available to students without a high school diploma unless they can demonstrate an “Ability To Benefit” (ATB). In order to gain eligibility through ATB, a student must show their ability to benefit from postsecondary by fulfilling one of the following alternatives:

- 1) Passing one of the following tests:
  - a. Wonderlic Basic Skills Test, (English or Spanish version) Verbal Forms VS-1 & VS-2, Quantitative forms QS-1 & QS-2 (Passing Scores: Verbal=200; Quantitative=210 English version and 200 Spanish version)
  - b. Combined English Language Skills Assessment (CELSA) Forms 1 & 2 (Passing Scores: Reading=233, Writing=235, Arithmetic=230)
  - c. ACCUPLACER: Computer –adaptive tests and Companion ACCUPLACER Forms J & K: Reading, Writing & Arithmetic (Passing Scores: Reading=335, Writing=345, Mathematics=326)

- 2) Earning at least 6 credits of post-secondary credit, or
- 3) Through a State approved process that is approved by the U.S. Department of Education

When one of the alternatives is met, the student is eligible for all Title IV Federal Aid programs when enrolled in an ‘eligible career pathways program.’

Up to now, Wyoming has not formally identified Eligible Career Pathways Programs, which has created an obstacle to some Adult Education students’ ability to enroll in post-secondary programs. This memorandum establishes that the WCCC staff has reviewed the federal requirements for Eligible Career Pathways Programs, finds that WCCC policies meet or exceed these federal requirements, and provides guidance to the local Adult Education programs and Financial Aid Offices at the Colleges in Wyoming as to how to utilize the Ability to Benefit Clause.

### **Federal Requirements:**

As of May 9, 2016, the US Department of Education updated its definition of an Eligible Career Pathway Program through the Consolidated Appropriations Act of 2016. This updated definition is found in HEA 484(d)(2) and aligns with WIOA (29 U.S.C.3102(7)).

“An eligible career pathway program means a program that combines rigorous and high-quality education, training, and other services that:

1. Aligns with the skill needs of industries in the economy of the State or regional economy involved;
2. 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.);
3. Includes counseling to support an individual in achieving the individual’s education and career goals;
4. 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;
5. 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;
6. Enables an individual to attain a high school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
7. Helps an individual enter or advance within a specific occupation or occupational cluster.

Additionally, the eligible career pathway program must include a Title IV eligible postsecondary program component and a component that enables an individual to attain a high school diploma or its recognized equivalent.

**Alignment with WCCC Policies:** The WCCC staff have reviewed the Adult Education State Policies that govern the use, reporting, and expenditure of state and federal funds by the local Adult Education programs. We have found those policies meet or exceed the federal requirements 2-7 listed above. Requirement #1 is met by the community colleges through the WCCC's academic program approval process, wherein all new academic programs must demonstrate an alignment with local and/or state economic and industry needs. Therefore, Adult Education students in Wyoming who earn eligibility through ATB and enroll in any course or program of study previously approved by the Wyoming Community College Commission can be declared as eligible to receive federal financial aid through the Ability To Benefit Clause.



## HIGH SCHOOL APPRENTICESHIPS: A GUIDE FOR STARTING SUCCESSFUL PROGRAMS

How can communities better prepare high school students for success and also ensure that businesses have the pipeline of skilled workers they need to thrive? Cities and states across the country are facing this dual challenge – and a growing number are looking to high school apprenticeships as a solution.

High school (HS) apprenticeship programs combine work-based, on-the-job learning with relevant technical education in the classroom. Students who participate in these programs graduate with a high school diploma, earn college credits, and industry credentials. They also start on a career path that continues after high school graduation – whether that is a continuation of their apprenticeship along with college, college only, apprenticeship only, or other full-time employment. HS apprenticeships

benefit businesses as well by providing a fresh source of talent developed from within their community.

This guide is a resource for high schools, colleges, businesses, community organizations, and others seeking to collaborate on high-quality HS apprenticeships in their communities. It covers the basics of building a HS apprenticeship program and includes examples of program strategies.



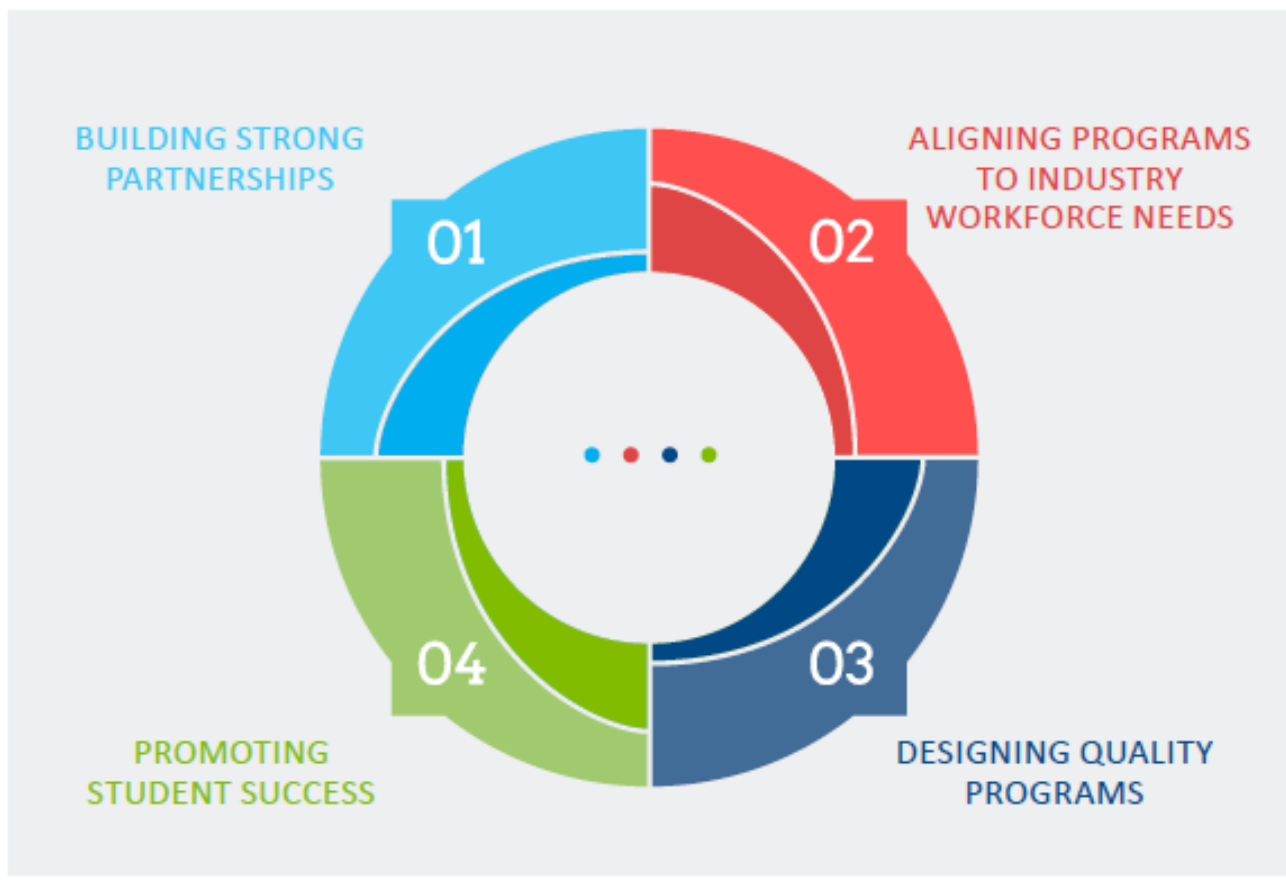
Additional resources on high school apprenticeship are available at [www.dol.gov/apprenticeship](http://www.dol.gov/apprenticeship).



# ELEMENTS OF A SUCCESSFUL HIGH SCHOOL APPRENTICESHIP

The guide is organized around four key elements necessary to make high school apprenticeship programs successful:

- 1. BUILDING STRONG PARTNERSHIPS.** Strong partnerships among high schools and colleges, businesses, students and parents, and other community organizations are vital to successful HS apprenticeships. Each partner has a key role to play – and each supplies resources needed for high-quality programs.
- 2. ALIGNING PROGRAMS TO INDUSTRY WORKFORCE NEEDS.** Successful HS apprenticeships are business-driven, and the programs must be aligned to the skill needs of businesses to be effective in helping businesses build a pipeline of future workers.
- 3. DESIGNING QUALITY PROGRAMS.** HS apprenticeships can be created in multiple ways that work for businesses, school systems, and students, but all are based on high-quality on-the job learning combined with related classroom instruction. Successful programs also align coursework with both high school and college requirements so that students receive all educational credentials possible, and can continue their education.
- 4. PROMOTING STUDENT SUCCESS.** Successful programs engage in thorough recruitment and selection processes, and provide students with the support they need to complete the apprenticeship and take the next steps to succeed in college and careers.



## WHY ARE HIGH SCHOOL APPRENTICESHIP PROGRAMS IMPORTANT?

High school is a critical time for development of career choices, and communities across the country are launching programs allowing high school students to pursue career-oriented coursework coupled with work-based learning opportunities. These programs have different names, high school apprenticeship, school-to-apprenticeship, or youth apprenticeship, but all have the same goals – providing students with access to high-quality, industry-focused training that combines classroom and on-the-job learning, and affordable pathways to college and careers in high-demand industries.

HS apprenticeship programs also provide businesses with solutions to their workforce needs. By training and mentoring young apprentices, businesses can develop employees who are trained to their precise specifications and have learned the company's unique workplace culture. HS apprenticeship programs also provide a source of qualified workers, reducing recruitment costs and ensuring businesses have the workforce they need today and for the future. Additionally, HS apprenticeship programs are frequently linked to "adult" apprenticeships, referring to apprenticeships after high school in which businesses hire individuals (18 years of age and older) as full-time employees. Through effective partnerships, entry into adult apprenticeships can be facilitated through the HS programs.

HS apprenticeships are also valuable for school systems, as applied learning and hands-on experience may enhance school retention and graduation rates. These programs also create stronger linkages between high school and two- and four-year colleges, which often provide leadership, technical instruction, and support to programs. Building on college credits earned in high school, participating students are motivated to continue their education after graduation.

## WHAT ARE THE BASIC COMPONENTS OF HIGH SCHOOL APPRENTICESHIP?

HS apprenticeships provide the foundation for students to choose among multiple pathways after high school, including enrolling in college, entering an adult apprenticeship program, beginning full-time work, or a combination of these options. Students participating in an apprenticeship select an industry or career area to study, in addition to their academic courses required for high school graduation. Since the legal age to begin work is 16 in most states, HS apprenticeships are typically designed for high school juniors and seniors. HS apprenticeship programs have two major components – classroom instruction and paid on-the-job learning with a mentor.

### CLASSROOM INSTRUCTION

Businesses, high schools and colleges work together to develop suitable curriculum for classroom instruction, and students receive credits toward high school graduation, and, in many instances, credits toward related college programs. This technical instruction may be provided by any of those partners. When provided in the high school, there is no charge to students or parents; HS apprenticeship instruction provided by colleges or businesses is funded in a variety of ways, based on community resources.

### ON-THE-JOB LEARNING

Students in HS apprenticeship programs learn on-the-job skills by working at a business in the industry of their chosen career cluster. This allows them to apply the theory they are learning in the classroom to the real world of work. Businesses provide students with supervision and mentoring, ensuring that they learn not only the right way to carry out work tasks, but also the business' culture and expectations. On-the-job learning helps students gain clarity on the specific types of careers they wish to pursue following high school, and provides businesses with a valuable recruitment strategy when they need new workers. Students earn minimum wage or above, and may receive raises as their skills increase. On-the-job learning may occur before or after school, during the school day, or during summers and other school breaks, and the schedule is planned collaboratively by businesses, schools and students.





## BUILDING STRONG PARTNERSHIPS

Partnerships are essential to the development of HS apprenticeships. Successful strategies result from multiple organizations within a community, region, or state that contribute and leverage their resources to form a strong, united approach. As a result, businesses gain the workforce talent they need and youth receive meaningful educational opportunities and work experience.

### KEY PARTNERS AND THEIR ROLES

**BUSINESSES** are always at the heart of apprenticeship strategies. They employ the apprentices, provide on-the-job learning, and are involved in recruitment activities and selecting apprentices. Businesses are also instrumental in developing the technical classroom training. They identify the skills and competencies needed for success on the job, which are then used to design the curriculum. In many cases, businesses – working in a consortium of companies or alone – initiate HS apprenticeships in their community by reaching out to workforce agencies, high schools, colleges, and industry associations to discuss their workforce challenges. These discussions become the foundation for building the program. In some HS apprenticeship programs, businesses provide financial resources or equipment, and help monitor program outcomes for continuous improvement.

**HIGH SCHOOLS** play a central role in many ways. They participate in the design of curriculum and, in many instances, provide the technical classroom instruction. Different high school programs and personnel can also play specific roles.

- High school personnel, frequently Career and Technical Education (CTE) teachers or school counselors, are responsible for recruiting students and monitoring their success throughout the program.
- Some programs have dedicated HS apprenticeship coordinators, who work closely with teachers to ensure full coordination across the students' school and on-the-job activities.
- School administrators, such as superintendents and principals, promote and help to sustain partnerships for HS apprenticeship programs. They also work to align high school and college credits, and facilitate the integration of HS apprenticeships into students' overall educational program.
- CTE programs within high schools prepare students to be college- and job-ready for in-demand careers within their community. Increasingly, CTE teachers are partnering with HS apprenticeship coordinators – in addition to businesses and technical and community colleges – to ensure apprenticeship students attain the knowledge and skills needed for success in their chosen career cluster. (For more information on apprenticeship and CTE programs, visit the U.S Department of Education's webpage at [cte.ed.gov/initiatives/potential-of-apprenticeships-in-secondary-education](https://cte.ed.gov/initiatives/potential-of-apprenticeships-in-secondary-education)).



Successful engagement of high school teachers and counselors, as well as parents, is important for getting programs off the ground and sustaining them. In [North Carolina](#), as part of a HS apprenticeship program in manufacturing, the participating companies host an “Educator Awareness Luncheon” for principals and teachers at the job site so they can see the opportunities available to students. Interested students are required to attend, along with a parent or guardian, an open house that includes a plant tour. This approach helps get parents on board to encourage and support students in the program, and also allows them to see in person that advanced manufacturing is a high-tech and safe industry that offers good careers.

Most [PARENTS/GUARDIANS](#) want their children to go to college, as they see this as a pathway to a solid career. When they learn that HS apprenticeship programs include college-level courses AND provide work experience, they realize that these programs can give their children a head start on their future after high school. Involving parents is important to getting students interested in HS apprenticeship and helping them make choices about their career field of interest.

[COLLEGES](#), particularly community and technical colleges, are frequently partners in HS apprenticeship programs, and sometimes serve as

the lead organization for the program. Businesses may reach out to community and technical colleges when they need specific courses developed for current or prospective employees to learn new skills. As a result, college administrators and educators can help identify businesses to participate in a HS apprenticeship program. Colleges are also a key source for curriculum development and may deliver technical coursework to students. Colleges and high schools work together to ensure that students can attain industry-recognized credentials and certifications, and – whenever possible – to receive college credits for the apprenticeship-related coursework taken in high school.

The [Connecticut Office of Apprenticeship Training](#) has technology education consultants that support technical high schools in developing and implementing apprenticeship activities in their schools. In [Wisconsin](#), state staff in the Bureau of Apprenticeship Standards have developed curriculum frameworks, forms and extensive guidance for youth apprenticeship programs to use. They also provide training and consultation to businesses and program coordinators.





In the [Edward J. Malloy Initiatives for Construction Skills](#) program, interested high school seniors from 19 of New York City’s career and technical high schools can prepare for adult apprenticeship programs in the building and construction trades. *Construction Skills* is an independent non-profit organization that serves as the intermediary between the high schools, the Building and Construction Trades Council, and apprenticeship sponsors. *Construction Skills* also provides program administration and works with liaisons in the high schools to recruit participants.

**STATE AGENCIES**, typically apprenticeship, workforce and education agencies, provide support for HS apprenticeship programs in several ways: developing, in concert with industry experts, the frameworks for curriculum and competencies in various industries; providing knowledge about applicable state laws, such as child labor and workers’ compensation requirements; helping with building partnerships and connecting with businesses; and supplying funding, outreach and marketing materials to promote and support local programs. Additionally, some states have found that legislation or state policy can strengthen cross-agency collaboration in designing successful HS apprenticeship programs.

**COMMUNITY** organizations are also vital to the support and sustainability of successful HS apprenticeship programs. Such partners may include Chambers of Commerce, workforce development organizations, United Way agencies, youth-focused organizations, and other community non-profit groups. These partners can play many roles, such as student recruitment or academic support, contributing funding, or providing leadership and oversight of the program.

## LEADERSHIP AND ORGANIZATIONAL MODELS

Each successful program has its own champions and drivers and different organizational approaches to partners working together. The flexibility for the right leader to emerge, and to develop approaches that reflect partners’ strengths, is one of the hallmarks of the HS apprenticeship model. Partners may wish to keep the following points in mind as they begin discussing the idea of a HS apprenticeship strategy.

- Programs may be organized at the state level (such as the statewide Wisconsin Youth Apprenticeship program) or at the regional or local level (such as the Charleston Regional Youth Apprenticeship program).
- Strong leadership is a key component to success in HS apprenticeship programs. Having one central player coordinate efforts ensures that the program meets its goals and requirements, freeing up each partner to focus on its specific role. Cultivating relationships with businesses is typically a key role for program leadership.
- State programs often designate apprenticeship coordinators at the local level – within the high schools or at their partnering community or technical colleges. Such individuals are closely connected to the students and participating businesses, ensuring all have the resources and support they need for success. These coordinators may also serve as conduits within the schools, to monitor instructional alignment and attainment of student outcomes.

- Successful programs promote open and frequent communication among partners, seek feedback (especially from business partners), and establish program accountability and goals against which progress is measured. One approach is to develop local or regional advisory bodies, comprised of representatives from business, schools, and other key partners.

Through ongoing communication and periodic meetings, representatives can identify and solve challenges and determine how best to sustain and grow the program in their community.



Trident Technical College is the managing partner of the [Charleston Regional Youth Apprenticeship](#) program. They work with interested businesses and school systems to design and deliver technical instruction, recruit business partners, provide guidance and technical assistance to high schools, and work closely with the Chamber of Commerce regarding funding and program promotion. Several staff within the college are devoted to the success of the program.

[Wisconsin's Youth Apprenticeship program](#) is operated by 33 regional consortia that are led by a variety of partners. Consortium coordinators include regional education service agencies, school districts, technical colleges, Chambers of Commerce, workforce development boards, and non-profit organizations, depending on each community's resources and specific needs. The consortium coordinators are responsible for recruiting businesses and students, ensuring that curriculum is taught to employers' specifications, providing technical assistance to businesses and high schools, and gathering and analyzing program data to evaluate and improve the program.



## ALIGNING PROGRAMS TO INDUSTRY WORKFORCE NEEDS

Businesses – in industries ranging from advanced manufacturing, to healthcare and information technology, and many more – are choosing HS apprenticeships to train their next generation workforce. Many of the businesses participating in HS apprenticeships also have apprenticeship programs for their adult workers, while others find these programs help them recruit and train entry-level employees that may then progress in the organization.

As described in the previous section, businesses are central to apprenticeship programs and play many key roles. To achieve the two primary goals of HS apprenticeships – preparing students for future careers and providing a pipeline of workers for businesses – programs must meet industries’ workforce needs.

### EMPLOYER ENGAGEMENT AND IDENTIFYING WORKFORCE NEEDS

Regions and communities interested in developing HS apprenticeship programs typically begin by partnering across economic development, workforce development, and educational agencies. Two common approaches include:

- Contacting area businesses to identify in which occupations they currently need additional workers, and in which occupations they project having skilled workforce shortages in the next two to five years. Workforce agencies, economic development groups, and others engage in these activities routinely, and communities interested in launching a HS apprenticeship program can access this information from these partners.
- Tapping into existing regional sector strategies and determining the short- and long-term needs of the employers within that sector. This approach allows partners to build a model that provides businesses with a pipeline of workers trained to their specifications.

Once occupational targets are identified, high school and college partners then work with the employers to identify the specific skills and competencies they need workers to have. These skills and competencies become the basis of the on-the-job learning and classroom instruction components of the HS apprenticeship. Some state agencies provide support for development of appropriate curricula, through frameworks developed in consultation with industry and apprenticeship experts. As a result, local HS apprenticeship programs can access an industry-approved structure on which to build coursework and on-the-job learning skills to be mastered in the HS apprenticeship program.





The **Wisconsin Youth Apprenticeship** Program focuses on 11 career clusters. State staff in apprenticeship and education work closely with industry representatives to develop skills frameworks that regional programs can use in building career cluster-specific curriculum. This ensures that curricula include a level of rigor and standardization that provides students with portable credentials recognized by Wisconsin employers throughout the industry.

## BUSINESS COLLABORATION

While one business can provide the impetus for a HS apprenticeship program to be developed, frequently a business will form a consortium with others in its industry to build HS apprenticeships. This model may be a few businesses willing to work with their competition, or may involve an industry association bringing together key businesses within the region. There are several benefits to a collaborative approach, such as:

- Businesses can share the cost of developing on-the-job learning competencies and instructional materials.
- This approach can prepare a pipeline of skilled workers for an industry sector within the region, promoting future growth for the sector. This may also spur the location of suppliers and other downstream businesses in the industry.
- While each business may only need a couple apprentices, collaboration permits high schools and colleges to deliver curriculum more efficiently to a full classroom of students.
- Taking a partnership approach can enable small businesses to participate, where they could not develop a program on their own.

Finally, partners working to develop a HS apprenticeship program may also find value in identifying a business champion. A champion is a company that is committed to HS apprenticeship and is willing to sell its value to other companies in its industry or community. Word-of-mouth endorsement by a leading business can be instrumental in encouraging other businesses to join. Similarly, media coverage of a company's success can promote the program to additional businesses and industry groups.

**In Colorado**, HS apprenticeships are led by industry associations in the information technology, finance, business, and advanced manufacturing sectors. These organizations guide the formation of regional programs, as they know best what skills are needed by businesses. Developing business consortia also helps spread costs, as the overall effort and cost of establishing a program can be shared among businesses. Additionally, high schools' costs are better managed with a full class of students, and participating businesses can "share" a class of students receiving technical instruction although each business may only hire a few apprentices.





## DESIGNING QUALITY PROGRAMS

Each HS apprenticeship program is designed to reflect the specific features and components that will best serve businesses and students. There are, however, several elements that high-quality programs share:

- Classroom instruction that aligns coursework across high school and college requirements
- On-the-job learning with strong mentoring
- Linkages to adult apprenticeship programs in the area
- Compliance with applicable workers' compensation and child labor laws

### DEVELOPING CURRICULUM FOR CLASSROOM INSTRUCTION

As noted earlier, CTE programs in high schools play a significant role in HS apprenticeships. The curriculum used for HS apprenticeship programs is often built using one or more of the 16 nationally-recognized career clusters that are used in CTE programs. Each cluster has defined career pathways with established plans of study.

The career cluster framework identifies the academic and technical coursework students will need to complete in the HS apprenticeship. Such

curricula are rigorous, and are based on national standards that have been validated by industry experts. They are aligned across high school and college programs, and lead to the award of an industry-recognized credential or certificate. Building on the foundation of existing CTE programs can help a community provide its growing businesses with the skilled workforce they need to thrive.

(For more information on the national career cluster framework, visit [careertech.org/career-clusters](https://careertech.org/career-clusters)).



## ALIGNING HIGH SCHOOL AND COLLEGE EDUCATION

HS apprenticeship programs must ensure that coursework fulfills the requirements students will need to receive a high school diploma. Many programs also provide students with the opportunity to earn college credits, typically at a community or technical college. Earning credits toward an associate's degree enhances the program's value for students and their parents – as

this instruction is often provided at no cost to the student – and gives students incentive to continue their education after high school. Curricula are also typically designed in a way that students can “stack” their high school and industry credentials, providing them with a head start toward continued education and/or adult apprenticeship programs.

In the [Wisconsin Youth Apprenticeship program](#), through the partnership between the Bureau of Apprenticeship Standards, the Department of Public Instruction, and the technical college system, program completers are eligible for advanced standing in an associate's degree program at any of Wisconsin's technical colleges. As a result, students may enter the college having completed introductory courses in their field of study. This is known as “dual credit,” as students are gaining credits towards both high school requirements and college. Many HS apprenticeship programs incorporate dual credit which adds value for students and parents – college credits without the tuition fees.

## DEVELOPING ON-THE-JOB LEARNING

Through on-the-job learning, students apply the knowledge they are learning in the classroom and gain paid work experience in a career field of interest. Since youth are legally able to begin working in most job settings at the age of 16, the work-based component of HS apprenticeship typically begins in a student's junior year. Students are paid by employers for the hours they work at the job site.

Each program determines how a student's time will be split between classroom and on-the-job learning, through agreements among participating employers, high schools and post-secondary schools. This also applies to the number of hours HS students will work. While the schedule for on-the-job learning varies, a typical approach is that students work a certain number of hours during the school year and then full-time during summers.

In the [Tech Ready Apprentices for Careers in Kentucky \(TRACK\)](#) program with Dr. Schneider Automotive Systems, students attend classes at their technical high school in the morning and then work at the company from 10:30 AM to 4:00 PM, four days a week. On Fridays, students are in school all day. During summer months, students work full-time at Dr. Schneider. At the end of the TRACK program, students have completed 2,000 on-the-job training hours and at least 288 hours of related technical instruction at the school – and have earned industry-recognized credentials.



## INCORPORATING WORK-BASED MENTORING

During their on-the-job learning experience, students receive training and guidance from an experienced professional. This mentoring is sometimes the defining factor in a student's success in the program. The role of the mentor, who is sometimes also the supervisor but may be a different individual at the business, is to help apprentices learn the employability skills and specific work culture of the organization.

For many students, this is their first exposure to the world of work, and having the opportunity to develop these skills will serve them throughout their careers. Mentors give apprentices the chance to share their ideas about the tasks and skills they are learning, providing the dual benefit of the business gaining a fresh perspective, and the student perceiving that their input matters. Additionally, businesses report that employees who serve as mentors gain a unique fulfillment in their jobs, knowing they are shaping the next generation of workers for their company.



The Wisconsin Youth Apprenticeship program emphasizes the importance of mentoring to student success. Wisconsin state staff provide mentor training and guidance for participating businesses, to orient company employees to this new role.

## DEVELOPING LINKAGES TO ADULT APPRENTICESHIP PROGRAMS

Whenever possible, it is valuable to cultivate strong linkages to adult apprenticeship programs in the community. Companies and labor organizations with adult apprenticeship programs may be interested in recruiting students once they have completed their HS apprenticeship and graduated. Providing opportunities for HS apprenticeship graduates to enter adult apprenticeship programs helps students continue in their chosen career field after high school. Some states require that HS programs develop agreements with one or more apprenticeship programs, while others encourage – but don't require – this direct connection.

In addition, adult apprenticeship programs can bring the knowledge of industry skills, competencies, and work-based curricula into HS programs, and can guide the development of appropriate instructional materials. Apprenticeship programs also often have marketing materials that can introduce school personnel, students, and parents to the apprenticeship model.

## ADDRESSING LEGAL REQUIREMENTS

Businesses may raise concerns about child labor laws and liability in employing youth during initial discussions about HS apprenticeship programs. Successful programs provide information and work with businesses to help them navigate federal and state child labor laws and regulations.

Every state has its own workers' compensation laws. In some states, requirements for minors are the same as for workers 18 years of age

and older. Where state law includes additional requirements for youth, businesses may have concerns about covering HS apprentices. To address this, some states permit high schools to extend their liability insurance to cover enrolled students participating in work-based learning. (For more information on child labor laws and workers' compensation laws in various states, please visit [apprenticeshipusa.workforcegps.org](https://www.apprenticeshipusa.workforcegps.org)).



- In the **Charleston Regional Youth Apprenticeship program**, the four participating high schools provide liability insurance for their student learners at the work site, removing this burden from businesses in the program.
- The **Kentucky TRACK program** partners with a staffing agency to serve as the “employer of record.” This allows students to be covered under the agency’s workers’ compensation liability insurance – and businesses don’t have to provide additional liability insurance for youth workers.
- In the **Wisconsin Youth Apprenticeship program**, youth are identified as “student learners,” which, under state law, allows businesses to employ them in a wider range of occupations. State staff are available to help businesses navigate this issue, and contract with a consulting company to provide risk management services to participating school systems.





## PROMOTING STUDENT SUCCESS

HS apprenticeship programs can add value for any student, from those planning to go to a four-year college to those exploring options after high school. For college-bound students, engaging in an apprenticeship can help them clarify their career aspirations and gain real-world work experience. For students who are less certain of their future choices, experiential learning has been shown to increase retention and graduation from high school. And for all students, participation in HS apprenticeship offers career exploration, work experience, and a jump start toward post-secondary education and job opportunities.

### RECRUITMENT AND SELECTION

A thorough recruitment and selection process is important for several reasons: to generate interest and enthusiasm in the HS apprenticeship program; to select students who have a good chance of successful completion; and to provide potential future employees who are a good fit for businesses.

To recruit new apprentices, companies and schools hold career fairs, parent-student meetings, company tours, and ask prior HS apprentices to provide first-hand accounts of their experiences. Additionally, webpages or brochures geared to high school students and their parents can help them understand the benefits of the program and how it works. In many programs, recruitment focuses on youth traditionally under-represented in apprenticeship programs, such as women and minorities. School counselors, HS apprenticeship coordinators and CTE teachers frequently lead the recruitment efforts.

Once potential candidates are identified by school counselors or others involved in the selection process, businesses select the students to be their apprentices. Many programs require formal application packages, which may include a resume and references. This approach not only introduces students to common employment application methods, but also makes the selection process easier for participating businesses. After the candidate pool has been narrowed down, employers conduct interviews to select their apprentices for the program, much like they would in hiring entry-level employees. Businesses typically require the students they select for the program to have reliable transportation to and from the job site.

**North Carolina** has a multi-step recruitment process for its HS apprenticeship program with advanced manufacturing companies.

1. *Educator Awareness* – CTE teachers and principals of participating schools attend an event at the manufacturing companies.
2. *Recruitment* – Recruitment events are held at schools, and interested students and their parent/guardian attend an open house so they can see first-hand the high-tech work of advanced manufacturing and the opportunities available at the companies.
3. *Application* – Students submit an application for the apprenticeship.
4. *Orientation and Screening* – Selected students participate in a four-day orientation in the evening, which serves as a screening and interview process. Students are taught basic skills needed on the job, use light machinery (under close supervision), participate in a group project, and are tested on what they learned throughout the four days.



## PROGRAM SUPPORTS

A key benefit of the HS apprenticeship model is that on-the-job learning is provided at no cost to the student or his/her family. However, some students may need help with the costs for getting started with the program, such as uniforms, equipment, or instructional

materials. To address these needs, partners may collaborate to identify sources of support, including participating employers, Chambers of Commerce, the school system or technical college, or regional workforce programs for which the student may qualify.

## INDUSTRY-RECOGNIZED CREDENTIALS

High school and college partners work to align coursework in the apprenticeship so that students graduate from high school and receive credits toward a post-secondary degree. The other source of credentials comes from

the on-the-job learning. As part of the HS apprenticeship, students can gain credentials and certificates that are recognized by employers in that industry, which gives them a head start in their career field after high school.



**In the Kentucky TRACK program**, a student's successful completion promotes acceptance into industry-recognized apprenticeship programs, with time worked during their HS program counting toward apprenticeship hours. **Connecticut's pre-apprenticeships** for high school students are registered with the state Office of Apprenticeship Training, ensuring that students completing the program's curriculum receive credit toward the classroom instructional hours for adult apprenticeship programs.



# GETTING STARTED WITH HIGH SCHOOL APPRENTICESHIP

KEEPING IN MIND THE FOUR ELEMENTS FOR SUCCESSFUL PROGRAMS, THE STEPS OUTLINED BELOW CAN HELP A COMMUNITY TO LAUNCH A HS APPRENTICESHIP PROGRAM.

- 1. Identify the need.** Has a business in the region requested support in building a pipeline of future workers? Is the community focusing on training individuals for jobs in a particular industry sector? Identify the problem for which HS apprenticeship can be the solution.
- 2. Organize a steering committee of key partners.** Representatives from businesses, high schools, community and technical colleges, workforce organizations, and other community partners will all be needed to build a quality program.
- 3. Identify a lead organization.** While many partners will be at the table, one entity needs to assume leadership to drive the effort forward and to ensure all program elements are aligned and meet the needs of businesses, schools and students.
- 4. Recruit multiple businesses.** Multiple business partners promote economies of scale in developing on-the-job learning competencies and instructional materials, and in delivery of classroom instruction. A multi-employer approach can also encourage the participation of small businesses in the community.
- 5. Identify target occupational areas.** This is typically determined by the employers participating in the program, but Chambers of Commerce and other economic development partners may help guide the selection of career clusters as well. Once the occupational areas are identified, the program curriculum and on-the-job learning elements are developed to meet the needs of participating businesses.
- 6. Develop operational procedures.** The nuts and bolts of the program also need to be developed, such as communication structures, student supports, program outcomes to measure and track, and the review of results for continuous improvement, program sustainability and growth.
- 7. Recruit and select students.** Develop multiple outreach strategies to get students interested in HS apprenticeships. Build selection processes that ensure students understand the level of program commitment required, while providing businesses with the information they need to make sound choices in selecting apprentices.

# factsheet

Green Jobs Innovation Fund Grantee Resource • Summer 2012

## What do you need to know about Pre Apprenticeship?

### Setting Up and Connecting to Registered Apprenticeship

Registered apprenticeships (RAs) have been shown to be effective pathways and career ladders for middle class workers, particularly in the building and construction industry. RA programs are registered with the U.S.

Department of Labor (DOL) and consist of two parties: an employer or group of employers who act as the “Program Sponsor” and provide the training, and an apprentice who receives on-the-job learning. A pre-apprenticeship program is a potential third partner (it could be you!) to act as a bridge between the two. Pre apprenticeship programs add value particularly where barriers exist for individuals trying to enter a registered apprenticeship program. For example, there may not be widespread knowledge of RA opportunities in some areas. In other cases, workers may know of RA opportunities but lack knowledge and understanding of the entry process or do not meet the specific entry requirements

This is where “Pre-Apprenticeship” (PA) programs can play a role. PA programs are designed as on-ramps to RAs. Working in partnership with at least one RA, pre-apprenticeship programs recruit, train, and provide support services to prospective apprentices, helping them meet entry requirements while preparing them for success in a registered apprenticeship. Pre-apprenticeship curriculum is designed in collaboration with RA sponsors to ensure that participants have the skills necessary to meet industry standards and be successful in one or more RA programs.

#### What do you need to know about Pre Apprenticeship?

See our “Top 5” list of five elements to think about when setting up a pre-apprenticeship program and connecting to Registered Apprenticeship on the next page.

#### **Pre Apprenticeship Quality Elements:**

*These are elements that are part of a quality PA program, in keeping with guidelines from the U.S. Department of Labor’s Office of Apprenticeship:*

1. A documented **existing partnership** with at least one Registered Apprenticeship program sponsor.
2. **Training and curriculum**, approved by a Registered Apprenticeship program sponsor, that will give Pre-Apprenticeship participants the skills and competencies needed to enter the Registered Apprenticeship program.
3. **Formalized agreements** with Registered Apprenticeship sponsors that enable individuals who have successfully completed the Pre-Apprenticeship program to **directly enter** into a Registered Apprenticeship program (including the opportunity for advanced credit for skills and competencies already acquired).
4. A range of **Training Services** that prepare individuals for entry into a Registered Apprenticeship program or entry-level employment (e.g., specific career and industry awareness training, job readiness, and math skills).
5. **Supportive services** for the duration of the Pre-Apprenticeship program and a significant portion of the Registered Apprenticeship program.



## *Top 5 Elements to Think About: Setting Up and Connecting to Registered Apprenticeship:*

### 1. Identify Potential Registered Apprenticeship Sponsor(s)

Consider the employment landscape in your area to gauge whether or not a pre apprenticeship program would add value.

- Use labor market data to assess the demand for skilled apprentices and the available pipelines for talent.
- Verify this data with employers (both targeted RA sponsors and other employers) to supplement this analysis with direct community feedback.
- Consider RAs in several types of industries, as well as those involved with organized labor and those that are not.<sup>1</sup>

### 2. Develop a Connection with a Potential Registered Apprenticeship Sponsor

Once you identify a need and potential sponsors in your area, approach RAs with information about what you bring to the table:

The value proposition: What do you bring to the table as a PA program?

- Streamlined recruitment process
- Quality control over preparatory training that is aligned with apprenticeship standards
- Direct access to a diverse, pre-screened, job-ready apprentice pool
- Increased retention rates for registered apprenticeship programs

Look ahead: What will you need from Registered Apprenticeship Sponsors?

- To outline their industry standards, eligibility requirements and qualifications
- To serve on your advisory committee and/or offer guidance and expertise
- To share state-of-the-art technology for use in training
- To conduct site visits of your training programs and offer feedback for improvements

Some program sponsors will agree to give priority to pre apprentice graduates. However, a new program will first need to develop trust and demonstrate the quality of its participants.

### 3. Establish an Advisory Committee

- Ensure direct RA program sponsor involvement and leverage their expertise on how to:
- Allow for continual realignment between Pre-Apprenticeship program curriculum and Registered Apprenticeship program(s), and
- How best to address other barriers or challenges preventing program participants from entering directly into RA programs.
- Use the advisory committee to broaden industry involvement by engaging other employers and potential RA sponsors, ensuring that they see value in the program.
- If there is a labor agreement in the RA program, then labor representatives should also be at the table as well.

### 4. Prepare a Well-Designed Training Curriculum

- Develop the curriculum in direct collaboration with Registered Apprenticeship program sponsors, and with oversight from the Advisory Committee.
- Include pre-requisites for successful entry into a Registered Apprenticeship program.
- Focus on preparing individuals for apprenticeship entrance exams and aptitude tests.

## 5. Showcase Your Participants to RA Sponsors and Others

- Host a job fair demonstrating the quality of the training product (i.e., the apprentice);
- Connect employers to participants directly – use Integrated interviewing techniques, mock interviews, etc.
- Cut to the chase: Find ways to display participant skills that directly connect to employer need. Use live demos when employers are in the room, and develop videos to disseminate to a wider audience (i.e., presentations by active apprentices and journey personnel from industry.)

### Refresher: What is a Registered Apprenticeship program?

A Registered Apprenticeship program is registered with the DOL Office of Apprenticeship and provides on-the-job learning to the apprentice. Every Registered Apprenticeship program consists of a program sponsor, who provides the training, and an apprentice, who receives on-the-job learning. The employer agrees to pay wages based on training and skills progression. Technical assistance is available through the DOL Office of Apprenticeship on established guidelines and standards, contact with organizations with apprenticeship experience, formal assistance through labor and employment agencies, and vocational instructors who can help provide training and education. A Registered Apprenticeship program must also incorporate the minimum standards and basic provisions included in the sidebar above.

Related webinar: [How to set up a Registered Apprenticeship Program](#)

Check out the [list of Registered and Pre-Apprenticeship Programs!](#)

For additional resources, see next page.<sup>3</sup>

### Know your Registered Apprenticeship Sponsor: These are the Minimum Standards for Registered Apprenticeship

- An apprentice must be at least 16 years old at the start of the program
- All applicants must have a full and fair equal employment opportunity to apply for an apprenticeship within the organization
- The selection of apprentices must be based solely on qualifications
- The organization must develop and provide a schedule of work processes in which an apprentice is to receive training and experience on the job.
- The organization must design or acquire organized instruction that provides the apprentice with knowledge in related instruction to the trade. A minimum of 144 hours per year is recommended.
- The apprenticeship must include a progressive wage schedule.
- The apprenticeship program must provide for the assigned supervision of apprentices in the on-the-job learning component and the organization must provide adequate facilities to train apprentices.
- The organization must provide standardized evaluations of the apprentice's progress, both in job performance and related instruction.
- Training records are to be maintained.
- A Mentor-Mentee relationship must be established to ensure a successful Registered Apprenticeship program.
- Apprentices must receive a Certification of Completion upon successful completion of the program.



## Endnotes

<sup>1</sup> The process to start a Registered Apprenticeship program varies slightly depending on whether or not there is a labor agreement:

If there is no labor agreement in place with the employer(s), the first step is to organize a Registered Apprenticeship advisory group, made up of company/business personnel and the primary person responsible for the training and development of skilled workers. Next, assess all the knowledge and skills required for the occupation or occupations to be included in the program. Develop an agreement between the apprentice/trainee and a mentor that is responsible for providing the apprentice with the training direction and mentoring required on the job. A Registered Apprenticeship program requires an advisory group or committee that outlines the roles and responsibilities for the operation of the program and designates the expectations for the training, use of technology, classroom instruction and monitored on-the-job learning for the apprentices. Finally, the operations of the entire Registered Apprenticeship program are articulated within the program standards which are submitted for registration to the U.S. Department of Labor, Office of Apprenticeship.

If employees are organized and there is a labor agreement, the process is a little different. The first step is to discuss the proposed program with the appropriate union official. Of course, this only needs to be done if the training will involve employees covered by the collective bargaining agreement. Next, set up a joint Registered Apprenticeship advisory committee to administer the program. This is similar to the Registered Apprenticeship advisory group established in a non-union environment, except that this group includes equal representation of labor and management. From here, the steps are similar. The committee arranges for necessary related instruction and develops and agrees upon the Registered Apprenticeship standards. The last step in a labor organized environment is to obtain a union waiver, if applicable. [The Setting up an Apprenticeship Program Manual](#) includes a list of what should be a part of the provisions in any Registered Apprenticeship program. Basic provisions include standards for occupations, work processes, allocation of work training time, term of apprenticeship, technology- and competency-based approach, apprentice qualifications, related classroom instruction, number of apprentices, apprentice wage, supervision of apprentices, and apprenticeship agreement. It is important to ensure any Registered Apprenticeship program includes these basic provisions.

## ii More Resources

### E-Learning Materials:

- Introduction to Registered Apprenticeship – Interactive online Breeze Course  
<https://21stcenturyapprenticeship.workforce3one.org/view/3000918251132465663>
- How to set up a Registered Apprenticeship Program  
<https://21stcenturyapprenticeship.workforce3one.org/view/3001127137778429641/info>
- Partnering with Registered Apprenticeship:  
<https://21stcenturyapprenticeship.workforce3one.org/view/4011109756356354051>
- ACA – A Roadmap for Progress  
<https://21stcenturyapprenticeship.workforce3one.org/view/4011127148000367791/info>
- Virtual Action Clinic, Registered Apprenticeship and Building Workforce Partnerships  
<https://21stcenturyapprenticeship.workforce3one.org/view/2001128559655466470/info>

- Partnership between Registered Apprenticeship and the Workforce Investment System (Virtual Action Clinic – Alaska Presentation)

<https://21stcenturyapprenticeship.workforce3one.org/view/2001128650230914713/info>

## Videos:

- If not College, then What? Registered Apprenticeship highlighted on CNN:  
[https://21stcenturyapprenticeship.workforce3one.org/view/If\\_Not\\_College\\_Then\\_What\\_Registered\\_Apprenticeship/info](https://21stcenturyapprenticeship.workforce3one.org/view/If_Not_College_Then_What_Registered_Apprenticeship/info)
- NBC's Tom Brokaw Report on MAG Registered Apprenticeship program:  
[https://21stcenturyapprenticeship.workforce3one.org/view/NBCs\\_Tom\\_Brokaws\\_Report\\_on\\_MAG/info](https://21stcenturyapprenticeship.workforce3one.org/view/NBCs_Tom_Brokaws_Report_on_MAG/info)
- Women Want Green Jobs  
[https://21stcenturyapprenticeship.workforce3one.org/view/Women\\_Want\\_Green\\_Jobs/info](https://21stcenturyapprenticeship.workforce3one.org/view/Women_Want_Green_Jobs/info)
- Coverage of WOW Program  
[https://21stcenturyapprenticeship.workforce3one.org/view/Coverage\\_of\\_WOW\\_Program/info](https://21stcenturyapprenticeship.workforce3one.org/view/Coverage_of_WOW_Program/info)

## Other Resources:

- NPR Morning Edition: Apprenticeships May Solve Skills Gap, Spark Economy  
<http://www.npr.org/2011/09/08/140279170/reviving-apprenticeships-could-solve-skills-gap-spark-economy>
- 50,000 Reasons Why Apprenticeship Works!  
[https://21stcenturyapprenticeship.workforce3one.org/view/50000\\_Reasons\\_Why\\_Apprenticeship\\_Works\\_/info](https://21stcenturyapprenticeship.workforce3one.org/view/50000_Reasons_Why_Apprenticeship_Works_/info)
- Manual: Setting Up a Registered Apprenticeship Program:  
<https://21stcenturyapprenticeship.workforce3one.org/view/2001126340937342578/info>
- Leveraging Registered Apprenticeship as a Workforce Development Strategy for the Workforce Investment System  
<https://21stcenturyapprenticeship.workforce3one.org/view/2130908942383668206/info>
- Connecting Pre-Apprenticeship!  
[https://21stcenturyapprenticeship.workforce3one.org/view/Connecting\\_PreApprenticeship/info](https://21stcenturyapprenticeship.workforce3one.org/view/Connecting_PreApprenticeship/info)
- Green Technology Training Criteria Adopted for Construction Apprentices  
<https://21stcenturyapprenticeship.workforce3one.org/view/4011102676847530538/info>



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# OFFICE OF APPRENTICESHIP

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QUALITY

PRE APPRENTICESHIP PROGRAM

## What are quality pre-apprenticeship programs?

Quality pre-apprenticeship programs contribute to the development of a diverse and skilled workforce by preparing participants to meet the basic qualifications for entry into one or more Registered Apprenticeship programs. Through a variety of unique designs and approaches, pre-apprenticeship programs can be adapted to meet the needs of differing populations being trained, the various employers and sponsors they serve, and specific opportunities within the local labor market.

## What are the benefits to participants?

Pre-apprenticeship training is a great way for participants to:

- Explore and learn about exciting careers
- Qualify to meet the minimum standards for selection to a Registered Apprenticeship program
- Benefit from classroom and technology-based training
- Get a start on career-specific training with viable career pathway opportunities
- Build your literacy, math, English, and work-readiness skills employers desire
- Advance into a Registered Apprenticeship program

## What are the benefits to Registered Apprenticeship program sponsors?

- Pre-apprenticeship training is a great way for sponsors to:
- Streamline the recruitment process
- Pre-screen a qualified, job-ready apprentice pool
- Diverse pool of prepared candidates
- Align training with apprenticeship standards
- Increase retention rates for registered apprenticeship participants
- Quality control over preparatory training

## How can Registered Apprenticeship program sponsors support pre-apprenticeship programs?

Sponsors can support pre-apprenticeship programs by:

- Articulating eligibility requirements and qualifications
- Serving on advisory committees
- Offering guidance and expertise
- Outlining industry standards
- Sharing state-of-the-art technology

## How can Registered Apprenticeship program sponsors collaborate with pre-apprenticeship programs?

Sponsors can collaborate with pre-apprenticeship programs by:

- Collaborating on assessment, curriculum and preparatory training
- Helping to set quality standards
- Helping to establish competency models and training goals
- Considering direct entry and advance placement agreements
- Developing memoranda of understanding

## Quality Pre-Apprenticeship Framework Checklist

Quality Pre-apprenticeship is defined by the Employment and Training Administration (ETA) as a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and ***has a documented partnership with at least one, if not more, Registered Apprenticeship program(s).***

A quality pre-apprenticeship program is one that incorporates the following elements:

- Approved Training and Curriculum.** Training and curriculum based on industry standards and approved by the documented Registered Apprenticeship partner(s) that will prepare individuals with the skills and competencies needed to enter one or more Registered Apprenticeship program(s);

- Strategies for Long-Term Success.** Strategies that increase Registered Apprenticeship opportunities for under-represented, disadvantaged or low-skilled individuals, such that, upon completion, they will meet the entry requirements, gain consideration, and are prepared for success in one or more Registered Apprenticeship program(s). including the following:
  - Strong recruitment strategies focused on outreach to populations under-represented in local, state, and national Registered Apprenticeship programs;
  - Educational and pre-vocational services that prepare individuals to meet the entry requisites of one or more Registered Apprenticeship programs (e.g. specific career and industry awareness workshops, job readiness courses, English for speakers of other languages, Adult Basic Education, financial literacy seminars, math tutoring, etc. ); and

Assists in exposing participants to local, state and national Registered Apprenticeship programs and provides direct assistance to participants applying to those programs;
- Access to Appropriate Support Services.** Facilitates access to appropriate support services during the pre-apprenticeship program and a significant portion of the Registered Apprenticeship program;
- Promotes Greater Use of Registered Apprenticeship to Increase Future Opportunities.** To support the ongoing sustainability of the partnership between pre-apprenticeship providers and Registered Apprenticeship sponsors, these efforts should collaboratively promote the use of Registered Apprenticeship as a preferred means for employers to develop a skilled workforce and to create career opportunities for individuals;
- Meaningful Hands-on Training that does not Displace Paid Employees.** Provides hands-on training to individuals in a simulated lab experience or through volunteer opportunities, when possible, neither of which supplants a paid employee but accurately simulates the industry and occupational conditions of the partnering Registered Apprenticeship sponsor(s) while observing proper supervision and safety protocols;
- Facilitated Entry and/or Articulation.** When possible, formalized agreements exist<sup>1</sup> with Registered Apprenticeship sponsors that enable individuals who have successfully completed the pre-apprenticeship program to enter directly into a Registered Apprenticeship program and/or include articulation agreements for earning advanced credit/placement for skills and competencies already acquired.

In addition to the quality framework above, ETA supports expanded partnerships efforts in model pre-apprenticeship training that collaborates among

- Registered Apprenticeship Sponsors
- Workforce Development agencies
- Economic Development agencies
- Business and industry partners
- Labor Management organizations
- Community Colleges and other educational partners

*The Office of Apprenticeship does not currently register or certify Quality pre-apprenticeship programs or individuals participating in Quality pre apprenticeship. The Office of Apprenticeship can also provide you with technical assistance in setting up a Quality Pre-Apprenticeship.*

**Michael “Mike” Broad**  
**Wyoming State Director**  
**Office of Apprenticeship**  
**308 West 21<sup>st</sup> Street, Ste 205**  
**Cheyenne, WY 82001**  
**307-638-1810**  
[broad.michael@dol.gov](mailto:broad.michael@dol.gov)

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<sup>1</sup> Formalized Agreements

In the context of this definition a “formalized agreement” between the Registered Apprenticeship sponsor(s) and the pre apprenticeship organization can be any form of documentation the clearly defines the obligation and expectations of each of the parties to the agreement.



## Resources

[Training and Employment Notice 13-12](#), Defining a Quality Pre-Apprenticeship Program and Related Tools and Resources

Training and Employment Notice 31-16 - Framework on Registered Apprenticeship for High School Students  
[https://wdr.doleta.gov/directives/corr\\_doc.cfm?docn=4799](https://wdr.doleta.gov/directives/corr_doc.cfm?docn=4799)

Apprenticeship website: <https://www.dol.gov/apprenticeship/>

Quick Start Toolkit for Apprenticeships: <http://www.dol.gov/apprenticeship/toolkit.htm>  
[http://www.doleta.gov/oa/employers/apprenticeship\\_toolkit.pdf](http://www.doleta.gov/oa/employers/apprenticeship_toolkit.pdf)

Federal Resources Playbook for Apprenticeship: <http://www.doleta.gov/oa/federalresources/playbook.pdf>

Registered Apprenticeship and Veterans <http://doleta.gov/oa/veterans.cfm>

Registered Apprenticeship FAQ's <http://www.dol.gov/apprenticeship/faqs.htm>

**Quality Pre-Apprenticeship Planning**

**Pre-apprenticeship Program Description:**

**Partners**

<b>Organization</b>	<b>Name</b>	<b>Title</b>	<b>Phone</b>	<b>Email</b>	<b>Address</b>	<b>Notes</b>

### Quality Pre-Apprenticeship Action Plan

Quality Pre-apprenticeship Framework Components	Status of What's In-Place	Items that Need to be Completed	Questions/Barriers/Challenges to be Resolved	Actions to Resolve Questions/Barriers/Challenges	Lead Person / Others Involved
<b>1. Approved Training and Curriculum, with Opportunities to Attain Industry-Recognized Credential</b>					
<b>2. Strategies for Long Term Success</b>					
<b>3. Access to Appropriate Support Services</b>					
<b>4. Promotes Greater Use of Registered Apprenticeship Through Ongoing Sustainability of Partnerships</b>					
<b>5. Meaningful Hands-on Training that does not Displace Paid Employees</b>					
<b>6. Facilitated Entry and/or Articulation into Registered Apprenticeship</b>					

Appendix #5

<b>TRAINING AND EMPLOYMENT NOTICE</b>	<b>NO.</b> 13-12
	<b>DATE</b> November 30, 2012

**TO:** STATE WORKFORCE AGENCIES  
STATE WORKFORCE LIAISONS  
STATE APPRENTICESHIP AGENCY DIRECTORS  
STATE WORKFORCE INVESTMENT BOARDS AND STAFF  
LOCAL WORKFORCE INVESTMENT BOARDS AND STAFF  
OFFICE OF APPRENTICESHIP FIELD STAFF  
OFFICE OF APPRENTICESHIP STATE AND REGIONAL DIRECTORS

**FROM:** JANE OATES *Jane Oates*  
Assistant Secretary

**SUBJECT:** Defining a Quality Pre-Apprenticeship Program and Related Tools and Resources

1. **Purpose.** To inform the public workforce system about the pre-apprenticeship program definition and quality framework, as well as promote tools and materials to improve the consistency and quality of pre-apprenticeship programs.

2. **Background.** Registered Apprenticeship is an effective “earn and learn” model with a long history of providing career ladders and pathways to the middle class, particularly for the building and construction industry but increasingly in other industries as well. In Fiscal Year 2011, the average starting wage for an apprentice was \$16.01/hour (\$33,301/year), with wages upon completion of a three to four year apprenticeship at \$26.36/hour (\$54,829/year).<sup>1</sup> These results demonstrate the advantages an apprenticeship offers in providing both a significant wage gain and clear career path for entry-level workers. Quality pre-apprenticeship programs can play a valuable role in preparing qualified entry-level workers for Registered Apprenticeship careers while contributing to the development of a diverse and skilled workforce. Through a variety of unique program designs and approaches, pre-apprenticeship programs can be adapted to meet the needs of diverse populations being trained, the various employers and sponsors they serve, and specific opportunities within the local labor market. However, the standards for pre-apprenticeship programs have varied with no common definition or consistent program elements.

To develop a definition and quality framework for pre-apprenticeship, the U.S. Department of Labor’s Employment and Training Administration (ETA) sought public input by hosting three listening sessions with key stakeholders in the apprenticeship and workforce communities and an online listening session (webinar) with the general public. In addition, ETA engaged the Secretary’s Advisory Committee on Apprenticeship (ACA) in the development of recommendations which the ACA approved for submission to the Department at its May 2011 meeting. The Department has accepted these recommendations and this Training and

<sup>1</sup> Source: U.S. Department of Labor, Registered Apprenticeship Partners Information Data System (RAPIDS), 2011.



Employment Notice (TEN) formally announces the definition and quality framework for pre-apprenticeship.

**3. Pre-apprenticeship Definition and Quality Framework.** Pre-apprenticeship is defined here as a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s). A quality pre-apprenticeship program is one that incorporates the following elements:

- **Approved Training and Curriculum.** Training and curriculum based on industry standards<sup>2</sup> and approved by the documented Registered Apprenticeship partner(s) that will prepare individuals with the skills and competencies needed to enter one or more Registered Apprenticeship program(s);
- **Strategies for Long-Term Success.** Strategies that increase Registered Apprenticeship opportunities for under-represented<sup>3</sup>, disadvantaged or low-skilled individuals, such that, upon completion, they will meet the entry requirements, gain consideration, and are prepared for success in one or more Registered Apprenticeship program(s) including the following:
  - Strong recruitment strategies focused on outreach to populations under-represented<sup>3</sup> in local, state, and national Registered Apprenticeship programs;
  - Educational and pre-vocational services that prepare individuals to meet the entry requisites of one or more Registered Apprenticeship programs (e.g. specific career and industry awareness workshops, job readiness courses, English for speakers of other languages, Adult Basic Education, financial literacy seminars, math tutoring, etc.); and
  - Assists in exposing participants to local, state and national Registered Apprenticeship programs and provides direct assistance to participants applying to those programs;

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<sup>2</sup> **INDUSTRY STANDARDS**

Industry Standards in this context refers to the generally accepted practices of an industry, in terms of the knowledge, skills and aptitudes that are demonstrated by members of the industry. Generally accepted practices are represented by the performance of, or instruction in, specific occupational tasks relevant to that industry by employers, journey worker(s), educators, and other subject matter experts. By using the term Industry Standards in this manner, the intent of the definition is to ensure that training and/or curricula used by the pre-apprenticeship program align with the needs of the Registered Apprenticeship partner(s), while still allowing flexibility in pre-apprenticeship program design.

<sup>3</sup> **UNDER-REPRESENTED**

In the context of this definition, the term under-represented is intentionally broad. Generally, the term “under-represented” means a population that does not represent the majority, or a proportional share as indicated by appropriate data, of current participants in Registered Apprenticeship. For example, veterans may be an under-represented population in Registered Apprenticeship. Broadly, the intent of this term is to encourage pre-apprenticeship programs to be inclusive of all populations that may benefit from Registered Apprenticeship, including those that do not, proportionally participate in Registered Apprenticeship regardless of the reason.

- **Access to Appropriate Support Services.** Facilitates access to appropriate support services<sup>4</sup> during the pre-apprenticeship program and a significant portion of the Registered Apprenticeship program;
- **Promotes Greater Use of Registered Apprenticeship to Increase Future Opportunities.** To support the ongoing sustainability of the partnership between pre-apprenticeship providers and Registered Apprenticeship sponsors, these efforts should collaboratively promote the use of Registered Apprenticeship as a preferred means for employers to develop a skilled workforce and to create career opportunities for individuals;
- **Meaningful Hands-on Training that does not Displace Paid Employees.** Provides hands-on training to individuals in a simulated lab experience or through volunteer opportunities, when possible, neither of which supplants a paid employee but accurately simulates the industry and occupational conditions of the partnering Registered Apprenticeship sponsor(s) while observing proper supervision and safety protocols; and
- **Facilitated Entry and/or Articulation.** When possible, formalized agreements<sup>5</sup> exist with Registered Apprenticeship sponsors that enable individuals who have successfully completed the pre-apprenticeship program to enter directly into a Registered Apprenticeship program and/or include articulation agreements for earning advanced credit/placement for skills and competencies already acquired.

*Additional Information.* In addition to the quality framework above, ETA supports expanded partnership efforts in model pre-apprenticeship training that are a collaboration among:

- Registered Apprenticeship sponsors;
- Workforce development agencies;
- Economic development agencies;
- Business and industry partners;
- Labor management organizations;
- Community colleges and other education partners;

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<sup>4</sup> **SUPPORT SERVICES**

Support services may refer to any service that assists participants to qualify for and maintain participation in a pre-apprenticeship and/or Registered Apprenticeship program. Broadly, support services are those intended to assist individual participants with an assessed or expressed need in order to ensure participants' success in completing the pre-apprenticeship program, gaining employment, acquiring necessary skills, or addressing any other identified barriers (*footnote continued on page three*).

Pre-apprenticeship organizations may directly provide support services or facilitate the provision of support services through referrals. The intent of this term is to ensure support services are available and emphasize the importance of such services being integrated into pre-apprenticeship programs. ETA has determined that YouthBuild programs that receive funding from the U.S. Department of Labor meet the requirements of this definition of pre-apprenticeship.

<sup>5</sup> **FORMALIZED AGREEMENTS**

In the context of this definition, a "formalized agreement" between the Registered Apprenticeship sponsor(s) and the pre-apprenticeship organization can be any form of documentation that clearly defines the obligations and expectations of each of the parties to the agreement.

- Community and faith-based organizations; and,
- Advocacy organizations that represent underserved populations.

ETA offers youth programs in YouthBuild and Job Corps that often serve as pathways to Registered Apprenticeship programs and have a track record of successful apprenticeship placements because these programs have the attributes of a quality pre-apprenticeship program described in this TEN. In addition, many WIA youth providers work with local Registered Apprenticeship programs to improve the success of students in applying for placement. Finally, as articulated throughout this TEN, pre-apprenticeship is not just a youth program strategy but may also be an effective strategy for participants in the WIA adult programs.

ETA does not currently, nor is it planning to, register or certify pre-apprenticeship programs or individuals participating in a pre-apprenticeship program. ETA intends for this TEN to serve as a catalyst for pre-apprenticeship providers to make contact with Registered Apprenticeship program sponsors. In issuing this notice and technical assistance, ETA seeks to improve the consistency and quality of pre-apprenticeship programs.

**4. Workforce System Partnerships with Quality Pre-Apprenticeship and Registered Apprenticeship Programs.** ETA encourages the American Job Center network to familiarize itself with this definition and framework, as well as to use the technical assistance materials to support expanded partnerships between quality pre-apprenticeship programs and Registered Apprenticeship programs. WIA funding can be used to support pre-apprenticeship programs. The potential benefits of collaboration include:

- *Boosting training* - WIA participants in pre-apprenticeship programs are counted as receiving training services;
- *Promoting diversity* - Pre-apprenticeship and Registered Apprenticeship programs offer career pathways for the various adult and youth populations served by the WIA programs;
- *Enhancing job placement* - WIA participants that complete the pre-apprenticeship program and enter a Registered Apprenticeship program are counted as positive placements into employment; and
- *Improving other important workforce indicators* – Placing pre-apprenticeship participants into Registered Apprenticeship may result in improved outcomes in other key areas, such as:
  - employment retention rates and average earnings;
  - degree or certificate attainment; and,
  - gains in literacy and numeracy skills for youth.

**5. Technical Assistance and Resource Materials.** ETA continues to create resource materials and to provide technical assistance resources to aid the American Job Center network to support expanded partnerships with quality pre-apprenticeship programs and Registered Apprenticeship programs. These materials include:

- *Pathways to Registered Apprenticeship: Partnering for Success*, a soon to be released pre-apprenticeship toolkit which will provide outreach materials to explain the benefits of



pre-apprenticeship training and Registered Apprenticeship programs for a variety of potential partners, such as community colleges, students, parents, the American Job Center network, and industry. This resource will also aid the American Job Center network and other partners in identifying quality pre-apprenticeship programs and effectively building partnerships with such programs. The toolkit will include fliers, Frequently Asked Questions, and brochures targeted at particular audiences. The toolkit will be made available on-line on the 21<sup>st</sup> Century Registered Apprenticeship Community of Practice (CoP): <http://21stcenturyapprenticeship.workforce3one.org/>.

- *Pathways to Success*: A searchable database of pre-apprenticeship programs to help potential partners identify pre-apprenticeship programs in their region or local area. The database does not provide qualitative information about the program but describes the services and training the programs provide to prepare participants for entry into Registered Apprenticeship. Programs that want to have their information included in the database should send their request to [OA.Administrator@dol.gov](mailto:OA.Administrator@dol.gov). The database can be found on the Apprenticeship CoP as described above.
- Training and Employment Guidance Letter No. 02-07, *Leveraging Registered Apprenticeship as a Workforce Development Strategy for the Workforce Investment System*.
- TEN No. 44-11, *Encouraging Enhanced Partnerships and Collaboration between the Workforce Investment System and Registered Apprenticeship Programs*.

For more information regarding these resources and to find additional Registered Apprenticeship information, please visit [www.doleta.gov/oa](http://www.doleta.gov/oa) and the Apprenticeship CoP Web site. For first-time users of the CoP, this resource is easy to use and registration is free. Go to the homepage, <http://21stcenturyapprenticeship.workforce3one.org/>, and click on the “sign up” button in the top right corner of the screen to acquire a username and password. This resource provides a wealth of information about innovations in Registered Apprenticeship, successful partnerships with workforce, education, and Registered Apprenticeship programs.

**6. Next Steps.** ETA will continue to develop and disseminate information to promote partnerships of the American Job Center network with quality pre-apprenticeship and Registered Apprenticeship programs.

**7. Action Requested.** States are requested to disseminate this information broadly to local areas to build broader understanding of pre-apprenticeship programs and this critical connection to Registered Apprenticeship programs.

**8. Inquiries.** Questions about this TEN should be directed to Ms. Franchella Kendall of the Office of Apprenticeship at (202) 693-3798 or [kendall.franchella@dol.gov](mailto:kendall.franchella@dol.gov).



Appendix #6

<b>TRAINING AND EMPLOYMENT NOTICE</b>	NO. 31-16
	DATE January 17, 2017

**TO:** ALL STATE WORKFORCE ADMINISTRATORS  
ALL STATE AND LOCAL WORKFORCE AGENCIES  
ALL STATE WORKFORCE LIAISONS  
ALL STATE AND LOCAL WORKFORCE BOARD CHAIRS AND DIRECTORS  
ALL STATE APPRENTICESHIP AGENCIES  
ALL APPRENTICESHIP STATE AND REGIONAL DIRECTORS  
ALL STATE LABOR COMMISSIONERS

**FROM:** PORTIA WU /s/  
Assistant Secretary  
Employment and Training Administration  
U.S. Department of Labor

JOHAN E. UVIN /s/  
Deputy Assistant Secretary  
Delegated the Duties of Assistant Secretary  
Office of Career, Technical, and Adult Education  
U.S. Department of Education

**SUBJECT:** Framework on Registered Apprenticeship for High School Students

- 1. Purpose.** The Framework on Registered Apprenticeship (RA) for High School Students provides guidance from the U.S. Departments of Labor (USDOL) and Education (ED) to the public workforce and education systems on the components of a high-quality RA program for high school students. The purpose of this framework is to provide recommendations on key elements of RA programs for high school students and to encourage greater use of RA and pre-apprenticeship programs for in-school youth at least 16 years old, enrolled in secondary schools. The Fair Labor Standards Act (FLSA) sets the minimum ages and occupations in which youth can be employed in agricultural and nonagricultural employment. In nonagricultural employment, 16- and 17-year-old apprentices are specifically permitted to do some hazardous work otherwise prohibited for that age group provided certain requirements are met (see footnote three in Attachment 1). Apart from these exceptions, all other work deemed to be hazardous by the Secretary of Labor is prohibited for 16- and 17-year-old apprentices working in nonagricultural employment. This framework provides an important opportunity for youth to finish high school and continue on a pathway toward multiple career and educational opportunities, such as entering an RA program, earning an associate's and/or a bachelor's degree, and obtaining sustainable employment. The framework seeks to enhance the competitiveness of businesses by connecting youth to work-based learning and developing in-demand skills and competencies.

2. **References.** See Attachments.

3. **Background.** There is growing federal and state support for the expansion of youth employment and training programs to meet the demands of businesses that want to recruit workers into their companies. For example, the Workforce Innovation and Opportunity Act (WIOA) places increased emphasis on improving youths' access to employment into high-quality jobs and careers. At least twenty percent of WIOA youth formula funds allocated to local areas must be used to provide youth with paid and unpaid work experiences, including pre-apprenticeship and other types of on-the-job training. Also, local WIOA formula funds may also be used to support apprentices participating in a RA program. In addition, under the Office of Apprenticeship's regulations implementing the National Apprenticeship Act of 1934<sup>1</sup> apprentices must be at least 16 years of age, creates an opportunity among public workforce and education systems to develop RA programs designed to meet the needs of in-school youth.

RA and pre-apprenticeships are valuable work-based learning opportunities that can provide high school students with academic and workplace skills that lead to postsecondary education opportunities and careers. RA is a proven model of job preparation that combines paid on-the-job learning (OJL) and related instruction to progressively increase workers' skill levels and wages. The average income of apprentices is approximately \$60,000. These results show the advantages an apprenticeship offers in providing both a significant wage gain and clear career path for entry-level workers. Through various program designs and approaches, RA and pre-apprenticeship programs for high school youth can be adapted to meet the needs of school districts, employers, the sponsors they serve, and specific opportunities within the local labor market. Several states provide successful RA or pre-apprenticeship programs for high school students. They combine academic and career and technical education (CTE)<sup>2</sup> classroom instruction with work-based learning, allowing students to earn a high school diploma and develop industry specific workplace competencies, skills, and knowledge. Programs are designed to prepare students for a career encompassing both postsecondary education and employment by providing opportunities for earning college credits and/or industry-recognized certificates or credentials.

State leaders, educators, and employers have requested more guidance on RA programs for high school students. The USDOL engaged the Secretary's Advisory Committee on Apprenticeship (ACA), as well as ED, Office of Career, Technical and Adult Education (OCTAE), to develop a framework on RA for high school students. In addition, key stakeholders in the RA, workforce, and education communities provided input to help inform the development of this guidance.

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<sup>1</sup> 29 C.F.R. § 29.5(b)(10).

<sup>2</sup> Section 3(5) of the Carl D. Perkins Career and Technical Education Act of 2006 defines "career and technical education" as organized educational activities that offer a sequence of courses that -- provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and includes competency-based applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship.

#### 4. Framework Principles.

- High school students enrolled in secondary school who meet the minimum legal age of 16 can be employed as apprentices. Across the country, RA programs for high school students have diverse definitions and requirements dictated by state laws. This framework, if states and localities choose to implement it, has the capacity to improve consistency and quality of programs on a national level. Such programs must comply with all applicable laws, including Federal regulations on child labor as stated in the FLSA (see Child Labor Bulletin 101) in addition to state child labor laws. Programs must also comply with state workers' compensation laws.
- Programs for high school students should combine academic and technical classroom instruction with work experience, allowing youth to explore a career and develop industry-specific workplace competencies, skills and knowledge, while still enrolled in high school.
- Programs should align academic and technical standards in secondary and postsecondary education, CTE, and industry-recognized credentials and certifications.
- Programs should incorporate stackable credentials of value for multiple pathways, including entrance into RA programs, community and technical colleges, universities, and sustainable employment.
- Employer involvement is critical in developing and sustaining the program.

#### 5. Elements of Quality RA Programs for High School Students. High-quality RA programs for high school students should address the needs of students, employers, sponsors, and local school districts. While they may employ different program designs and approaches which are consistent with state and local education guidelines, the models described below should form the foundation of students' participation in a pre-apprenticeship or RA programs during high school and beyond. High school programs have strong linkages to an RA program during and after high school graduation in each model. Students are encouraged to begin career exploration (i.e., job shadowing, career fairs, internships, etc.) prior to entering these programs. Students may begin related classroom instruction and some work-based learning before entering an RA program.

##### (A) Pre-apprenticeship for High School Students or School-to RA

- A pre-apprenticeship is a program designed to prepare individuals to enter and succeed in an RA program. This model is based on the [Quality Pre-Apprenticeship Guidance, Training and Employment Notice \(TEN. 13-12\)](#). Pre-apprenticeship programs should have strong direct linkages with RA.



- Students take courses for the purpose of their pre-apprenticeship that are approved by a RA program in addition to their required high school coursework. These courses count towards high school graduation.
- Students participate in OJL activities beginning at age 16, which can count towards entry into an RA program. As students move through the program, they advance their OJL to become more skilled and more productive.
- Students may have opportunities to earn industry-recognized credentials and certifications.
- Students can apply to the RA program leading up to or upon high school graduation.
- Postsecondary credits are awarded based on signed articulation agreements established between local school districts, postsecondary institutions, and RA programs.

**(B) RA Program that Begins in High School**

- Students begin their RA program in high school and are fully registered as apprentices in the RA system.
- RA agreements are signed by a parent/guardian (if the student is under age 18), the students, and employer/sponsor.
- Students take courses at their high school and/or community and technical colleges for the purpose of their apprenticeship that are approved by an RA program in addition to their required high school coursework. These courses should count towards high school graduation. Course work can start as early as ninth grade.
- Postsecondary credits are awarded based on signed articulation agreements established between local school districts, postsecondary institutions, and RA programs.
- Students may start OJL activities at age 16, which will count towards entry into a RA program. The specific types and conditions of permissible work activities are outlined for 16- and 17-year olds in the FLSA and in State Child Labor laws. The work portion of the program is flexible and is done when school is not in session including summers and weekends or as part of a work-study program.
- Students are employed by a participating signatory partner to the Registered Apprenticeship Guideline Standards or program and are under supervision of a skilled mentor during OJL.
- Students who complete the RA program upon high school graduation will have gone through a time-based (a minimum of 2000 hours of OJL and 144 hours of related



instruction), a competency-based or hybrid program and will receive a RA Certificate of Completion and a high school diploma.

- The length of the program depends on the occupation's standards, industry norms, and the type of program (Time-based, Competency-based, or Hybrid).
  - Enrollment in a RA program may begin in high school and continue after graduation. A signatory partner to the RA guideline standards or program will continue to employ the individual and count the OJL hours earned while in high school towards the RA program. Postsecondary coursework can be provided by community, technical or four-year colleges, accredited on-line programs or recognized RA training centers in accordance with the program's standards.
  - Students may have opportunities to earn industry-recognized credentials and certifications.
6. **Next Steps.** The Employment and Training Administration will continue to develop and disseminate information to promote RA for High School Students.
  7. **Action Requested.** Recipients of this guidance are requested to disseminate this information broadly to local areas to build greater understanding of RA for High School Students.
  8. **Inquiries.** Questions about this TEN should be directed to Ms. Laura Ginsburg of the Office of Apprenticeship at (202) 693-2796 or [Ginsburg.laura@dol.gov](mailto:Ginsburg.laura@dol.gov).
  9. **Attachments.**

Attachment I: Guide on Child Labor Laws and Workers' Compensation for Apprentice Minors

Attachment II: Workers' Compensation for apprentices under age 18

## Appendix #7

### MEMORANDUM OF UNDERSTANDING AMONG WYOMING OFFICE OF THE GOVERNOR, WYOMING WORKFORCE DEVELOPMENT COUNCIL, WYOMING COMMUNITY COLLEGE COMMISSION, WYOMING DEPARTMENT OF WORKFORCE SERVICES, WYOMING DEPARTMENT OF EDUCATION, WYOMING DEPARTMENT OF HEALTH, WYOMING DEPARTMENT OF FAMILY SERVICES, AND ONE-STOP PARTNERS

1. **Parties.** The parties to this Memorandum of Understanding (MOU) are the Wyoming Office of the Governor (Governor), whose address is: State Capitol, 200 West 24<sup>th</sup> Street, Cheyenne, Wyoming 82002; the Wyoming Workforce Development Council (WWDC), whose address is: 5221 Yellowstone Road, Cheyenne, Wyoming 82002; the Wyoming Community College Commission (WCCC), whose address is: 2300 Capitol Avenue, 5<sup>th</sup> Floor, Suite B, Cheyenne, Wyoming 82002; the Wyoming Department of Workforce Services (DWS), whose address is 5221 Yellowstone Road, Cheyenne, Wyoming 82002; the Wyoming Department of Education (WDE), whose address is: 122 West 25<sup>th</sup> Street, E200, Cheyenne, Wyoming, 82002; the Wyoming Department of Health (WDH), whose address is: 401 Hathaway Building, Cheyenne, Wyoming 82002; the Wyoming Department of Family Services (DFS), whose address is: 2300 Capitol Avenue, Cheyenne, Wyoming 82002; (collectively “Partner Agencies”, or individually “Partner Agency”); and required One-Stop Partners (collectively “Partners”, or individually “Partner”) as described in P.L. 113-128 § 121, listed in Attachment D.
2. **Purpose of MOU.** The purpose of this MOU is to comply with the Workforce Innovation and Opportunity Act (WIOA) (P.L. 113-128, 29 U.S.C. 3112) which requires the WWDC, with the agreement of the Governor, to develop and enter into a memorandum of understanding with the Partners defined in P.L. 113-128 § 121(b)(1)(B).
3. **Term of MOU.** This MOU is effective when all Partner Agencies have executed it (Effective Date). This MOU shall be terminated as to an individual Partner Agency when that Partner Agency wishes to remove itself from the MOU and does so with 30 days’ notice and as permitted by WIOA, or as provided for in Section 6.K., or Section 7.U. There is no right or expectation of extension and any extension will be determined at the discretion of the Governor and WWDC.
4. **Payment.** Payment shall be made in accordance with the requirements contained in Attachment B, Operating Budget and Infrastructure Funding Agreement.
5. **Responsibilities of Partner Agencies.** The Partner Agencies agree as follows:
  - A. They will perform the duties and responsibilities described in Attachments A through D, which are attached to and incorporated into this MOU by this reference.

- B.** Unless otherwise specifically stated, DWS shall represent Adult, Dislocated Worker, and Youth programs defined in P.L. 113-128, 29 U.S.C. § 3112 (WIOA), Wagner-Peyser Act (29 U.S.C. § 49, as amended by P.L. 113-128), services provided under the Rehabilitation Act of 1973 (29 U.S.C. § 720, *et seq.* as amended by P.L. 113-128) (VR), activities authorized under Title V of the Older Americans Act of 1965, as applicable (42 U.S.C. § 3056, *et seq.*) (SCSEP), activities authorized under Title II, Chapter 2 of the Trade Act of 1974 (19 U.S.C. § 2271, *et seq.*) (TAA), activities authorized under 38 U.S.C. § 41, Job Counseling, Training, and Placement Service for Veterans (JSVG), services provided under P.L. 113-128, Sec. 167, and programs authorized under State unemployment compensation laws in accordance with applicable Federal law (UI). DWS shall comply with and advise any subrecipients/sub awardees/subgrantees of and enforce the requirements of this MOU.
- C.** Unless otherwise specifically stated, WDE shall represent the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. § 2301, *et seq.*) (Perkins) as reauthorized by The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) and shall comply with and advise any sub recipients/sub awardees/sub grantees of and enforce the requirements of this MOU.
- D.** Unless otherwise specifically stated, the WDH shall represent the Community Services Block Grant Act (42 U.S.C. § 9901, *et seq.*) (CSBG) and shall comply with and advise any subrecipients/sub awardees/subgrantees of and enforce the requirements of this MOU.
- E.** Unless otherwise specifically stated, DFS shall represent programs authorized under Title IV, Part A of the Social Security Act (42 U.S.C. § 601, *et seq.*) (TANF), not to include POWER, and any funding received from the U.S. Department of Housing and Urban Development defined in P.L. 113-128, Sec. 121(b)(1)(B)(x) utilized for employment and training activities, and shall comply with and advise any subrecipients/sub awardees/subgrantees of and enforce the requirements of this MOU.
- F.** Unless otherwise specifically stated, WCCC shall represent the Adult Education and Family Literacy Act authorized under Title II of WIOA and shall comply with and advise any subrecipients/sub awardees/subgrantees of and enforce the requirements of this MOU.
- G.** The WWDC shall enter into Participating Addenda with Partners as more specifically set forth in Section 7 below.

## **6. General Provisions.**

- A. Amendments.** Any changes, modifications, revisions, or amendments to this MOU which are mutually agreed upon by the parties to this MOU shall be incorporated by written instrument, executed by all parties to this MOU.

- (i) Upon notification, the WWDC Chair or designee shall ensure that discussions and negotiations related to the proposed modification take place with Partner Agencies and Partners in a timely manner, as appropriate. Depending upon the type of modification, negotiation can be accomplished through email communications which shall include Partner Agencies and Partners. If the proposed modification is extensive or is met with opposition, the WWDC Chair or designee may call a meeting of the Partner Agencies and Partners to ensure resolution.
- (ii) If it is determined that any Partner Agency or Partner is unwilling to agree to the modification, the WWDC Chair or designee shall ensure that the procedure set forth in Attachment A, Section 16 is followed.
- B. Applicable Law, Rules of Construction, and Venue.** The construction, interpretation and enforcement of this MOU shall be governed by the laws of the State of Wyoming without regard to conflicts of law principles. The terms “hereof”, “hereunder”, “herein”, or words of similar import are intended to refer to this MOU as a whole and not to any particular provision or part. The Courts of the State of Wyoming shall have jurisdiction over this MOU and the Partner Agencies. The venue shall be the First Judicial District, Laramie County, Wyoming.
- C. Availability of Funds.** Each payment obligation of the WWDC is conditioned upon the availability of government funds which are appropriated or allocated for the payment of this obligation and which may be limited for any reason including, but not limited to, congressional, legislative, gubernatorial, or administrative action. If funds are not allocated and available for continued performance of the MOU, the MOU may be terminated by the WWDC at the end of the period for which the funds are available. The WWDC shall notify the DWS at the earliest possible time of the services which will or may be affected by a shortage of funds. No penalty shall accrue to the WWDC in the event this provision is exercised, and the WWDC shall not be obligated or liable for any future payments due or for any damages as a result of termination under this section.
- D. Entirety of MOU.** This MOU, consisting of fourteen (14) pages; Attachment A, Federal Requirements, consisting of **forty-nine (49)** pages; Attachment B, One-Stop Operating Budget and Infrastructure Funding Agreement, consisting of **five (5)** pages; Attachment C, Core Partner Performance, consisting of **two (2)** pages; Attachment D, One-Stop Partner Participating Addendum, consisting of **one (1)** page; and all fully executed One-Stop Partner Participating Addenda, represent the entire and integrated MOU between the parties and supersede all prior negotiations, representations, and agreements, whether written or oral.
- E. Force Majeure.** No Partner Agency shall be liable for failure to perform under this MOU if such failure to perform arises out of causes beyond the control and without



the fault or negligence of the nonperforming Partner Agency. Such causes may include, but are not limited to, acts of God or the public enemy, fires, floods, epidemics, quarantine restrictions, freight embargoes, and unusually severe weather. This provision shall become effective only if the Partner Agency failing to perform immediately notifies the other Partner Agencies of the extent and nature of the problem, limits delay in performance to that required by the event, and takes all reasonable steps to minimize delays.

- F. Indemnification.** Each Partner Agency to this MOU shall assume the risk of any liability arising from its own conduct. No Partner Agency shall insure, defend, or indemnify any other.
- G. Notices.** All notices arising out of, or from, the provisions of this MOU shall be in writing, either by regular mail or delivery in person, at the addresses provided under this MOU.
- H. Prior Approval.** This MOU shall not be binding upon Partner Agencies or Partners, no services shall be performed, and the Wyoming State Auditor shall not draw warrants for payment, until this MOU has been fully executed, approved as to form by the Office of the Attorney General, filed with and approved by A&I Procurement, and approved by the Governor of the State of Wyoming, or his designee, if required by Wyo. Stat. § 9-2-1016(b)(iv).
- I. Severability.** Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect, and the Partner Agencies may renegotiate the terms affected by the severance.
- J. Sovereign Immunity.** The State of Wyoming, the Governor, WWDC, WCCC, DWS, WDE, WDH, and DFS expressly reserve sovereign immunity by entering into this MOU and specifically retain all immunities and defenses available to them pursuant to Wyo. Stat. § 1-39-104(a) and all other state or federal law. Designations of venue, choice of law, enforcement actions, and similar provisions shall not be construed as a waiver of sovereign immunity. The Partner Agencies agree that any ambiguity in this MOU shall not be strictly construed, either against or for any Partner Agency, except that any ambiguity as to sovereign immunity shall be construed in favor of sovereign immunity.
- K. Termination.** If at any time during the performance of this MOU, in the opinion of the Governor or WWDC, the work is not progressing satisfactorily or within the terms of this MOU, then, at the discretion of the Governor or WWDC and after written notice to the parties, the Governor or WWDC may terminate this MOU or any part of it.
- L. Third-Party Beneficiary Rights.** The Partner Agencies do not intend to create in any other individual or entity the status of third-party beneficiary, and this MOU

shall not be construed so as to create such status. The rights, duties and obligations contained in this MOU shall operate only between the Partner Agencies of this MOU, and shall inure solely to the benefit of the Partner Agencies of this MOU. The provisions of this MOU are intended only to assist the Partner Agencies in determining and performing their obligations under this MOU.

- M. Time is of the Essence.** Time is of the essence in all provisions of this MOU.
- N. Titles Not Controlling.** Titles of paragraphs are for reference only, and shall not be used to construe the language in this MOU.
- O. Waiver.** The waiver of any breach of any term or condition in this MOU shall not be deemed a waiver of any prior or subsequent breach. Failure to object to a breach shall not constitute a waiver.
- P. Counterparts.** This MOU may be executed in counterparts. Each counterpart, when executed and delivered, shall be deemed an original and all counterparts together shall constitute one and the same MOU. Delivery by any Partner Agency of an originally signed counterpart of this MOU by facsimile or PDF shall be followed up immediately by delivery of the originally signed counterpart to the WWDC.

**7. Special Provisions Applicable to Participating Addenda.**

The Partner Agencies authorize the WWDC to enter into separate One-Stop Partner Participating Addenda with required Partners pursuant to the terms set forth in this Section 7, in the form attached hereto as Attachment D. Each fully executed One-Stop Partner Participating Addendum shall be incorporated into this MOU by this reference, and shall require each Partner to agree to the terms and conditions contained in Sections 2, 3 and 4 of this MOU, and Attachments A, B, and D, as well as the following terms:

- A. Amendments.** No changes, modifications, revisions, or amendments to this Addendum shall be permitted without an amendment to the MOU, which shall be mutually agreed upon by the Partner Agencies, incorporated by written instrument, and executed by all Parties to this MOU.
  - (i)** Upon notification, the WWDC Chair or designee shall ensure that discussions and negotiations related to the proposed modification take place with Partner Agencies and Partners in a timely manner, as appropriate. Depending upon the type of modification, negotiation can be accomplished through email communications which shall include Partner Agencies and Partners. If the proposed modification is extensive or is met with opposition, the WWDC Chair or designee may call a meeting of the Partner Agencies and Partners to ensure resolution.

- (ii) If it is determined that any Partner Agency or Partner is unwilling to agree to the modification, the WWDC Chair or designee shall ensure that the procedure set forth in Attachment A, Section 16 is followed.

**B. Applicable Law, Rules of Construction, and Venue.**

- (i) If Partner is a private or governmental entity, the following provision applies: The construction, interpretation, and enforcement of this Addendum and the MOU, as between the Partner and WWDC, shall be governed by the laws of the State of Wyoming, without regard to conflicts of law principles. The terms “hereof,” “hereunder,” “herein,” and words of similar import, are intended to refer to this Addendum as a whole and not to any particular provision or part. The Courts of the State of Wyoming shall have jurisdiction over this Addendum and the parties. The venue shall be the First Judicial District, Laramie County, Wyoming.
- (ii) If Partner is a tribal entity, the following provision applies: The construction, interpretation, and enforcement of this Addendum and the MOU, as between the Partner and WWDC, shall be governed and interpreted according to federal laws and regulations, and any other applicable laws and regulations. In the event a dispute arises under this Addendum, jurisdiction will be in a court of competent jurisdiction.

**C. Assignment Prohibited and Addendum Shall Not be Used as Collateral.** Neither party shall assign or otherwise transfer any of the rights or delegate any of the duties set out in this Addendum without the prior written consent of the other party. The Partner shall not use this Addendum, or any portion thereof, for collateral for any financial obligation without the prior written permission of the WWDC.

**D. Audit and Access to Records.** The WWDC and its representatives shall have access to any books, documents, papers, electronic data, and records of the Partner which are pertinent to this Addendum.

**E. Related Work.** Work related to the MOU may be undertaken by Partner Agencies or other Partners. The Partner shall cooperate fully with Partner Agencies, other Partners, and the WWDC in all such cases.

**F. Compliance with Laws.** The Partner shall keep informed of and comply with all applicable federal, state, and local laws and regulations, and all federal grant requirements and executive orders in the performance of this Addendum.

**G. Confidentiality of Information.**

- (i) If Partner is a private or tribal entity, the following provision applies: All documents, data compilations, reports, computer programs, photographs, data, and other work provided to or produced by the Partner in the performance of this Addendum shall be kept confidential by the Partner unless written permission is granted by the WWDC for its release. If and when Partner receives a request for information subject to this Addendum, Partner shall notify the WWDC within ten (10) days of such request and shall not release such information to a third party unless directed to do so by WWDC.
- (ii) If Partner is a governmental entity, the following provision applies: Except when disclosure is required by the Wyoming Public Records Act or court order, all documents, data compilations, reports, computer programs, photographs, data, and other work provided to or produced by the Partner in the performance of this Addendum shall be kept confidential by the Partner unless written permission is granted by the WWDC for its release. If and when Partner receives a request for information subject to this Addendum, Partner shall notify WWDC within ten (10) days of such request and shall not release such information to a third party unless directed to do so by WWDC.

**H. Ethics.** Partner shall keep informed of and comply with the Wyoming Ethics and Disclosure Act (Wyo. Stat. § 9-13-101, *et seq.*) and any and all ethical standards governing Partner's profession.

**I. Extensions.** Nothing in this Addendum shall be interpreted or deemed to create an expectation that this Addendum will be extended beyond the term described in the MOU.

**J. Force Majeure.** Neither party shall be liable for failure to perform under this Addendum if such failure to perform arises out of causes beyond the control and without the fault or negligence of the nonperforming party. Such causes may include, but are not limited to, acts of God or the public enemy, fires, floods, epidemics, quarantine restrictions, freight embargoes, and unusually severe weather. This provision shall become effective only if the party failing to perform immediately notifies the other party of the extent and nature of the problem, limits delay in performance to that required by the event, and takes all reasonable steps to minimize delays.

**K. Indemnification.**

- (i) If Partner is a private entity, the following provision applies: The Partner shall release, indemnify, and hold harmless the State, the WWDC, and their officers, agents, and employees from any and all claims, suites, liabilities, court awards, damages, costs, attorneys' fees, and expenses arising out of the Partner's failure to perform any of their duties and obligations hereunder



of in connection with the negligent performance of Partner's duties or obligations, including, but not limited to, any claims, suits, liabilities, court awards, damages, costs, attorney's fees, and expenses arising out of the Partner's negligence or other tortious conduct.

- (ii) If Partner is a governmental or tribal entity, the following provision applies: Each party to this Addendum shall assume the risk of any liability arising from its own conduct. Neither party agrees to insure, defend, or indemnify the other.

- L. Independent Contractor.** The Partner shall function as an independent contractor for the purposes of this Addendum and shall not be considered an employee of the State of Wyoming for any purpose. Consistent with the express terms of this Addendum, the Partner shall be free from control or direction over the details of the performance of services under this Addendum. The Partner shall assume sole responsibility for any debts or liabilities that may be incurred by the Partner in fulfilling the terms of this Addendum and shall be solely responsible for the payment of all federal, state, and local taxes which may accrue because of this Addendum. Nothing in this Addendum shall be interpreted as authorizing the Partner or its agents or employees to act as an agent or representative for or on behalf of the State of Wyoming or the Partner Agencies or to incur any obligation of any kind on behalf of the State of Wyoming or the Partner Agencies. The Partner agrees that no health or hospitalization benefits, workers' compensation, unemployment insurance, or similar benefits available to State of Wyoming employees will inure to the benefit of the Partner or the Partner's agents or employees as a result of this Addendum.
- M. Notices.** All notices arising out of, or from, the provisions of this Addendum shall be in writing either by regular mail or delivery in person at the addresses provided under this Addendum.
- N. Notice of Sale or Transfer.** The Partner shall provide the WWDC with notice of any sale, transfer, merger, or consolidation of the assets of the Partner. Such notice shall be provided in accordance with the notices provision of this Addendum and, when possible and lawful, in advance of the transaction. If the WWDC determines that the sale, transfer, merger, or consolidation is not consistent with the continued satisfactory performance of the Partner's obligations under this Addendum, then the Partner may, at its discretion, terminate or renegotiate the Addendum.
- O. Patent or Copyright Protection.** The Partner recognizes that certain proprietary matters or techniques may be subject to patent, trademark, copyright, license, or other similar restrictions, and warrants that no work performed by the Partner or its subcontractors will violate any such restriction. The Partner shall defend and indemnify the WWDC for any infringement or alleged infringement of such patent, trademark, copyright, license, or other restrictions.

**P. Insurance Requirements.**

- (i) During the term of this Addendum, the Partner shall obtain and maintain, and ensure that each subcontractor obtains and maintains, each type of insurance coverage specified in Insurance Coverage, below.
- (ii) All policies shall be primary over any insurance or self-insurance program carried by the Partner or the State of Wyoming. All policies shall include clauses stating that each insurance carrier shall waive all rights of recovery under subrogation or otherwise against Partner or the State, its agencies, institutions, organizations, officers, agents, employees, and volunteers.
- (iii) The Partner shall provide Certificates of Insurance to the Agency verifying each type of coverage required herein. If the policy is a “claims made” policy instead of an “occurrence” policy, the information provided shall include, but is not limited to, retroactive dates and extended reporting periods or tails.
- (iv) All policies shall be endorsed to provide at least thirty (30) days advance written notice of cancellation to the WWDC. A copy of the policy endorsement shall be provided with the Certificate of Insurance.
- (v) In case of a breach of any provision relating to Insurance Requirements or Insurance Coverage, the WWDC may, at the WWDC’s option, obtain and maintain, at the expense of the Partner, such insurance in the name of the Partner, or subcontractor, as the WWDC may deem proper and may deduct the cost of obtaining and maintaining such insurance from any sums which may be due or become due to the Partner under this Addendum.
- (vi) All policies required by this Addendum shall be issued by an insurance company with an A.M. Best rating of A-VIII or better.
- (vii) The WWDC reserves the right to reject any policy issued by an insurance company that does not meet these requirements.
- (viii) If Partner is an agency or governmental entity protected by the Wyoming Governmental Claims Act, Wyo. Stat. § 1-39-101, *et seq.*, Partner shall certify that it is a member of the Wyoming Association of Risk Management (WARM) pool or the Local Government Liability Pool (LGLP), Wyo. Stat. § 1-42-201, *et seq.*, and shall provide a letter verifying its participation in the WARM or LGLP to the WWDC. If such letter is provided, Partner shall not be required to obtain the coverage set forth below.

**Q. Insurance Coverage.** The Partner shall obtain and maintain the following insurance in accordance with the Insurance Requirements set forth above:

(i) Commercial General Liability Insurance. Commercial general liability insurance (CGL) coverage, occurrence form, covering liability claims for bodily injury and property damage arising out of premises, operations, products and completed operations, and personal and advertising injury, with minimum limits as follows:

- (a) \$1,000,000.00 each occurrence;
- (b) \$1,000,000.00 personal injury and advertising injury;
- (c) \$2,000,000.00 general aggregate; and
- (d) \$2,000,000.00 products and completed operations.

(ii) Workers' Compensation and Employer's Liability Insurance. Employees hired in Wyoming to perform work under this Addendum shall be covered by workers' compensation coverage obtained through the Wyoming Department of Workforce Services' workers' compensation program, if statutorily required. Employees brought into Wyoming from Partner's home state to perform work under this Addendum shall be covered by workers' compensation coverage obtained through the Wyoming Department of Workforce Services' workers' compensation program or other state or private workers' compensation insurance approved by the Wyoming Department of Workforce Services, if statutorily required.

The Partner shall provide the WWDC with a Certificate of Good Standing or other proof of workers' compensation coverage for all of its employees who are to perform work under this Addendum, if such coverage is required by law. If workers' compensation coverage is obtained by Partner through the Wyoming Department of Workforce Services' workers' compensation program, Partner shall also obtain Employer's Liability "Stop Gap" coverage through an endorsement to the CGL policy required by this Addendum, with minimum limits as follows:

- (a) Bodily Injury by Accident: \$1,000,000.00 each accident;
- (b) Bodily Injury by Disease: \$1,000,000.00 each employee; and
- (c) Bodily Injury by Disease: \$1,000,000.00 policy limit.

(iii) Unemployment Insurance. The Partner shall be duly registered with the Department of Workforce Services and obtain such unemployment insurance coverage as required. The Partner shall supply WWDC with a Certificate of Good Standing or other proof of unemployment insurance coverage.

(iv) Professional Liability or Errors and Omissions Liability Insurance. Professional liability insurance or errors and omissions liability insurance protecting against any and all claims arising from the Partner's alleged or real professional errors, omissions, or mistakes in the performance of professional duties under this Addendum, with minimum limits as follows:

- (a) \$1,000,000.00 each occurrence; and
- (b) \$1,000,000.00 general aggregate.

The policy shall have an extended reporting period of two (2) years.

- (v) Cyber Liability Insurance. Cyber liability insurance which shall be sufficiently broad to cover all duties and obligations undertaken by Partner and shall include, but not be limited to, claims involving infringement of intellectual property, including, but not limited to, infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, release of private information, alteration of electronic information, extortion, and network security, with minimum limits as follows:

- (a) \$2,000,000.00 each occurrence; and
- (b) \$2,000,000.00 general aggregate.

Coverage shall include breach response costs, regulatory fines and penalties, and credit monitoring expenses, with limits sufficient to respond to these obligations.

- R. Severability.** Should any portion of this Addendum be judicially determined to be illegal or unenforceable, the remainder of the Addendum and the MOU shall continue in full force and effect, and the parties may renegotiate the terms affected by the severance.

- S. Sovereign Immunity and Limitations.**

- (i) If Partner is a private entity, the following provision applies: Pursuant to Wyo. Stat. § 1-39-104(a), the State of Wyoming and the WWDC expressly reserve sovereign immunity by entering into this Addendum and specifically retain all immunities and defenses available to them as sovereigns. The parties acknowledge that the State of Wyoming has sovereign immunity and only the Wyoming Legislature has the power to waive sovereign immunity. Designations of venue, choice of law, enforcement actions, and similar provisions shall not be construed as a waiver of sovereign immunity. The parties agree that any ambiguity in this Addendum shall not be strictly construed, either against or for either party, except that any ambiguity as to sovereign immunity shall be construed in favor of sovereign immunity.
- (ii) If Partner is a tribal or governmental entity, the following provision applies: The State of Wyoming, the WWDC, and the Partner expressly reserve sovereign or governmental immunity by entering into this Addendum and specifically retain all immunities and defenses available to them as



sovereign or governmental entities pursuant to Wyo. Stat. § 1-39-104(a) and all applicable law. Designations of venue, choice of law, enforcement actions, and similar provisions shall not be construed as a waiver of sovereign immunity. The parties agree that any ambiguity in this Contract shall not be strictly construed, either against or for either party, except that any ambiguity as to immunity shall be construed in favor of immunity.

- T. Taxes.** Unless exempt, the Partner shall pay all taxes and other such amounts required by federal, state, and local law, including, but not limited to, federal and social security taxes, workers' compensation, unemployment insurance, and sales taxes.
- U. Termination of Addendum.** This Addendum may be terminated, without cause, by the WWDC upon thirty (30) days written notice. This Addendum may be terminated by the WWDC immediately for cause if the Partner fails to perform in accordance with the terms of this Addendum.
- V. Third-Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of third-party beneficiary, and this Addendum shall not be construed so as to create such status. The rights, duties, and obligations contained in this Addendum shall operate only between the parties to this Addendum and shall inure solely to the benefit of the parties to this Addendum. The provisions of this Addendum are intended only to assist the parties in determining and performing their obligations under this Addendum.
- W. Time is of the Essence.** Time is of the essence in all provisions of this Addendum.
- X. Titles Not Controlling.** Titles of sections and subsections are for reference only and shall not be used to construe the language in this Addendum.
- Y. Waiver.** The waiver of any breach of any term or condition in this Addendum shall not be deemed a waiver of any prior or subsequent breach. Failure to object to a breach shall not constitute a waiver.
- Z. Counterparts.** This Addendum may be executed in counterparts. Each counterpart, when executed and delivered, shall be deemed an original and all counterparts together shall constitute one and the same Addendum. Delivery by the Partner of an originally signed counterpart of this Addendum by facsimile or PDF shall be followed up immediately by delivery of the originally signed counterpart to the WWDC.

**THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.**

8. **Signatures.** By signing this MOU, the Partner Agencies certify that they have read and understood it, that they agree to be bound by the terms of the MOU, and that they have the authority to sign it. The Effective Date of this MOU is the date of the signature last affixed to these pages.

**WYOMING OFFICE OF THE GOVERNOR**

\_\_\_\_\_  
Mark Gordon, Governor

\_\_\_\_\_  
Date

**WYOMING WORKFORCE DEVELOPMENT COUNCIL**

\_\_\_\_\_  
Fabian Lobera, Chairman

\_\_\_\_\_  
Date

**WYOMING COMMUNITY COLLEGE COMMISSION**

\_\_\_\_\_  
Sandra Caldwell, Executive Director

\_\_\_\_\_  
Date

**WYOMING DEPARTMENT OF WORKFORCE SERVICES**

\_\_\_\_\_  
Robin Sessions Cooley, Director

\_\_\_\_\_  
Date

**WYOMING DEPARTMENT OF EDUCATION**

\_\_\_\_\_  
Jillian Balow, Superintendent

\_\_\_\_\_  
Date

**WYOMING DEPARTMENT OF HEALTH**

\_\_\_\_\_  
Mike Ceballos, Director

\_\_\_\_\_  
Date

**WYOMING DEPARTMENT OF FAMILY SERVICES**

\_\_\_\_\_  
Korin Schmidt, Director

\_\_\_\_\_  
Date

**ATTORNEY GENERAL’S OFFICE: APPROVAL AS TO FORM**

\_\_\_\_\_  
Tyler M. Renner, Assistant Attorney General  
Representing the Wyoming Office of the Governor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Margaret A. R. Schwartz, Assistant Attorney General  
Representing the Wyoming Department of Workforce Services  
and the Wyoming Department of Family Services

\_\_\_\_\_  
Date

\_\_\_\_\_  
Brandi Monger, Deputy Attorney General  
Representing the Wyoming Department of Health  
and the Wyoming Department of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Kristin M. Nuss, Senior Assistant Attorney General  
Representing the Wyoming Workforce Development Council

\_\_\_\_\_  
Date

\_\_\_\_\_  
Alysia Goldman, Assistant Attorney General  
Representing the Wyoming Community College Commission

\_\_\_\_\_  
Date

## **ATTACHMENT A FEDERAL REQUIREMENTS**

### **Section 1. Overview**

The Workforce Innovation and Opportunity Act (WIOA) Sec. 121(c)(1) requires the Wyoming Workforce Development Council (WWDC) with the agreement of the Governor, to develop and enter into a Memorandum of Understanding (MOU) between the WWDC and Partner Agencies and Partners consistent with WIOA Sec. 121(c)(2), concerning the operation of the one-stop delivery system. This requirement is further described in the WIOA, Joint Rule for Unified State Plans, Performance Accountability, and the One-Stop System Joint Provisions, Final Rule at 20 CFR § 678.500, 34 CFR § 361.500 and 34 CFR § 463.500, and in Federal guidance.

Additionally, the sharing and allocation of infrastructure costs among Partner Agencies and Partners is governed by WIOA Sec. 121(h), its implementing regulations, and the Federal Cost Principles contained in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) at 2 CFR § 200.

Changing labor markets and advances in technology have revolutionized how businesses find talent and jobseekers look for work. Social media, online talent platforms, and professional networking sites are evolving rapidly, perpetuating shifts in labor market dynamics. Additionally, rising consumer expectations and global competition have transformed how business is conducted in most industries. Employers must move faster and more efficiently in order to stay ahead of competitors. This makes it imperative for the public workforce system to continuously adapt and reframe strategies and policies designed to support employers and job seekers.

The Wyoming Workforce Development Council (WWDC) seeks to establish a system that stands in stark contrast to the historical transaction-based model, whereby each entity operates its own business and job seeker service functions, and participants move from place to place seeking services. Instead, the goal is to create integrated locations and a unified structure and process of proactive, transparent, and effective job seeker and business services, orchestrated by seamless collaboration and cooperation.

The purpose of this Attachment to the MOU is to define the parameters within which education, workforce, economic development, and other required Partner Agencies' and Partners' programs and entities operating in the State of Wyoming create seamless, customer-focused One-Stop Centers that align service delivery across the board and enhance access to program services. By realizing One-Stop opportunities together, Partner Agencies and Partners are able to build community-benefiting bridges, rather than silos of programmatic isolation. These Partner Agencies and Partners are to reduce administrative burden and costs and increase customer access and performance outcomes.



## **Section 2. Vision**

Develop a quality and diverse workforce to meet the needs of Wyoming employers

## **Section 3. Mission**

Wyoming's Workforce System fosters a vibrant Wyoming economy through collaborative, industry-led partnerships that provide diverse and comprehensive services to job seekers and employers

## **Section 4. One-Stop Centers**

Wyoming has multiple American Job Centers, also known as One-Stop Centers and Workforce Centers, which are designed to provide a full range of assistance to job seekers and businesses under one roof. Established under the Workforce Investment Act of 1998 and continued by the Workforce Innovation and Opportunity Act of 2014, the One-Stop Centers offer a comprehensive array of services designed to match talent with opportunities.

### Comprehensive:

Casper Workforce Center	Phone: 307-234-4591
851 Werner Court, #120 Casper, WY 82602	<u>DWS-Casper-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

### Affiliate:

Cheyenne Workforce Center	Phone: 307-777-3700
5221 Yellowstone Road Cheyenne, WY 82002	<u>DWS-Cheyenne-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Cody Workforce Center	Phone: 307-587-4241
1026 Blackburn Ave., #1 Cody, WY 82414	<u>DWS-Cody-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Douglas Workforce Center	Phone: 307-358-2147
311 North Russell Ave., #B Douglas, WY 82633	<u>DWS-Douglas-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Gillette Workforce Center	Phone: 307-682-9313
551 Running W Drive, #100 Gillette, WY 82718	<u>DWS-Gillette-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Jackson Workforce Center	Phone: 307-733-4091
155 West Gill Ave. Jackson, WY 83001	<u>DWS-Jackson-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Lander Workforce Center	Phone: 307-335-9224
1295 12 <sup>th</sup> Street Lander, WY 82520	<u>DWS-Lander-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Laramie Workforce Center	Phone: 307-742-2153
3817 Beech Street, #100 Laramie, WY 82070	<u>DWS-Laramie-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Rawlins Workforce Center	Phone: 307-324-3485
1703 Edinburgh Street Rawlins, WY 82301	<u>DWS-Rawlins-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Rock Springs Workforce Center	Phone: 307-382-2747
2451 Foothill Blvd., #100 Rock Springs, WY 82901	<u>DWS-RockSprings-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Sheridan Workforce Center	Phone: 307-672-9775
247 Grinnell Plaza Sheridan, WY 82801	<u>DWS-Sheridan-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Torrington Workforce Center	Phone: 307-532-4171
1610 East M Street Torrington, WY 82240	<u>DWS-Torrington-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Wheatland Workforce Center	Phone: 307-322-4741
1958 W. Mariposa Parkway Wheatland, WY 82201	<u>DWS-Wheatland-WC</u>

Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org
Worland Workforce Center	Phone: 307-347-8173
1200 Culbertson Ave., #F Worland, WY 82401	<u>DWS-Worland-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org
Afton Workforce Center	Phone: 307-886-9260
350 South Washington Street Afton, WY 83110	<u>DWS-Afton-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org
Evanston Workforce Center	Phone: 307-789-9802
98 Independence Drive Evanston, WY 82930	<u>DWS-Evanston-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org
Kemmerer Workforce Center	Phone: 307-877-5501
20 Adaville Road Diamondville, WY 83116	<u>DWS-Kemmerer-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org
Newcastle Workforce Center	Phone: 307-746-9690
22922 Hwy 85 Newcastle, WY 82701	<u>DWS-Newcastle-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org
Powell Workforce Center	Phone: 307-754-6436
Northwest College, Frisby Building North Cheyenne Street Powell, WY 82435	<u>DWS-Powell-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org
Riverton Workforce Center	Phone: 307-856-9231
422 East Fremont Avenue Riverton, WY 82501	<u>DWS-Riverton-WC</u>
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Other:

*Adult Education:*

Casper College - Castellow Learning Center	Phone: 307-268-3036, Fax 307-268-3021
125 College Drive Casper, WY 82601	
Hours of Operation: Business Hours: M-F 8:00 a.m.- 5:00 p.m. Student Hours: Mon & Wed 8:00 a.m.- 4:00 p.m.; Tue & Thur 8:00 a.m.-8:00 p.m.	<a href="http://www.caspercollege.com/alc">www.caspercollege.com/alc</a>
Central Wyoming College - College and Career Readiness Program	Phone: 307-855-2189, Fax: 307-855-2019
2660 Peck Avenue Riverton, WY 82501	
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	<a href="http://www.cwc.edu">www.cwc.edu</a>
Outreach class sites:	Dubois, Ft. Washakie, Jackson, Thermopolis, and Lander
Eastern Wyoming College - College & Career Readiness Center	Phone: 307-532-8299, Fax: 307-532-8383
3200 West C Street Torrington, WY 82240	
Hours of Operation: Mon - Thurs 9:00 a.m.-4:00 p.m.	<a href="https://ewc.wy.edu/college-and-career-readiness-center">https://ewc.wy.edu/college-and-career-readiness-center</a>
Outreach site hours vary Outreach sites:	Douglas, Glenrock, Lusk, Moorcroft, Newcastle, Sundance, Upton, and Wheatland
Laramie County Community College - Adult Career and Education System (ACES) (Cheyenne)	Phone: 307-637-2450, Fax: 307-637-2450
Laramie County Community College - Teaching and Learning Center (TLC) - (Laramie)	Phone: 307-772-4257, Fax: 307-772-4266
1400 E. College Drive Cheyenne, WY 82007	
1125 Boulder Drive Laramie, WY	



Hours in Cheyenne Monday thru Thursday 8:00 am - 8 pm Friday 8:00 am - 4:00 pm  Hours in Laramie: M-TH 8 am-8 pm & Fri 9-12	<a href="http://lccc.wy.edu/academics/services/adultEducation/index.aspx">http://lccc.wy.edu/academics/services/adultEducation/index.aspx</a>  <a href="http://lccc.wy.edu/acc">http://lccc.wy.edu/acc</a>
Outreach site:	Pine Bluffs

Northern WY Community College District - Center for College & Career Readiness (CCCR) Center: Northern Wyoming Community College District- Center for College & Career Readiness Program	307-674-6446, ext. 2703 (Sheridan) 307-686-0254, ext. 2703 (Gillette) 800-913-9139, ext. 2703 (toll free)  Fax: 307-674-3384
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Sheridan: 3059 Coffeen Ave. (P.O. Box 1500) Sheridan, WY 82801  Gillette: 300 W. Sinclair Gillette, WY 82718	
<u>Hours of Operation:</u> The program operates classes Monday – Thursday from 9 a.m.-8:30 p.m. Evening classes are held twice weekly during the fall and spring semester only. Class times vary per semester. Classes are held year-round.	<a href="http://www.sheridan.edu/about/sheridan">http://www.sheridan.edu/about/sheridan</a>
Outreach sites:	Gillette and Buffalo

Northwest College - Adult Education Program 231 West Sixth Street Powell, WY 82435	Phone: 307-754-6280, Fax: 307-754-6129
<u>Hours of Operation:</u> Mon & Wed 9:00 am - 8:00 pm Tues & Thur 9:00 am - 6:00 pm Fri 10:00 am - 5:00 pm	<a href="http://www.nwc.edu/AdultEd">www.nwc.edu/AdultEd</a>
Outreach sites:	Basin, Cody, Greybull, Lovell, & Worland

Unita BOCES #1 Education Center	Phone: 307-789-6280, Fax: 307-789-7975
1013 W. Cheyenne Drive Evanston, WY 82930	
Hours of Operation: M-F 7:00 a.m.-8:00 p.m.	<a href="http://www.uintaeducation.org">www.uintaeducation.org</a>

Western Wyoming Community College - College & Career Readiness	Phone: 307-382-1825, Fax: 307-382-1823
2500 College Dr., P.O. Box 428 Rock Springs, WY 82902	
Hours of Operation: M-TH 9:00 am - 8:30 pm Fri 8-12	<a href="http://www.westernwyoming.edu">www.westernwyoming.edu</a>
Outreach sites:	Afton, Big Piney, Mountain View, Green River, Kemmerer, Pinedale, Mountain View, and Star Valley. Also, Detention Center

Wyoming Department of Corrections - Correctional Education Programs	Phone: 307-382-1825, Fax: 307-777-7476
1934 Wyott Drive, Suite 100 Cheyenne, WY 82007	
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	
Outreach sites:	Lusk, Rawlins, Newcastle, Torrington, & Riverton

**Each Adult Education office invites Workforce Center (One-Stop) staff to join them in their offices to meet with participants. Days and hours vary and customers are encouraged to reach out to their local office to determine when that availability exists.**

*Vocational Rehabilitation Outreach:*

Baggs Vocational Rehabilitation	Phone: 307-324-2238
350 Whipoorwill Drive Baggs, WY 82321	
Hours of Operation: By Appointment Only	<a href="http://wyomingworkforce.org">wyomingworkforce.org</a>

Basin Vocational Rehabilitation	Phone: 307-527-7174
890 South US Hwy 20 Basin, WY 82410	
Hours of Operation: By Appointment Only	<a href="http://wyomingworkforce.org">wyomingworkforce.org</a>

Cody Vocational Rehabilitation	Phone: 307-527-7174
1026 Blackburn St., #3	

Cody, WY 82414	
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Big Piney Vocational Rehabilitation	Phone - 307-276-3520
650 Piney Drive, High School Annex, #112 Big Piney, WY 83113	

Buffalo Vocational Rehabilitation	Phone: 307-674-7529
Uplift Office 830 W. Fetterman Buffalo, WY 82834	
Hours of Operation: By Appointment Only	wyomingworkforce.org

Dubois Vocational Rehabilitation	Phone - 307-332-4465
712 Meckem Dubois, WY 82513	
Hours of Operation: By Appointment Only	wyomingworkforce.org

Evanston Vocational Rehabilitation	Phone - 307-789-2766
350 City View Drive, #205 Evanston, WY 82930	
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Glendo Vocational Rehabilitation	Phone - 307-358-4688
To Be Determined	
Hours of Operation: By Appointment Only	wyomingworkforce.org

Glenrock Vocational Rehabilitation	Phone - 307-358-4688
925 West Birch Street, Glenrock, WY 82637	
Hours of Operation: By Appointment Only	wyomingworkforce.org

Hanna Vocational Rehabilitation	Phone - 307-324-2238
301 S. Adams Hanna, WY 82327	
Hours of Operation: By Appointment Only	wyomingworkforce.org

Lovell Vocational Rehabilitation	Phone - 307-527-7174
355 E. 5th Lovell, WY 82431	
Hours of Operation: By Appointment Only	wyomingworkforce.org

Lusk Vocational Rehabilitation	Phone - 307-358-4688
619 West 5th Street Lusk, WY 82225	
Hours of Operation: By Appointment Only	wyomingworkforce.org

Lyman/Mountain View Vocational Rehabilitation	Phone - 307-789-2766
1050 N. Hwy 414 Mountain View, WY 82939	
Hours of Operation: By Appointment Only	wyomingworkforce.org

Powell Vocational Rehabilitation	Phone - 307-754-6411
North Beckman Street & 7th Street Powell, WY 82435	
Hours of Operation: Wednesday & Friday 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Riverton Vocational Rehabilitation	Phone - 307-856-2393
609 East Madison Ave., #3 Riverton, WY 82501	
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

Saratoga Vocational Rehabilitation	Phone - 307-324-2238
1110 E. Spring Ave. Saratoga, WY 82331	
Hours of Operation: By Appointment Only	wyomingworkforce.org

Sundance Vocational Rehabilitation	Phone - 307-682-2672
5th & Cleveland/DFS office	
Hours of Operation: By Appointment Only	wyomingworkforce.org

Thermopolis Vocational Rehabilitation	Phone - 307-864-2147
148 East Arapahoe Street Thermopolis, WY 82443	
Hours of Operation: M-F 8:00 a.m.-5:00 p.m.	wyomingworkforce.org

## **Section 5. One-Stop Operator**

The WWDC selected the One-Stop Operator, DWS, through the bid waiver (sole source) process as set forth in W. S. § 9-2-1016 as allowed by the Uniform Guidance, and 29 C.F.R. § 678.610. The One-Stop Operator will be reviewed and reselected once every three (3) years.

## **Section 6. Department of Workforce Services - Role as the Provider of Adult, Dislocated Worker, and Youth Services**

The WWDC has selected the DWS as the provider of Adult, Dislocated Worker, and Youth Services. As the primary provider of these services, DWS shall provide the services to Adults, Dislocated Workers and Youth in accordance with P.L. 113-128, all applicable Rules and Regulations, and other formal guidance from the Department of Labor, including but not limited to:

- Primary provider of services within the One-Stop Centers;
- Ensure basic services to job seekers and employers are being met such as access to job listings, labor market information, employment workshops, and mediated services;
- Provide the following career services:
  - Outreach, intake, and orientation;
  - Initial assessment;
  - Eligibility for services;
  - Referrals to programs;
  - Performance and cost information;
  - Information on Unemployment Insurance (UI);
  - Financial aid information;
  - Follow-up services;
  - Provide the Program Strategy Team all legally releasable data requested;
  - Provide eligibility determinations and access to training services; and
  - Report all other Partner Agencies and Partners and innovative projects to the WWDC.



**Section 7. Required Partner Agencies and Partners**

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>	<b>Authorization/Category</b>	<b>Core/ Required</b>
Adult, Dislocated Worker, Youth	Department of Workforce Services	WIOA Title I, Subtitle B	Core
Job Corps – Outreach Activities	Alternative Prospective Inc. or its subgrantee Management & Training Corporation	WIOA Title I, Subtitle C	Required
Job Corps – Wind River Job Corps Center	Alternative Prospective Inc. or its subgrantee Management & Training Corporation	WIOA Title I, Subtitle C	Required
Native American programs	Northern Arapaho Tribe	Indian and Native American Programs (INA), WIOA § 166, 29 U.S.C. § 3221	Required
Native American programs	Eastern Shoshone Tribe	Indian and Native American Programs (INA), WIOA § 166, 29 U.S.C. § 3221	Required
Migrant and seasonal farmworker programs	Motivation Education & Training, Inc.	National Farmworker Jobs Program (NFJP), WIOA § 167	Required
Wagner-Peyser Act	Department of Workforce Services	Wagner-Peyser Employment Services program, authorized under the Wagner-Peyser Act (29 U.S.C. § 49, <i>et seq.</i> ), as amended by Title II of WIOA, also providing the state’s public labor exchange.	Core
Adult Education and Family Literacy Act	Wyoming Community College Commission	WIOA Title II and Adult Education and Family Literacy Act (AEFLA) Program	Core
Vocational Rehabilitation	Department of Workforce Services	State Vocational Rehabilitation (VR) program, authorized under Title I of the Rehabilitation Act of 1973 (29 U.S.C. § 720, <i>et seq.</i> ), as amended by title IV of WIOA.	Core

Senior Community Service Employment Program (SCSEP) (State)	Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)	Senior Community Service Employment Program, authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. § 3056, <i>et seq.</i> )	Required
Senior Community Service Employment Program (SCSEP) (Federal)	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP)	Senior Community Service Employment Program, authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. § 3056, <i>et seq.</i> )	Required
Career and Technical Education Programs (Perkins V)	Wyoming Department of Education	Career and technical education (CTE programs at the postsecondary level, authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. § 2301, <i>et seq.</i> ) as reauthorized by the Strengthening Career and Technical Education for the 21 <sup>st</sup> Century Act (Perkins V)	Required
Trade Adjustment Assistance (TAA)	Department of Workforce Services	Trade Adjustment Assistance, authorized under Chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. § 49, <i>et seq.</i> )	Required
Jobs for Veterans State Grants (JVSG)	Department of Workforce Services	Jobs for Veterans State Grants, authorized under 38 U.S.C. § 41, <i>et seq.</i>	Required
Community Services Block Grant	Department of Health, Public Health	Employment and training activities carried out under the Community Service Block Grant Act (CSBG) (42 U.S.C. § 17532) and WIOA Section 169	Required
Housing and Urban Development (HUD)	Various Providers	Employment and training activities carried out by the Department of Housing and Urban Development (WIOA Section 121(b)(1)(B)(x))	Required
Unemployment Insurance (UI)	Department of Workforce Services	Programs authorized under state unemployment compensation laws (in accordance with applicable Federal law) P.L. § 121(b)(1)(B)(xi). Pursuant to 29 C.F.R. § 678.400	Required
Temporary Assistance for Needy Families (TANF) -	Department of Family Services	Temporary Assistance for Needy Families, authorized under part A of title IV of the Social Security Act (19 USC § 2271, <i>et seq.</i> ) P.L. 121(b)(1)(B)(vii).	Required

**Section 8. Partner Agencies and Partners**

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Casper Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Vocational Rehabilitation	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
Jobs for Veterans State Grant	Department of Workforce Services
TANF work program/POWER	Department of Family Services contract with DWS
Senior Community Services Employment Program	Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
<b>Not Physically Collocated at the Casper Workforce Center*</b>	
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP)
Adult Education and Family Literacy	Wyoming Community College Commission; Casper College Castellow Learning Center
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Temporary Assistance for Needy Families	Department of Family Services
Community Services Block Grant	Department of Health
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers and UI direct linkage access phones with priority queue available in the One-Stop Centers.	

\*\*The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Cheyenne Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Vocational Rehabilitation	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
Jobs for Veterans State Grant	Department of Workforce Services
TANF work program/POWER	Department of Family Services contract with DWS
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
<b>Not Physically Collocated at the Cheyenne Workforce Center*</b>	
Adult Education and Family Literacy	Wyoming Community College Commission; Laramie County Community College
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Temporary Assistance for Needy Families	Department of Family Services
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers and UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Cody Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Vocational Rehabilitation	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
Jobs for Veterans State Grant	Department of Workforce Services
TANF work program/POWER	Department of Family Services contract with DWS
<b>Not Physically Collocated at the Cody Workforce Center*</b>	
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
Adult Education and Family Literacy	Wyoming Community College Commission; Northwest College – Adult Education
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
Temporary Assistance for Needy Families	Department of Family Services
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	



<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Douglas Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Vocational Rehabilitation	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services contract with DWS
<b>Not Physically Collocated at the Douglas Workforce Center*</b>	
Jobs for Veterans State Grant	Department of Workforce Services
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
Adult Education and Family Literacy	Wyoming Community College Commission; Eastern Wyoming College-College & Career Readiness Center
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Temporary Assistance for Needy Families	Department of Family Services
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Gillette Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Vocational Rehabilitation	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services contract with DWS
Jobs for Veterans State Grant	Department of Workforce Services
<b>Not Physically Collocated at the Gillette Workforce Center*</b>	
Adult Education and Family Literacy	Wyoming Community College Commission; Northern Wyoming Community College District, Gillette College, College & Career Readiness Center
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Temporary Assistance for Needy Families	Department of Family Services
Community Services Block Grant	Department of Health
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Jackson Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Vocational Rehabilitation	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services contract with DWS
<b>Not Physically Collocated at the Jackson Workforce Center*</b>	
Jobs for Veterans State Grant	Department of Workforce Services
Job Corps	Management and Training Corporation
Adult Education and Family Literacy	Wyoming Community College Commission; Central Wyoming College-College & Career Readiness
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Temporary Assistance for Needy Families	Department of Family Services
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Lander Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Vocational Rehabilitation	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services contract with DWS
<b>Not Physically Collocated at the Lander Workforce Center*</b>	
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
Jobs for Veterans State Grant	Department of Workforce Services
Adult Education and Family Literacy	Wyoming Community College Commission; Central Wyoming College-College & Career Readiness
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Temporary Assistance for Needy Families	Department of Family Services
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Laramie Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Vocational Rehabilitation	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services
<b>Not Physically Collocated at the Laramie Workforce Center*</b>	
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
Jobs for Veterans State Grant	Department of Workforce Services
Adult Education and Family Literacy	Wyoming Community College Commission; Laramie County Community College-Teaching & Learning Center
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Temporary Assistance for Needy Families	Department of Family Services
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	



<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Rawlins Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Vocational Rehabilitation	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services contract with DWS
<b>Not Physically Collocated at the Rawlins Workforce Center*</b>	
Jobs for Veterans State Grant	Department of Workforce Services
Job Corps	Management and Training Corporation
Adult Education and Family Literacy	Wyoming Community College Commission; Western Wyoming Community College-College & Career Readiness
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Rock Springs Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Vocational Rehabilitation	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services
Jobs for Veterans State Grant	Department of Workforce Services
<b>Not Physically Collocated at the Rock Springs Workforce Center*</b>	
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
Adult Education and Family Literacy	Wyoming Community College Commission; Western Wyoming Community College-College & Career Readiness
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Sheridan Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Vocational Rehabilitation	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services
Jobs for Veterans State Grant	Department of Workforce Services
<b>Not Physically Collocated at the Sheridan Workforce Center*</b>	
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
Adult Education and Family Literacy	Wyoming Community College Commission; Northern Wyoming Community College District, Sheridan College-College & Career Readiness Center
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Torrington Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Vocational Rehabilitation	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services
<b>Not Physically Collocated at the Torrington Workforce Center*</b>	
Jobs for Veterans State Grant	Department of Workforce Services
Job Corps	Management and Training Corporation
Adult Education and Family Literacy	Wyoming Community College Commission; Eastern Wyoming College-College & Career Readiness Center
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Wheatland Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services
<b>Not Physically Collocated at the Wheatland Workforce Center*</b>	
Jobs for Veterans State Grant	Department of Workforce Services
Job Corps	Management and Training Corporation
Vocational Rehabilitation	Department of Workforce Services
Adult Education and Family Literacy	Wyoming Community College Commission; Eastern Wyoming College-College & Career Readiness Center
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	



<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Worland Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Vocational Rehabilitation	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services
<b>Not Physically Collocated at the Worland Workforce Center*</b>	
Jobs for Veterans State Grant	Department of Workforce Services
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
Adult Education and Family Literacy	Wyoming Community College Commission; Northwest College-Adult Education
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Afton Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services
<b>Not Physically Collocated at the Afton Workforce Center*</b>	
Vocational Rehabilitation	Department of Workforce Services
Jobs for Veterans State Grant	Department of Workforce Services
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
Adult Education and Family Literacy	Wyoming Community College Commission; Western Wyoming College-College & Career Readiness
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Evanston Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services
Jobs for Veterans State Grant	Department of Workforce Services
<b>Not Physically Collocated at the Evanston Workforce Center*</b>	
Vocational Rehabilitation	Vocational Rehabilitation
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
Adult Education and Family Literacy	Wyoming Community College Commission: Uinta BOCES #1
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Kemmerer Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services
Vocational Rehabilitation	Department of Workforce Services
<b>Not Physically Collocated at the Kemmerer Workforce Center*</b>	
Jobs for Veterans State Grant	Department of Workforce Services
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
Adult Education and Family Literacy	Wyoming Community College Commission-Western Wyoming College-College & Career Readiness
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Newcastle Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services
<b>Not Physically Collocated at the Newcastle Workforce Center*</b>	
Vocational Rehabilitation	Department of Workforce Services
Adult Education and Family Literacy	Wyoming Community College Commission, Eastern Wyoming College-College & Career Readiness Center
Jobs for Veterans State Grant	Department of Workforce Services
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Career and Technical Education (Perkins)
Community Services Block Grant	Department of Health
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	



<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Powell Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth - By appointment via Cody One Stop	Department of Workforce Services
Trade Adjustment Act - By appointment via Cody One Stop	Department of Workforce Services
TANF work program/POWER - By appointment via Cody One Stop	Department of Family Services
Vocational Rehabilitation - By appointment via Cody VR	Department of Workforce Services
<b>Not Physically Collocated at the Powell Workforce Center*</b>	
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
Jobs for Veterans State Grant - By appointment via Riverton One Stop	Department of Workforce Services
Adult Education and Family Literacy	Wyoming Community College Commission, Northwest College-Adult Education
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Senior Community Services Employment Program - By appointment via Cody SCSEP	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Community Services Block Grant	Department of Health
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	

<b>Partner Agencies and Partners Program</b>	<b>Partner Agencies and Partners Organization</b>
<b>Physically Collocated at the Riverton Workforce Center</b>	
Wagner-Peyser	Department of Workforce Services
Adult, Dislocated Worker, Youth	Department of Workforce Services
Trade Adjustment Act	Department of Workforce Services
TANF work program/POWER	Department of Family Services
Job Corps	Alternative Prospective Inc. or its subgrantee Management & Training Corporation
Jobs for Veterans State Grant	Department of Workforce Services
<b>Not Physically Collocated at the Riverton Workforce Center*</b>	
Vocational Rehabilitation	Department of Workforce Services
Adult Education and Family Literacy	Wyoming Community College Commission, Central Wyoming College-College & Career Readiness Center
Unemployment Insurance	Department of Workforce Services
Native American Programs	Indian and Native American Programs (INA)
HUD Employment & Training Activities	Various
Career and Technical Education (Perkins)	Department of Education
Community Services Block Grant	Department of Health
Senior Community Services Employment Program	National Older Worker Career Center (NOWCC) through its subgrantee AARP Foundation (AARP) or the Department of Workforce Services through its subgrantee Center for Workforce Inclusion, Inc. (CWI)
Migrant and Seasonal Farmworker Program and/or National Farmworker Jobs Program (NFJP)	Motivation Education & Training, Inc. (MET)
<p>*These Partner Agencies and Partners are aligned virtually through online service access to a program staff member via One-Stop Center resource rooms and through cross-trained front desk staff and other, physically collocated, Partner Agency and Partner staff who can provide information and referrals. An individual may also file an Unemployment Insurance claim in person using one of the resource computers an UI direct linkage access phones with priority queue available in the One-Stop Centers.</p> <p>**The Wyoming Department of Corrections does not receive funding from the Second Chance Act of 2007, however, the One-Stop Centers work with the Wyoming Department of Corrections to provide transitional ex-offender employment opportunities where applicable.</p>	

**ATTACHMENT B  
ONE-STOP OPERATING BUDGET AND  
INFRASTRUCTURE FUNDING AGREEMENT**

**Section 9 Partner Agencies' and Partners' Services**

At a minimum, Partner Agencies and Partners will make the below services available, as applicable, consistent with and coordinated via the One-Stop Center network system. Additional services may be provided on a case by case basis and with the approval of the Governor or his designee and the WWDC.

<b>BUSINESS SERVICES</b>		
Serve as a single point of contact for businesses, responding to all requests in a timely manner	Provide information and assistance related to Unemployment Insurance taxes and claims	Assist with disability and communication accommodations, including job coaches
Conduct outreach regarding local workforce system's services and products	Conduct on-site Rapid Response activities regarding closures and downsizings	Develop On-the-Job Training (OJT) contracts, or incumbent worker contracts
Provide access to labor market information	Provide customized recruitment and job applicant screening, assessment and referral services	Provide employer and industry cluster-driven Occupational Skills Training through Individual Training Accounts with eligible training providers
Assist with the interpretation of labor market information	Organize and conduct job fairs	Develop training opportunities to meet specific employer and/or industry cluster needs
Use of One-Stop Center facilities for recruiting and interviewing job applicants	Consult on human resource issues	Coordinate with employers to develop and implement layoff aversion strategies
Post job vacancies in the state labor exchange system and take and fill job orders	Provide information regarding disability awareness issues	Provide incumbent worker upgrade training through various modalities
Provide information regarding workforce development initiatives and programs	Provide information regarding assistive technology and communication accommodations	Develop, convene, or implement industry sector partnerships

<b>JOB SEEKER SERVICES</b>		
<b>Basic Career Services</b>	<b>Individualized Career Services</b>	<b>Training</b>
Outreach, intake and orientation to the information, services, programs, tools and resources available through the State's workforce system	Comprehensive and specialized assessments of skills levels and service needs	Occupational skills training through Individual Training Accounts (ITAs) and Integrated Education and Training (IET) and Integrated English Literacy & Civics Education (IELCE) models
Initial assessments of skill level(s), aptitudes, abilities and supportive service needs	Development of an individual employability development plan to identify employment goals, appropriate achievement objectives, and appropriate achievement objectives, and appropriate combination of services for the customer to achieve the employment goals	Adult education and literacy activities, including English language acquisition (ELA), may be provided in combination with the training services described above
In and out of area job search and placement assistance (including provision of information on in-demand industry sectors and occupations and nontraditional employment)	Referral to training services	OJT
Access to employment opportunities and labor market information	Group counseling	Incumbent Worker Training
Performance information and program costs for eligible providers of training, education, and workforce services	Literacy activities related to work readiness	Programs that combine workplace training with related instruction which may include cooperative education
Information on performance of the State workforce system	Individual counseling and career planning	Training programs operated by the private sector
Information on the availability of supportive services and referral to such, as appropriate	Case management for customers seeking training services; individuals in and out of area job search, referral and placement assistance	Skill upgrading and retraining

Information and meaningful assistance on Unemployment Insurance claim filing	Work experience, transitional jobs, pre-apprenticeship, registered apprenticeships, and internships	Entrepreneurial training
Determination of potential eligibility for workforce Partner Agencies and Partners services, programs, and referrals	Workforce preparation services (e.g., development of learning skills, punctuality, communication skills, interviewing skills, personal maintenance, literacy skills, financial literacy skills, and professional conduct) to prepare individuals for unsubsidized employment or training	Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training
Information and assistance in applying for financial aid for training and education programs not provided under WIOA	Post-employment follow-up services and support (This is not an individualized career services, but listed here for completeness)	Other training services as determined by the workforce Partner Agencies and Partners' governing rules

<b>YOUTH SERVICES</b>	
Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential	Alternative secondary school services, or dropout recovery services, as appropriate to include Adult Education services.
Paid and unpaid work experience that have as a component academic and occupational education, which may include: Summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities	Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved
Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. (IET & IELCE)	Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate

Supportive services	Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months
Follow-up services for not less than 12 months after the completion of participation, as appropriate	Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate
Financial literacy education	Entrepreneurial skills training
Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services	Activities that help youth prepare for and transition to postsecondary education and training

To include all activities as required by P.L. 113-128, sec. 126 – 129.

**Section 10. Partner Agencies and Partners On-Site Representation Schedule**

Partner Agencies and Partners on-site representation shall be determined by the One-Stop Operator and Partner Agencies and Partners program(s) unless agreement cannot be reached. If agreement cannot be reached, the One-Stop Operator, Partner Agencies, and Partners program(s) may contact the WWDC for guidance.

**Section 11. ROLES AND RESPONSIBILITIES OF PARTNER AGENCIES AND PARTNERS**

**All Partner Agencies and Partners**

All Partner Agencies and Partners to this MOU shall comply with:

- Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 C.F.R. § 38; Final Rule, published December 2, 2016);
- Title VI of the Civil Rights Act of 1964 (Public Law 88-352);
- Section 504 for the Rehabilitation Act of 1973, as amended;
- The Americans with Disabilities Act of 1990 (Public Law 101-336);
- The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor;
- Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA Section 188;
- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232(g); 34 CFR 99);
- General Education Provision Act (GEPA) (Section 427)
- Confidentiality requirements governing the protection and use of personal information held by the Vocational Rehabilitation agency (34 C.F.R. § 361.38);



- The confidentiality requirements governing the use of confidential information held by the State Unemployment Insurance agency (20 C.F.R. § 603);
- All amendments to each; and
- All requirements imposed by the regulations issued pursuant to these Acts.

The above provisions require, in part, that no persons in the United States shall, on the grounds of race, color, national origin, sex, sexual orientation, gender identity and/or expression, age, disability, political beliefs or religion be excluded from participation in, or denied, any aid, care, services or other benefits provided by federal and/or state funding, or otherwise be subjected to discrimination.

Additionally, all Partner Agencies and Partners shall:

- Collaborate and reasonably assist each other in the development of necessary service delivery protocols for the services outlined in the Partner Agencies and Partners Services section above;
- Agree that the provisions contained herein are made subject to all applicable federal and state laws, implementing regulations, and guidelines imposed on either or all Partner Agencies and Partners relating to privacy rights of customers, maintenance of records, and other confidential information relating to customers; and
- Agree that all equipment and furniture purchased by any Partner Agencies and Partners for purposes described herein shall remain the property of the purchaser after the termination of the MOU/Addendum.

### **Governor or Designee**

The Governor of Wyoming or his designee shall, at a minimum:

- In partnership with the WWDC and other applicable Partner Agencies and Partners, develop and submit a State Plan that includes a description of the activities that shall be undertaken by WWDC and its Partner Agencies and Partners;
- Approve the WWDC's budget and cost allocation plan for the State;
- Approve the selection of the One-Stop Operator; and
- Coordinate with the WWDC to oversee the operations of the DWS as the One-Stop Operator.

### **Wyoming Workforce Development Council**

The WWDC ensures the workforce-related needs of employers, workers, and job seekers in the state are met, to the maximum extent possible with available resources. The WWDC, at a minimum:

- In partnership with the Governor or his designee and other applicable Partner Agencies and Partners within the state, develop and submit a State Plan to include a description of the activities that shall be undertaken by the WWDC and its Partner Agencies and Partners, and that aligns its strategic vision, goals, objectives, and workforce-related policies to the economy;
- In collaboration with Partner Agencies and Partners develop the strategic vision, goals, objectives, and workforce-related policies;
- In cooperation with the Governor or his designee, design and approve the One-Stop Center network structure. This includes, but is not limited to:

- Adequate, sufficient, and accessible One-Stop Center locations and facilities;
- Sufficient numbers and types of providers of career and training services (including eligible providers with expertise in assisting adults in need of adult education and literacy activities);
- A holistic system of supporting services; and
- Selection of a One-Stop Operator for the State.
- In collaboration with the Governor or his designee, select, oversee, monitor, implement corrective action, and, if applicable, terminate the One-Stop Operator.
- Determine the role of the One-Stop Operator;
- Approve annual budget allocations for operation of the One-Stop Center network;
- Help the One-Stop Operator recruit operational Partner Agencies and Partners and negotiate MOU/Addendum with new Partner Agencies and Partners;
- Leverage additional funding for the One-Stop Center network to operate and expand One-Stop customer activities and resources; and
- Review and evaluate performance of One-Stop Operator.
- Lead efforts to develop and implement career pathways by aligning employment, training, education, and supportive services that are needed by adults and youth, particularly individuals with barriers to employment

### **WWDC Staff**

Specific responsibilities include, at a minimum:

- Assist the Governor or his designee and the WWDC with the development and submission of the State Plan;
- Support the WWDC with the implementation and execution of the vision, mission, goals, objectives, and workforce-related policies, including all the duties outlined above;
- Provide operational and grant-specific guidance to the One-Stop Operator;
- Investigate and resolve elevated customer complaints and grievance issues;
- Prepare regular reports and recommendations to the WWDC;
- Oversee negotiations and maintenance of MOU/Addendum with One-Stop Partner Agencies and Partners. Provide administrative support to the Governor's WWDC and committees;
- Report to the WWDC results of operations, performance, policy, and continuous improvement recommendations for approval. Support and assure compliance with the WWDC certification criteria for One-Stop Centers;
- Assure compliance with and implementation of the Partner Agencies and Partners as provided for in forthcoming guidance from the WWDC;
- Verify cross-training of staff to ensure they are providing information to customers on all services available in a One-Stop Center;
- Ensure compliance with WIOA Federal and State laws, and regulations;
- Develop and implement a system to gather, analyze, and report performance of core Partner Agencies and Partners and system services;
- Coordinate the development and implementation of a formal referral process between Partner Agencies and Partners for services within the One-Stop Centers;

- Comply with its policy that requires a firewall between DWS' function as a One-Stop Operator and Direct Service Provider and its function as a Program Strategy Team;
- Require an annual joint report from the core programs which demonstrates administrative-to-program costs and program performance.

### **One-Stop Operator**

DWS has been selected as the One-Stop Operator in Wyoming and shall be referred to as the One-Stop Operator as appropriate. DWS will employ individuals to act as One-Stop leadership and oversee the operation of each One-Stop Center detailed above. Formal leadership, supervision, and performance responsibilities will remain with each staff member's employer of record. The One-Stop Operator, through the One-Stop leadership will, at a minimum:

- Assist the WWDC in establishing and maintaining the One-Stop Center network structure. This includes, but is not limited to:
  - Ensuring State requirements for center certification are met and maintained;
  - Ensuring career services outlined in WIOA Section 134(c)(2) are available and accessible;
  - Ensuring WWDC policies are implemented and adhered to;
  - Adhering to the provisions contained in the MOU/Addendum;
  - Reinforcing strategic objectives of the WWDC to Partner Agencies and Partners; and
  - Ensuring staff are properly cross trained by their formal leadership organizations and provided technical assistance, as needed.
- Integrate systems and coordinate services for the One-Stop Center and its Partner Agencies and Partners, placing priority on customer service.
- Integrated workforce service delivery, as defined by WIOA, means organizing and implementing services by function (rather than by program), when permitted by a program's authorizing statute and as appropriate, and by coordinating policies, staff communication, capacity building, and training efforts.
- Functional alignment includes having One-Stop Center staff who perform similar tasks, serve on relevant functional teams, e.g. Skills Development Team or Business Services Team.
- Service integration focuses on serving all customers seamlessly (including targeted populations) by providing a full range of services staffed by cross-functional teams (consistent with the purpose, scope, and requirements of each program).
- The services are seamless to the customer, meaning the services are free of cumbersome transitions or duplicative registrations from one program service to another and there is a smooth customer flow to access the array of services available in the workforce center.
- Oversee and organize cross-training of staff to provide information to customers on all services available in a One-Stop Center;
- Coordinate Partner Agencies' and Partners' programs and the One-Stop Center network performance. This includes, but is not limited to:
  - Providing and/or contributing to reports of center activities, as requested by the WWDC;

- Providing input to the formal leader (Partner Agencies and Partners program official) on the work performance of staff under their purview;
- Notifying the formal leader immediately of any lack of coverage of for a program;
- Identifying and facilitating the timely resolution of complaints, problems, and other issues;
- Collaborating with the WWDC on efforts designed to ensure the meeting of program performance measures, including data sharing procedures, to ensure effective data matching, timely data entry into the Management Information System(s), and coordinating data batch downloads (while ensuring the confidentiality requirements of FERPA, 34 C.F.R. § 361.38, and 20 C.F.R. § 603);
- Ensuring open communication with the formal leaders in order to facilitate efficient and effective center operations;
- Evaluating customer satisfaction data and propose service strategy changes to the WWDC based on findings; and
- Managing fiscal responsibilities and records for the workforce center. This includes assisting the WWDC with cost allocations and the maintenance and reconciliation of the One-Stop Center operation budgets.

The One-Stop Operator will not assist with the development, preparation and submission of the State Plan. They cannot manage or assist in competitive processes for selecting operators or select or terminate One-Stop Operators, career services providers, or Youth providers. The operator cannot negotiate performance accountability measures or develop and submit budgets for activities of the WWDC. The WWDC is responsible for the negotiated performance measures, strategic planning, budgets, and One-Stop Operator oversight (including monitoring).

### **Partner Agencies and Partners**

Each Partner Agency and Partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement. Partner Agencies and Partners will further promote system integration to the maximum extent feasible through:

- Effective communication, information sharing, and collaboration with the One-Stop Operator;
- Joint planning, policy development, and system design processes;
- Commitment to the joint mission, vision, goals, strategies, and performance measures;
- The design and use of common intake, assessment, referral, and case management processes;
- The use of common and/or linked data management systems and data sharing methods, as appropriate;
- Leveraging of resources, including other public agency and non-profit organization services;
- Participation in a continuous improvement process designed to boost outcomes and increase customer satisfaction;

- Participation in regularly scheduled Partner Agencies and Partners Agencies and Partner Agencies and Partners meetings to exchange information in support of the above and encourage program and staff integration;
- Utilization of a portion of funds available for the program and activities to maintain the One-Stop delivery system, including payment of the infrastructure costs of the One-Stop Centers in accordance with law; and
- Participation in the operation of the One-Stop system.

## **Section 12. Data Sharing**

Partner Agencies and Partners agree that the use of high-quality, integrated data is essential to inform decisions made by policymakers, employers, and job seekers. Additionally, it is vital to develop and maintain an integrated case management system, as appropriate, that informs customer service through customer's interaction with the integrated system and allows information collected from customers at intake to be captured once.

Partner Agencies and Partners further agree that the collection, use, and disclosure of customer's Personally Identifiable Information (PII) is subject to various requirements set forth in Federal and State privacy laws. Partner Agencies and Partners acknowledge that the execution of this MOU/Addendum, by itself, does not function to satisfy all of these requirements.

All data, including customer PII, collected, used, and disclosed by Partner Agencies and Partners will be subject to the following:

- Customer PII will be properly secured in accordance with the law and/or WWDC's policies and procedures regarding the safeguarding of PII;
- The collection, use, and disclosure of customer education records, and the PII contained therein, as defined under FERPA, shall comply with FERPA and applicable State privacy laws;
- All confidential data contained in UI wage records must be protected in accordance with the requirements set forth in 20 C.F.R. § 603;
- All personal information contained in VR records must be protected in accordance with the requirements set forth in 34 C.F.R. § 361.38;
- Customer data may be shared with other programs, for those programs' purposes, within the One-Stop Center network only after the informed written consent of the individual has been obtained, where required;
- Customer data will be kept confidential, consistent with Federal and State privacy laws and regulations; and
- All data exchange activity will be conducted in machine readable format, such as HTML or PDF, for example, and in compliance with Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794(d)).

All One-Stop Center, Partner Agencies, Partners, and staff will be trained in the protection, use, and disclosure requirements governing PII and any other confidential data for all applicable programs, including FERPA-protected education records, confidential information in UI records, and personal information in VR records.

### **Section 13. Confidentiality**

All Partner Agencies and Partners expressly agree to abide by all applicable Federal and State laws and regulations regarding confidential information, including PII from educational records, such as, but not limited to 20 C.F.R. § 603, 45 C.F.R. § 205.50, 20 U.S.C. § 1232(g) and 34 C.F.R. § 361.38, as well as any applicable State laws and regulations. In addition, in carrying out their respective responsibilities, each Partner Agency and Partner shall respect and abide by the confidentiality policies and legal requirements of all other Partner Agencies and Partners.

Each Partner Agency and Partner will ensure that the collection and use of any information, systems, or records that contain PII and other personal or confidential information will be limited to purposes that support the programs and activities described in this Attachment and will comply with applicable law.

Each Partner Agency and Partner will ensure that access to software systems and files under its control that contain PII or other personal or confidential information will be limited to authorized staff members who are assigned responsibilities in support of the services and activities described herein and will comply with applicable law. Each Partner Agency and Partner expressly agrees to take measures to ensure that no PII or other personal or confidential information is accessible by unauthorized individuals.

To the extent that confidential, private, or otherwise protected information needs to be shared amongst the Partner Agencies and Partners for performance of obligations under this Attachment, and to the extent that such sharing is permitted by applicable law, the appropriate data sharing agreements will be created and required confidentiality and ethical certifications will be signed by authorized individuals. With respect to confidential unemployment insurance information, any such data sharing must comply with all of the requirements in 20 C.F.R. § 603, including, but not limited to, the requirements for an agreement consistent with 20 C.F.R. § 603.10, payments of costs, and permissible disclosures.

With respect to the use and disclosure of FERPA-protected customer education records and the PII contained therein, any such data sharing agreement must comply with all of the requirements set forth in 20 U.S.C. § 1232(g) and 34 C.F.R. § 99.

With respect to the use and disclosure of personal information contained in VR records, any such data sharing agreement must comply with all of the requirements set forth in 34 C.F.R. § 361.38.

### **Section 14. Referrals**

The primary principle of the referral system is to provide integrated and seamless delivery of services to workers, job seekers, and employers. The purpose of a referral system is to identify and help individuals overcome barriers to employment that may impede successful completion of a program. In order to facilitate such a system, Partner Agencies and Partners agree to:

- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partner



Agencies and Partners programs represented in the Wyoming One-Stop Center network;

- Develop materials summarizing their program requirements and make them available for Partner Agencies, Partners and customers;
- Develop and utilize common intake, eligibility determination, assessment, and registration forms;
- Provide substantive referrals – in accordance with appropriate referral policies – to customers who are eligible for supplemental and complementary services and benefits under Partner Agencies and Partners programs;
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys;
- Commit to robust and ongoing communication required for an effective referral process; and
- Commit to actively follow-up on the results of referrals and assure that Partner Agencies’ and Partners’ resources are being leveraged at an optimal level.

## **Section 15. Accessibility**

Accessibility to the services provided by the One-Stop Centers and all Partner Agencies and Partners is essential to meeting the requirements and goals of the WWDC’s One-Stop Center network. Job seekers and businesses must be able to access all information relevant to them via visits to physical locations as well as in virtual spaces, regardless of gender, age, race, religion, national origin, disability, veteran’s status, or on the basis of any other classification protected under Federal or State law.

### Physical Accessibility

One-Stop Centers will maintain a culture of inclusiveness and the physical characteristics of the facility, both indoor and outdoor, will meet the latest standards of accessible design. Services will be available in a convenient, high traffic, and accessible location, taking into account reasonable distance from public transportation and adequate parking (including parking clearly marked for individuals with disabilities). Indoor space will be designed in an “equal and meaningful” manner providing access for individuals with disabilities.

One-Stop Centers shall comply with WIOA Section 188, 29 C.F.R. § 38 and the Americans with Disabilities Act (ADA).

### Virtual Accessibility

The WWDC will work with the One-Stop Operator to ensure that job seekers and businesses have access to the same information online as they do in a physical facility. Information must be clearly marked and compliant with Section 508 of the U.S. Department of Health and Human Services code. Partner Agencies and Partners will comply with the Plain Writing Act of 2010, the law that requires that federal agencies use “clear Government communication that the public can understand and use” and all information kept virtually will be updated regularly to ensure dissemination of correct information.

### Communication Accessibility

Communication access, for purposes of this Attachment, means that individuals with sensory disabilities can communicate (and be communicated with) on an equal footing with those who do not have such disabilities. All Partner Agencies and Partners agree that they will provide accommodations for individuals who have communication challenges, including, but not limited to individuals who are deaf and hard of hearing, individuals with vision impairments, and individuals with speech-language impairments.

### Programmatic Accessibility

All Partner Agencies and Partners agree that they will not discriminate in their employment practices or services on the basis of gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under Federal or State law. Partner Agencies and Partners must assure that they have policies and procedures in place to address these issues, and that such policies and procedures have been disseminated to their employees and otherwise posted as required by law. Partner Agencies and Partners further assure that they are currently in compliance with all applicable Federal and State laws and regulations regarding these issues. All Partner Agencies and Partners will cooperate with compliance monitoring to ensure that all One-Stop Center programs, services, technology, and materials are physically and programmatically accessible and available to all. Additionally, staff members will be trained to provide services to all, regardless of range of abilities, mobility, age, language, learning style, or comprehension or education level. An interpreter will be provided in real time or, if not available, within a reasonable timeframe to any customer with a language barrier. Assistive devices, such as screen-reading software programs (e.g., JAWS and DRAGON) and assistive listening devices must be available to ensure physical and programmatic accessibility within the One-Stop Center network.

## **Section 16. Outreach**

The WWDC and the Partner Agencies and Partners will develop a strategic outreach plan that will include, at a minimum:

- Specific steps to be taken by each Partner Agency and Partner;
- An outreach plan to the State's human resources professionals;
- An outreach and recruitment plan to the region's job seekers, including targeted efforts for populations most at-risk or most in need;
- An outreach and recruitment plan for out-of-school youth;
- Sector strategies and career pathways;
- Connections to registered apprenticeship;
- A plan for messaging to internal audiences;
- An outreach tool kit for Partner Agencies and Partners;
- Regular use of social media;
- Clear objectives and expected outcomes; and
- Leveraging of any statewide outreach materials relevant to the region.

## **Section 17. Dispute Resolution**

The following details the dispute resolution process designed for use by the Partner Agencies and Partners when unable to successfully reach an agreement necessary to execute the MOU/Addendum. A disagreement is considered to have reached the level of dispute resolution when an issue arises out of the development and negotiation of an MOU/Addendum that is not easily coming to a point of resolution. It is the responsibility of the WWDC Chair or designee to coordinate the MOU/Addendum dispute resolution to ensure that issues are being resolved appropriately. Any Partner Agency and Partner to the MOU/Addendum may seek resolution under this process.

- All Partner Agencies and Partners are advised to actively participate in negotiations in a good faith effort to reach agreement. Any disputes shall first be attempted to be resolved informally.
- Should informal resolution efforts fail, the dispute resolution process must be formally initiated by the petitioner seeking resolution. The petitioner must send a notification to the WWDC Chair or designee regarding the conflict within ten (10) business days.
- The WWDC Chair or designee shall place the dispute on the agenda of a special meeting of the WWDC's Executive Committee.
- The Executive Committee shall attempt to mediate and resolve the dispute. Disputes shall be resolved by a quorum vote consent of the Executive Committee members present.
- The decision of the Executive Committee shall be final and binding unless such a decision is in contradiction of applicable Federal or State laws or regulations governing the Partner Agency and Partner.
- The right of appeal no longer exists when a decision is final. Additionally, final decisions will not be precedent-setting or binding on future conflict resolutions unless they are officially stated in this procedure.
- The Executive Committee must provide a written response and dated summary of the proposed resolution to all Partner Agencies and Partners to the MOU/Addendum.
- The WWDC Chair or designee will contact the petitioner and the appropriate Partner Agencies and Partners to verify that all agree with the proposed resolution.

## **Section 18. Monitoring**

The WWDC or its designated staff, officials from the State administrative entities, the U.S. Departments of Labor, Education, and Health and Human Services have the authority to conduct fiscal and programmatic monitoring to ensure that:

- Federal awards are used for authorized purposes in compliance with law, regulations, and State policies;
- Those laws, regulations, and policies are enforced properly;
- Performance data are recorded, tracked, and reviewed for quality to ensure accuracy and completeness;

- Outcomes are assessed and analyzed periodically to ensure that performance goals are met;
- Appropriate procedures and internal controls are maintained, and record retention policies are followed; and
- All MOU/Addendum terms and conditions are fulfilled.

All Partner Agencies and Partners to the MOU/Addendum should expect regular fiscal and programmatic monitoring to be conducted by each of the above entities, as appropriate.

### **Section 19. Nondiscrimination and Equal Opportunity**

All Partner Agencies and Partners to the MOU/Addendum certify that they prohibit, and will continue to prohibit, discrimination, and they certify that no person, otherwise qualified, is denied employment, services, or other benefits on the basis of: (i) political or religious opinion or affiliation, marital status, sexual orientation, gender, gender identification and/or expression, race color, creed, or national origin; (ii) sex or age, except when age or sex constitutes a bona fide occupational qualification; or (iii) the physical or mental disability of a qualified individual with a disability.

The Partner Agencies and Partners specifically agree that they will comply with Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (20 C.F.R § 38; Final Rule December 2, 2016), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq.*), the Non-traditional Employment for Women Act of 1991, Titles VI and VII of the Civil Rights Act of 1964, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Age Discrimination Act of 1967, as amended, Title IX of the Education Amendments of 1972, as amended, and with all applicable requirements imposed by or pursuant to resolutions implementing those laws, including, but not limited to 29 C.F.R. §§ 37 and 38.

### **Section 20. Indemnification**

Indemnification terms shall be specifically delineated in the MOU in accordance with Wyoming State law.

### **Section 21. Severability**

Severability terms shall be specifically delineated in the MOU in accordance with Wyoming State law.

### **Section 22. Drug and Alcohol-Free Workplace**

All Partner Agencies and Partners certify they will comply with the Drug-Free Workplace Act of 1988, 41 U.S.C. § 702, *et seq.*, and 2 C.F.R. § 182 which require that all organizations receiving grants from any Federal agency maintain a drug-free workplace. The Partner Agencies and Partners must notify the awarding office if an employee of the Partner Agency or Partner is convicted of violating a criminal drug statute. Failure to comply with these requirements may be cause for suspension or debarment under 2 C.F.R. § 180, as adopted by the U.S. Department of

Education at 2 C.F.R. § 3485, and the U.S. Department of Labor regulations at 29 C.F.R. § 94 or in accordance with Wyoming State law.

### **Section 23. Certification Regarding Lobbying**

All Partner Agencies and Partners shall comply with the Byrd Anti-Lobbying Amendment (31 U.S.C. § 1352), 29 C.F.R. § 93, and 34 C.F.R. § 82, as well as the requirements in the Uniform Guidance at 2 C.F.R. § 200.450. The Partner Agencies and Partners shall not lobby federal entities using federal funds and will disclose lobbying activities as required by law and regulations.

### **Section 24. Debarment and Suspension**

All Partner Agencies and Partners shall comply with the debarment and suspension requirements (E.O.12549 and 12689) and 2 C.F.R. § 180 and as adopted by the U.S. Department of Labor at 29 C.F.R. § 2998 and by the U.S. Department of Education at 2 C.F.R. § 3485.

### **Section 25. Priority of Service**

All Partner Agencies and Partners certify that they will adhere to all statutes, regulations, policies, and plans regarding priority of service, including, but not limited to priority of service for veterans and their eligible spouses, and priority of service for the WIOA Title I Adult program as required by 38 U.S.C. § 4215 and its implementing regulations and guidance, and WIOA § 134(c)(3)(E) and its implementing regulations and guidance. Partner Agencies and Partners will target recruitment of special populations that receive a focus for service under WIOA, such as individuals with disabilities, low-income individuals, basic skills deficient youth, and English language learners.

### **Section 26. Buy American Provision**

Each Partner Agency and Partner that receives funds made available under Title I or II of WIOA or under the Wagner-Peyser Act (29 U.S.C. § 49, *et seq.*) certifies that it will comply with Section 8301 through 8303 of Title 41 of the U.S.C. (commonly known as the “Buy American Act”) and as referenced in WIOA Section 502 and 20 C.F.R. § 683.200(f) and to comply with 41 U.S.C. § 1902.

### **Section 27. Salary Compensation and Bonus Limitations**

Each Partner Agency and Partner certifies that, when operating grants by the U.S. Department of Labor and/or the U.S. Department of Education, it complies with all applicable laws, regulations and guidance, and WIOA § 194(15)(A), restricting the use of federal grant funds for compensation and bonuses of an individual, whether charged to either direct or indirect, at rate in excess of the Federal Office of Personnel Management Executive Level II.

## **Section 28. Non-Assignment**

Non-Assignment terms shall be specifically delineated in the MOU in accordance with Wyoming State law.

## **Section 29. Applicable Law**

Applicable Law terms shall be specifically delineated in the MOU in accordance with Wyoming State law.

## **Section 30. Modification Process**

Modification shall be delineated in the MOU in accordance with Wyoming State law.

## **Section 31. Termination**

Termination shall be delineated in the MOU in accordance with Wyoming State law.

## **Section 32. Effective Period**

The Effective Period shall be delineated in the MOU in accordance with Wyoming State law.

## **Section 33. Infrastructure Funding Agreement**

An Infrastructure Funding Agreement is contained in Attachment B.

## **Section 34. Steps to Reach Consensus**

The WWDC Chair or designee must notify all Partner Agencies and Partners in writing that it is necessary to renew and execute the MOU and provide all applicable policies and preceding MOU documents as applicable.

The WWDC Chair or designee will then begin negotiations with Partner Agencies and Partners once all relevant documents are submitted to the WWDC Chair or designee to assist with redrafting of the MOU, if necessary. During this time additional correspondence or meetings may be needed.

If it is necessary to redraft the MOU the WWDC Chair or designee will email a complete draft of the MOU and attachments to all Partner Agencies and Partners.

All Partner Agencies and Partners must review and provide feedback to the WWDC Chair or designee within a reasonable amount of time. Feedback provided may be incorporated into the final redrafted MOU if it complies with the requirements of WIOA.

A final redrafted MOU will be provided to all Partner Agencies and Partners once all changes are incorporated.



**Attachment B**  
**One-Stop Operating Budget &**  
**Infrastructure Funding Agreement**

**1. One-Stop Operating Budget**

The purpose of this Attachment is to establish a financial plan, including terms and conditions, to fund the services provided by One-Stop Centers. The parties to the MOU and Addendum agree that joint funding is a necessary foundation for an integrated service delivery system. The goal of the operating budget is to develop a funding mechanism that:

- Establishes and maintains the One-Stop delivery system at a level that meets the needs of the job seekers and businesses in the state;
- reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among Partner Agencies and Partners (thereby improving each program's effectiveness);
- reduces overhead costs for any one partner by streamlining and sharing financial, procurement, and facility costs; and
- ensures costs are appropriately shared by all Partner Agencies and Partners by determining contributions based on the proportionate use of the One-Stop Centers and relative benefits received, and requiring that all funds are spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including the Uniform Guidance.

The Partner Agencies and Partners consider this One-Stop Operating Budget the master budget necessary to maintain the One-Stop Centers. It includes the following cost categories, as required by WIOA and its implementing regulations:

- Infrastructure Costs
- Career Services

All costs set forth herein are allocated according to Partner Agency's or Partner's proportionate use and relative benefits received, and reconciled on a quarterly basis against actual costs incurred and adjusted accordingly. The One-Stop Operating Budget is expected to be transparent and negotiated among Partner Agencies and Partners on an equitable basis to ensure costs are shared appropriately. All Partner Agencies and Partners must negotiate in good faith and seek to establish outcomes that are reasonable and fair.

## **2. Cost Allocation Methodology**

Some Partner Agencies and Partners in the One-Stop system are physically co-located in the One-Stop Centers as outlined in the Partner On-Site Representation Schedule in Attachment A, Section 9.

Partner Agencies and Partners are linked through a referral process from the Partner Agencies and Partners to the One-Stop Centers to ensure co-enrollment. These Partner Agencies and Partners have access to resource rooms, training rooms, conference rooms, and other common areas at the One-Stop Centers should they need it. Partner Agencies and Partners provide referrals and information as a means to contribute to the infrastructure and career services costs for the One-Stop Centers. All participants of all Partner Agencies and Partners have access to the following services:

- Access to resource rooms to file Unemployment Insurance claims, conduct work searches, and communicate with off-site program staff;
- Access to resource room staff assistance for the above services and for general information;
- Access to other resource room equipment such as copiers, scanners, fax machines, or assistive technology for individuals with disabilities;
- Obtaining labor market information;
- Attending reemployment workshops; and
- File grievances or appeals, etc.

The One-Stop system has identified current allocation bases as outlined in the Allocation Bases per Cost Item section below to determine overall Partner Agency and Partner contributions.

Allocation bases are outlined in the Wyoming Department of Workforce Services' Cost Allocation Methodology Plan. The current allocation bases will be updated if federal guidance is given that requires such modification.

## **3. Cost Reconciliation & Allocation Base Update**

All Partner Agencies and Partners agree that a quarterly reconciliation of budgeted and actual costs and update of the allocation bases will be completed in accordance with the following process:

Partner Agencies and Partners will provide the Wyoming Department of Workforce Services, as the fiscal agent for the Wyoming Workforce Development Council, with the following information no later than fifteen (15) days after the end of each quarter, as applicable:

- Actual customer participation numbers (as of the last day of the first month of each quarter);
- Actual customer participation numbers (as of the last day of the last month of each quarter);

- Actual referral data to the One-Stop, (as of the last day of the first month of each quarter); and
- Actual referral data to the One-Stop, (as of the last day of the last month of each quarter).

Upon the receipt of the above information, Wyoming Department of Workforce Services as the fiscal agent to the Wyoming Workforce Development Council will:

- Update the allocation bases, and
- Apply the updated allocation bases, as described in the Cost Allocation Methodology section above, to determine the actual costs allocable to each partner via an updated referral requirement.
- Submit invoices to the Partner Agencies and Partners with the actual costs allocable to each Partner Agency and Partner for the quarter that are contributing a reimbursement of costs (not via a referral process).
- Update the budget to all parties no later than forty-five (45) days after the end of each quarter.

The Partner Agencies and Partners understand that the timeliness of the Wyoming Department of Workforce Services, as the fiscal agent for the Wyoming Workforce Development Council's preparation and submission of the invoices and adjusted budgets is contingent upon the timeliness of each Partner Agency and Partner in providing the necessary cost information. No Agency Partner or Partners shall advance funds to the Wyoming Department of Workforce Services until an invoice is received.

Upon receipt of the invoice and the adjusted budget, the applicable Partner Agency and Partner will review both documents and will submit payment to the Wyoming Department of Workforce Services no later than fifteen (15) days following receipt. Payment of the invoice signifies agreement with the costs in the adjusted budget. For Partner Agencies and Partners that meet the infrastructure funding requirement through a referral, an invoice reconciling the data provided by the Partner Agency or Partner and the data captured by the One-Stop Center will be provided to the Partner Agency or Partner. When discrepancies are identified, Partner Agencies and Partners agree to work with the local One-Stop Center to resolve disagreements in data.

Partner Agencies and Partners will communicate any disputes with costs in the invoice or the adjusted budget to the Wyoming Workforce Development Council and Wyoming Department of Workforce Services in writing. The Wyoming Department of Workforce Services, as the fiscal agent for the Wyoming Workforce Development Council, will review the disputed cost items and respond accordingly to the Partner Agency or Partner and the Wyoming Workforce Development Council within ten (10) days of receipt of notice of the disputed costs. The Wyoming Department of Workforce Services, as the fiscal agent for the Wyoming Workforce Development Council will revise the invoice and the adjusted budget upon resolution of the dispute.

#### **4. Infrastructure Funding Agreement**

One-Stop infrastructure costs are defined as non-personnel costs that are necessary for the general operation of the One-Stop Centers, including, but not limited to: Rental of facilities; Utilities & Maintenance; Equipment, including assessment-related products and assistive technology for individuals with disabilities; and Technology to facilitate access to the One-Stop Center, including technology used for the center's planning and outreach activities.

Each Partner Agency's and Partner's contributions to costs may vary, as these contributions are based on the proportionate use and relative benefit received, consistent with the Partner programs' authorizing laws and regulations and the Uniform Guidance.

- A. Cost Allocation Methodology.** All Partner Agencies and Partners agree that the cost allocation methodology for this Infrastructure Funding Agreement will be the same as described in the Cost Allocation Methodology in Section 2 of this Attachment.
- B. Cost Reconciliation and Allocation Base Update.** All Partner Agencies and Partners agree that the cost reconciliation and allocation base update for this Infrastructure Funding Agreement will be the same as described in the Cost Reconciliation and Allocation Base Update, Section 3, of this Attachment.
- C. Steps to Reach Consensus.** All Partner Agencies and Partners agree that the steps to reach consensus for this Infrastructure Funding Agreement will be the same as described in the Steps to Reach Consensus Section 33 of Attachment A. Partner Agencies and Partners will make a concerted effort to negotiate the Infrastructure Funding Agreement along with the remainder of the MOU, including the overall operating budget, for the One-Stop Centers.
- D. Dispute Resolution.** All Partner Agencies and Partners will actively participate in Infrastructure Funding Agreement negotiations in a good faith effort to reach agreement. Any disputes shall first be attempted to be resolved informally. Should informal resolution efforts fail, the process outlined in the Dispute Resolution, Section 16 of Attachment A must be followed.
- E. Amendment or Modification Process.** All Partner Agencies and Partners agree to abide by the process for modification, as outlined in the Amendments section of the MOU.
- F. Effective Period.** This Infrastructure Funding Agreement is entered into upon execution of the MOU/Addendum. This Infrastructure Funding Agreement will become effective as of the date of signing by the final signatory will terminate upon amendment.

**ATTACHMENT C  
NEGOTIATED PERFORMANCE LEVELS**

Federal entities oversee grant funds provided to Wyoming’s programs and require negotiated performance levels be met. Below are the performance levels for each program based upon those negotiations with the U.S. Department of Labor or the U.S. Department of Education, respectively. As noted below some programs will be establishing baseline data.

**Employment (Second Quarter After Exit)**

Program	PY 2020 Performance Level	PY 2021 Performance Level
Adult	80.0%	80.0%
Dislocated Worker	84.1%	84.1%
Youth	65.1%	65.1%
Adult Education	44.7%	45.0%
Wagner-Peyser	64.5%	64.5%
Vocational Rehabilitation	Baseline	Baseline

The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program (for title I Youth, the indicator is participants in education, or training activities or employment in the 2<sup>nd</sup> quarter after exit).

**Employment (Fourth Quarter After Exit)**

Program	PY 2020 Performance Level	PY 2021 Performance Level
Adult	75.5%	75.5%
Dislocated Worker	78.0%	78.0%
Youth	70.0%	70.0%
Adult Education	43.0%	43.5%
Wagner-Peyser	67.8%	67.8%
Vocational Rehabilitation	Baseline	Baseline

The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program (for title I Youth, the indicator is participants in education, or training activities or employment in the 4<sup>th</sup> quarter after exit).

**Median Earnings (Second Quarter After Exit)**

Program	PY 2020 Performance Level	PY 2021 Performance Level
Adult	\$6,900.00	\$6,900.00
Dislocated Worker	\$7,450.00	\$7,450.00\$
Youth	\$2,821.00	\$2,821.00

Adult Education	\$3,566.00	\$3,570.00
Wagner-Peyser	\$5,251.00	\$5,251.00
Vocational Rehabilitation	Baseline	Baseline

The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.

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### Credential Attainment Rate

Program	PY 2020 Performance Level	PY 2021 Performance Level
Adult	60.0%	60.0%
Dislocated Worker	57.0%	57.0%
Youth	51.5%	51.5%
Adult Education	41.0%	41.5%
Wagner-Peyser	N/A	N/A
Vocational Rehabilitation	Baseline	Baseline

The percentage of program participants who attain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within one (1) year after exit from the program.

### Measurable Skill Gains

Program	PY 2020 Performance Level	PY 2021 Performance Level
Adult	76.7%	76.7%
Dislocated Worker	78.0%	78.0%
Youth	70.3%	70.3%
Adult Education	47.0%	48.0%
Wagner-Peyser	N/A	N/A
Vocational Rehabilitation	35.0%	40.0%

The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.

### Effectiveness In Serving Employers

Program	PY 2020 Performance Level	PY 2021 Performance Level
Adult	N/A	N/A
Dislocated Worker	N/A	N/A
Youth	N/A	N/A
Adult Education	N/A	N/A
Wagner-Peyser	N/A	N/A
Vocational Rehabilitation	N/A	N/A

Effectiveness of the core programs in serving employers. This is a new measure for all programs.

PY = Federal Program Year – July 1–June 30

**Attachment D**  
**One-Stop Partner Participating Addendum**

1. **Contact Information:** Please complete the information below

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Business Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City, State Zip Code

\_\_\_\_\_  
Email address

\_\_\_\_\_  
Telephone Number

2. By signing this Addendum, Partner agrees to be bound by the terms and conditions contained herein and detailed in Sections 2, 3, and 7 of, and Attachments A, B, and D to, the MOU among the Wyoming Office of the Governor, Wyoming Workforce Development Council, Wyoming Community College Commission, Wyoming Department of Workforce Services, Wyoming Department of Education, Wyoming Department of Health, Wyoming Department of Family Services, and One-Stop Partners. Partner further agrees to advise any subrecipients/sub awardees/subgrantees of and enforce the requirements of this MOU.

**AGENCY:**  
Wyoming Workforce Development Council:

\_\_\_\_\_  
Fabian Lobera, Chairman

\_\_\_\_\_  
Date

**ONE-STOP PARTNER:**

\_\_\_\_\_  
*Signature of Authorized Signatory for One-Stop Partner*

\_\_\_\_\_  
Date

\_\_\_\_\_  
*Name and Title of Authorized Signatory for One-Stop Partner*