Kansas WIOA Title II Adult Education and Family Literacy Act (AEFLA)
July 1, 2025 – June 30, 2030

WIOA Title II Competitive Multiyear Grant Application Package

Funding Streams:
- **WIOA Section 231 Adult Education and Family Literacy Act (AEFLA)**
- **WIOA Section 225 Corrections and Other Institutionalized Individuals (Corrections)**
- **WIOA Section 243 Integrated English Literacy and Civics Education (IELCE)**

Kansas Adult Education empowers learners to elevate their quality of life through education, training, and personal growth.

Kansas Board of Regents
Adult Education
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Topeka, KS 66612
AdultEd_RFP@ksbor.org (note the underscore between "Adult Ed" and "RFP")

Title II Competitive Multiyear Grant Application Package

Application Parts 1 – 3:
Application Information and Applicant Eligibility

Application Parts 4 – 6:
WIOA Section 231 Adult Education and Family Literacy Act (AEFLA)

Application Parts 7 – 9:
WIOA Section 225 Corrections and Other Institutionalized Individuals (Corrections)

Application Parts 10 – 12:
WIOA Section 243 Integrated English Literacy and Civics Education (IELCE)

This document contains Application Parts 10 – 12, WIOA Section 243 Integrated English Literacy and Civics Education (IELCE).

Applicants applying for funding under WIOA Section 243 (IELCE) must complete this document.

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Section 243 (IELCE) Applicant Cover Page

Complete every field in the table. It is acceptable to duplicate information. Do not refer to other fields. If an individual has multiple roles, please enter the information in all relevant fields (e.g., if the head of the sponsoring institution provides direct oversight to the Adult Education program).

NOTE: This section is likely to be identical to the cover page in Parts 1 – 3.

Name of Applicant Organization:	
Federal Unique Entity Identifier (UEI):	
Head of Adult Education (Program Director) Name:	
Head of Adult Education (Program Director) Email:	
Head of Adult Education (Program Director) Phone:	
Name of Sponsoring Institution:	
Main Address of Sponsoring Institution:	
Head of Sponsoring Institution Name:	
Head of Sponsoring Institution Email:	
Head of Sponsoring Institution Phone:	
Institution Direct Oversight of Adult Education Name:	
Direct Oversight Email:	
Direct Oversight Phone:	
Chief Financial Officer or Authorized Fiscal Representative Name:	
Chief Financial Officer or Authorized Fiscal Representative Email:	
Chief Financial Officer or Authorized Fiscal Representative Phone:	
Website Link, if available:	

Part 10, Section 243, Integrated English Literacy and Civics Education (IELCE) Overview, Budget, and Signature

This application should only be completed by applicants applying for funding under WIOA Section 243, Integrated English Literacy and Civics Education (IELCE). Parts 10 – 12 will only be reviewed and scored for applicants that have met the eligibility requirements in Parts 1 – 3.

A maximum of 100 points are possible for the Section 243 IELCE application. A minimum score of 50 is required for the applicant to be awarded Section 243 funding. Average scores of zero (0) for any response will remove the applicant from funding consideration. If multiple applicants have scores of 50 or higher and have applied to serve the same area with the same or similar services, the applicant with the higher score will be awarded. In the unlikely event that multiple applicants in the same area with the same or similar services have identical scores, the applicant with higher Demonstrated Effectiveness will be awarded.

Applicants applying for funding through multiple funding streams might have some sections in each application that are identical or very similar. For applicants applying for funding through multiple funding streams, copying and pasting is acceptable (making any necessary changes or updates), but an application should not refer to any other application(s).

Part 10.1, Section 243 (IELCE) Budget

This section is designed for applicants to anticipate costs for WIOA Section 243 (IELCE). Applicants might find it helpful to complete other sections in this application before this section to determine the best estimates possible. Responses are required for two (2) tables below.

Estimate the cost per participant (eligible individual retained with the program for 12 or more hours) and briefly describe the applicant's reasoning. Factors might include, but are not limited to, personnel costs, location costs, outreach costs, equipment and supplies costs, anticipated retention rate, and more.

Projected Cost per Participant	Reasoning for Projected Cost

Based on projected enrollment, <u>estimate expenditures</u> for each applicable category in the table below and <u>describe expenditures</u>. It is acceptable to enter $0 if no WIOA Title II funds will be used to support a specific category under Section 243 – explain in the description field.

WIOA Section 243 (IELCE)		
Budget Category	**Projected Expenditures**	**Description**
Administrative Salaries & Benefits		

Budget Category	Projected Expenditures	Description
Professional Development		
One-Stop Infrastructure		
Indirect Costs		
Other Administrative Costs		
Instructor Salaries & Benefits		
Other Instructional Costs		
Career Navigator Salaries & Benefits		
Paraprofessional Salaries & Benefits		
Facilities		
Equipment		
Supplies		
Outreach		
Support Services		
Career Services		
Training Services		
Program Income		

If awarded, funding will be calculated using the funding formula described in Part 3.4. Upon receipt of estimated award, grantees will submit an updated budget on the forms provided by the state.

Part 10.2, Section 243 (IELCE) Signatures

This section is for applicant signatures. One (1) signature is required in this section. Electronic signatures are preferred. If the applicant must use ink signatures, print the signature page alone, sign, and scan. Do not scan the entire application. Scanning to PDF is preferred, but JPEG or PNG formats will also be accepted.

Signature Page File Name:
[Applicant Name] Parts 10 – 12 Signature Page.pdf

The head of the sponsoring institution, named on the Applicant Cover Page, must sign this application.

Kansas WIOA Title II Adult Education and Family Literacy Act (AEFLA) Competitive Multiyear Grant Application
July 1, 2025 – June 30, 2030

Parts 10 – 12, WIOA Section 243 Integrated English Literacy and Civics Education (IELCE) Signature Page

The undersigned affirms the accuracy of this document and submits this application in good faith. The undersigned agrees to abide by all relevant federal and state regulations, statutes, and policies, and to meet all requirements mandated by the Kansas Board of Regents for Adult Education.

Name of Applicant	
Name of Head of Sponsoring Institution	
Title of Head of Sponsoring Institution	
Signature of Head of Sponsoring Institution	
Date of Signature	

Part 11, Section 243 (IELCE), Applicant Information

This part is for IELCE applicants to provide information about infrastructure, services, staff, and other program supports. This part also includes a section for applicants to project enrollment in the first year of the grant. All sections must be completed.

Part 11.1, Section 243 (IELCE), Sponsoring Institution

This section is designed to demonstrate collaboration between the proposed IELCE program and the sponsoring institution. Clearly and completely respond to all five (5) questions in this section.

For applicants applying for multiple funding streams, responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section. Note that question #5 is different among applications.

11.1.1) Provide the mission and/or vision statement of the sponsoring institution. If different, also provide the mission and/or vision statement of the proposed IELCE program. If the institution does not have a mission or vision statement, describe the organization's purpose, ideals, or core beliefs.

11.1.2) Describe how the activities provided by the proposed IELCE program align with the mission, vision, purpose, ideals, or core beliefs of the sponsoring institution.

11.1.3) Describe the non-financial support and/or resources the sponsoring institution will provide to IELCE staff and the methods of access to such resources. Examples include, but are not limited to, technology, indoor/outdoor physical space, professional development, mental health services, public relations or marketing services, and instructional and office supplies.

11.1.4) Describe the non-financial support and/or resources the sponsoring institution will provide to IELCE <u>learners</u> and the methods of access to such resources. Examples include, but are not limited to, disabilities services, technology, indoor/outdoor physical space, student events, way-finding signage or technology, and educational supplies.

11.1.5) Local match is not required for WIOA Section 243 federal funds, but sponsoring institutions have the option to provide additional financial support. If the sponsoring institution intends to provide additional financial support for IELCE learners, staff, or activities, describe this financial support and how it will be used. It is acceptable to state the sponsoring institution does not intend to provide additional financial support or that intentions are not yet known.

Part 11.2, Section 243 (IELCE), Service Area

This section is designed for applicants to describe proposed counties for services under WIOA Section 243. Clearly and completely respond to all five (5) questions and all three (3) acknowledgements in this section.

11.2.1) **Identify the Kansas counties in which the applicant intends to provide IELCE services. Include the number of the workforce area. Attach a map of the state with proposed counties of services highlighted or marked. The attachment should be labeled "Question 11.2.1." Applicants can use https://www.mapchart.net or another method to create a digital map of Kansas with selected counties identified.**

County for IELCE Services	Workforce Area

11.2.2)   **Describe the need in the proposed counties for English language acquisition services among eligible individuals and the method(s) used to determine need.**

11.2.3)   **Describe the need in the proposed counties for civics instruction among eligible individuals and the method(s) used to determine need.**

11.2.4) Describe the need in the proposed counties for Integrated Education and Training (IET) services among eligible individuals and the method(s) used to determine need.

11.2.5) The applicant acknowledges the possibility that proposed counties might be divided among providers or that the applicant might be asked to serve additional counties with the need for IELCE services. The applicant acknowledges changes to the service area during the life of the grant must be discussed with the state prior to the change. Mark each acknowledgement below. Applications will not be considered complete without these acknowledgements.

Mark	Acknowledgements
	Depending on applications received, some counties may be divided between two or more providers. Applicants may be contacted to determine which parts of the county applicants are able to serve.
	Depending on applications received, applicants may be contacted and asked to serve additional nearby counties with the need for IELCE services.
	During the life of the grant, if awarded, the applicant will confer with the state prior to adding or removing any counties of service and will follow a state-defined process for adding or removing a county of service.

Part 11.3, Section 243 (IELCE), Service Activities

This section is designed to detail the types of services the proposed Adult Education program will provide to eligible individuals under WIOA Section 243.

Part 11.3.1, IELCE Service Activities Definitions

This section provides service activity definitions. Carefully review. No responses are required in this section.

Integrated English Literacy and Civics Education
a) Integrated English literacy and civics education services are education services provided to English language learners who are adults, including professionals with degrees or credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.
b) Integrated English literacy and civics education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.
c) Such educational services must be delivered in combination with integrated education and training activities.

34 CFR 436.33 and 34 CFR 436.70

Integrated Education and Training
The term "integrated education and training" refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

34 CFR 436.35

Workforce Preparation Activities
Workforce preparation activities include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:
a) Utilizing resources;
b) Using information;
c) Working with others;
d) Understanding systems;
e) Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
f) Other employability skills that increase an individual's preparation for the workforce.

34 CFR 436.34

Part 11.3.2, IELCE Unapproved Activities
This section provides examples of unapproved activities under WIOA Section 243. No responses are required in this section.

Grant recipients cannot use Section 243 funds to participate in, support, or encourage unapproved activities. Examples of unapproved activities include, but are not limited to:
- Providing continuing education or enrichment classes that do not promote the objectives of the Workforce Innovation and Opportunity Act (WIOA) to assist eligible individuals in meeting education and career goals
- Providing religious instruction, conducting worship services, or engaging in any form of proselytization
- Assisting, promoting, or deterring union organizing
- Financing directly or indirectly any activity designed to influence the outcome of an election to any public office
- Impairing existing contracts for services or collective bargaining agreements
- Conducting high school equivalency testing, including using Section 243 funds to support costs associated with the testing proctor, the testing location, official test fees, or the delivery of tests to test-takers

This is not an exhaustive list of unapproved activities. Applicants must demonstrate that services provided meet the qualifications of one or more approved activities.

Part 11.3.3, IELCE Service Activities Questions
This section is designed for the applicant to describe proposed service activities under WIOA Section 243. Clearly and completely respond to all five (5) questions in this section.

For applicants applying for multiple funding streams, some (but not all) responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section.

    11.3.3.1) Describe the IELCE services that the applicant intends to provide under WIOA Section 243.

11.3.3.2) Describe the method of delivery of services for all three (3) components of IELCE: 1) English language acquisition, 2) civics, and 3) IET.

11.3.3.3) Describe how the applicant will ensure each service activity can begin within the first quarter of the grant period.

11.3.3.4) Describe how eligible individuals will be informed of and placed in relevant services.

11.3.3.5) Describe how each service activity addresses need in the service area.

Part 11.4, Section 243 (IELCE), IELCE Personnel

This section is designed to identify key personnel needed for the operation of the proposed IELCE program under WIOA Section 243 and to detail personnel qualifications. Carefully review the attached Practitioner Roles Descriptions document.

Funding from sources outside WIOA Title II that is not used as matching funds will not be reported to the state, but all personnel working with WIOA Section 243 participants will be required to abide by all applicable federal, state, and local policies, including state requirements for professional development, to ensure high-quality service to eligible individuals.

Clearly and completely respond to all five (5) questions in this section. Include all requested attachments.

For applicants applying for multiple funding streams, responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Attachments might be the same but should be included in each applicable attachment group. Applicants should review the responses and attachments and make any necessary updates applicable to this section.

11.4.1) **Complete the table below with current or anticipated staff. Indicate when résumés are attached for existing staff and provide the page number of each attachment. Attachments will be titled "Question 11.4.1, Fig. 1," "Question 11.4.1, Fig. 2," etc.**
   a. Résumés for all existing Program Leaders must be attached.
   b. For all other categories, applicants are permitted to attach up to three (3) résumés of existing staff in each role.
   c. Résumés should be clearly labeled with the individual's role(s), including clearly demonstrating division of duties if the individual has multiple roles.
   d. If the number of hours per week varies for roles filled by multiple personnel, such as Instructors, enter the range of hours.
   e. Report all personnel in the roles listed, even if personnel will be paid from sources outside federal, state, or local match funding.

Role	Number of Personnel Filling Role	Number of Hours Per Week	Percent of Time Devoted to Role	Salary Range, including Benefits, if applicable	Résumé Attached? (YES or NO)
Adult Education Program Director					
Adult Education Assistant Director(s), Coordinator(s), or Other Leadership					
Instructors					
Data Specialist(s)					
Career Navigator(s)					
Administrative Assistant(s)					

11.4.2) Attach job descriptions for Program Leaders, Instructors, Data Specialists, Career Navigators, and Administrative Assistants. Attachments will be titled "Question 11.4.2, Fig. 1," "Question 11.4.2, Fig. 2," etc.

    a. Multiple job descriptions might exist for Program Leaders (e.g., Director, Assistant Director) and Instructors. Include each description with substantial differences.

    b. Include job descriptions even if the position is currently filled.

    c. It is understood job descriptions might alter slightly over time.

    d. Optionally, provide information about attached job descriptions below. If no additional information is needed, it is acceptable to leave this field blank.

11.4.3) For any roles not currently filled, describe the expected timeline for filling these positions.

11.4.4) Describe how the program will ensure adequate time and personnel are devoted to the responsibilities of each role.

11.4.5) Describe how time and effort of personnel will be accurately tracked to determine time devoted to WIOA Section 243 activities.

Part 11.5, Section 243 (IELCE), Locations

This section is designed to identify the known locations of the proposed IELCE program for services under WIOA Section 243.

It will be the responsibility of the grantee to maintain an updated list of locations, including addresses, services provided at each location, and personnel for each location, including supervisors. This updated list of locations will be submitted annually to the state or upon request from the state. Any location changes during a fiscal year, such as the closing of a site or opening of a new location, must be submitted to the state using the documentation procedure provided to grantees.

Clearly and completely respond to all five (5) questions in this section.

For applicants applying for multiple funding streams, some (but not all) responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section.

11.5.1) List all known IELCE locations in the tables below. Enter the location address (street, city, state, ZIP code). List the IET pathways that will be provided at each location, if known. Enter the full name of the county (no abbreviations) and the number of the workforce area (see https://ksworksstateboard.org/local-boards for help). If the applicant has more than 10 known locations, attach information for each additional location, titled "Question 11.5.1."

IELCE Location	County:	Workforce Area:
Name of Location	*Address*	*IET Pathways at Location, if known*

IELCE Location	County:	Workforce Area:
Name of Location	*Address*	*IET Pathways at Location, if known*

IELCE Location	**County:**	**Workforce Area:**
Name of Location	*Address*	*IET Pathways at Location, if known*

IELCE Location	**County:**	**Workforce Area:**
Name of Location	*Address*	*IET Pathways at Location, if known*

IELCE Location	**County:**	**Workforce Area:**
Name of Location	*Address*	*IET Pathways at Location, if known*

IELCE Location	**County:**	**Workforce Area:**
Name of Location	*Address*	*IET Pathways at Location, if known*

IELCE Location	County:	Workforce Area:
Name of Location	*Address*	*IET Pathways at Location, if known*

IELCE Location	County:	Workforce Area:
Name of Location	*Address*	*IET Pathways at Location, if known*

IELCE Location	County:	Workforce Area:
Name of Location	*Address*	*IET Pathways at Location, if known*

IELCE Location	County:	Workforce Area:
Name of Location	*Address*	*IET Pathways at Location, if known*

11.5.2) Describe the space available for IELCE records and files to be kept. Include security and privacy considerations.

11.5.3) Describe the space available for IELCE classes and other services. Include information about accessibility and physical accommodations. Include security and privacy considerations.

11.5.4) Describe the space available for IELCE offices and administrative services, if applicable. Include information about accessibility and physical accommodations. Include security and privacy considerations.

11.5.5) Describe transportation and access to the IELCE locations. Examples include, but are not limited to, the location having adequate free parking, the location having paid parking at a reasonable cost, the location being on or near a public transportation route, and/or the location being near residential areas such that walking or bicycling to the location is convenient.

Part 11.6, Section 243 (IELCE), Physical and Digital Resources

This section is designed to describe the physical and digital resources available to the proposed IELCE program for services under WIOA Section 243. Clearly and completely respond to all five (5) questions in this section.

For applicants applying for multiple funding streams, responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section. Note that question #5 is different for some applications.

11.6.1) **Describe the teaching materials the IELCE program has or can obtain within the first quarter of the grant to provide services under WIOA Section 243.** This includes, but is not limited to, books, educational software licenses, other curricula, and other instructional supplies.

11.6.2) Describe the physical resources the IELCE program has or can obtain within the first quarter of the grant for both students and staff in the locations where services will be provided under WIOA Section 243. This includes, but is not limited to, tables/desks and chairs, boards or screens for visually sharing information, and office supplies.

11.6.3) Describe the types of software the IELCE program has or can obtain within the first quarter of the grant. The state requires this to include, at minimum, email, an office suite (e.g., Google, Microsoft), a PDF reader, a means to provide electronic signatures, and stable internet with sufficient speed to participate in virtual meetings. Ideally, the email system will be capable of sending and receiving encrypted email. Additional examples include, but are not limited to, a PDF editor, means to upload or share videos, one or more video conferencing platforms, and a secure faxing system.

11.6.4) Describe the types of hardware the IELCE program has or can obtain within the first quarter of the grant for both students and staff. This includes, but is not limited to, computers, laptops, tablets, cameras, microphones, projectors, smartboards, and telephones.

11.6.5) Describe the maintenance that will be provided to IELCE program locations for the duration of the grant, whether by the sponsoring institution or through other means, for locations where services will be provided under WIOA Section 243. This includes, but is not limited to, technology repair and updates, janitorial services, building maintenance and repair, parking lot maintenance and repair, HVAC upkeep, and updated signage.

Part 11.7, Section 243 (IELCE), Projected Enrollment

This section is designed to project the number of participants the applicant will serve in the first year of the grant (July 1, 2025 – June 30, 2026) under WIOA Section 243. Projections should be based on need in the service area, service activities, available personnel, and available locations.

This projection will be used for calculations in the WIOA Section 243 funding formula for the first year of the grant (see Part 3.4). Count each participant only once.

Projected Number of Participants* Receiving IELCE Services from Applicant under WIOA Section 243 (IELCE) for Fiscal Year 2026	

Participants are eligible individuals receiving services from the program who remain with the program for a minimum of 12 hours and have an entry level based on a valid, approved pretest or a valid, approved alternative placement method.

Briefly explain the reasoning for this projection:

If applicants are asked to serve additional nearby counties to ensure service to all counties with the need for IELCE services (see Part 11.2.2), funding will be calculated based on updated enrollment projections that include additional counties.

Part 12, Section 243 (IELCE), 13 Considerations

This part is designed for applicants to address each of the 13 considerations from Section 231(e) of the Workforce Innovation and Opportunity Act (WIOA). The language from WIOA for each consideration is provided in ***bold italics***. Address each of the 13 considerations.

Part 12.1, Section 243 (IELCE), WIOA Consideration 1, Regional Needs

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

Clearly and completely respond to all five (5) questions in this section.

For applicants applying for multiple funding streams, some (but not all) responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section.

    12.1.1) Describe the needs in the region that are relevant to IELCE as identified in the local plan and how the applicant will respond to such needs.

12.1.2) Describe how IELCE services will be provided to eligible individuals in the community, including individuals who have low levels of literacy skills and/or individuals who are English language learners.

12.1.3) Describe the methods the applicant will use to continually assess the quality of services provided.

12.1.4) Describe how the applicant will adjust services on an ongoing basis in response to needs in the region.

12.1.5) Describe the plan for recruiting eligible individuals to the IELCE program and the methods that will be used to retain learners.

Part 12.2, Section 243 (IELCE), WIOA Consideration 2, Disabilities Services

In awarding grants or contracts under this section, the eligible agency shall consider—
(2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

Clearly and completely respond to all five (5) questions in this section.

For applicants applying for multiple funding streams, responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section.

12.2.1) Describe the specific resources available to assist eligible individuals with disabilities, including eligible individuals with learning disabilities.

12.2.2) Detail applicant plans for engaging in relevant training for staff to better serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

12.2.3) Describe applicant procedures for identifying and counseling eligible individuals with disabilities, including eligible individuals with learning disabilities.

12.2.4) Describe the best practices that will be used both during instruction and in other service activities to serve and support eligible individuals with disabilities, including eligible individuals with learning disabilities.

12.2.5) Describe existing or planned partnerships to support eligible individuals with disabilities, including eligible individuals with learning disabilities.

Part 12.3, Section 243 (IELCE), WIOA Consideration 3, Past Effectiveness

In awarding grants or contracts under this section, the eligible agency shall consider—
(3) past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;

Clearly and completely respond to all five (5) questions in this section.

For applicants applying for multiple funding streams, some (but not all) responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section.

12.3.1) Describe the applicant's past effectiveness in improving the literacy of eligible individuals. Use data from Part 2.2.

12.3.2) Describe the applicant's past effectiveness in assisting eligible individuals attain employment-related outcomes. Use data from Part 2.2.

12.3.3) Describe how the applicant has increased performance outcomes among eligible individuals and how the applicant will meet state performance targets for Measurable Skill Gains, Employment Second Quarter After Exit, Employment Fourth Quarter After Exit, Median Earnings, and Credential Attainment.

12.3.4) Describe how the applicant has supported the achievement of performance outcomes among individuals who have low levels of literacy.

12.3.5) Describe the applicant's past experience serving eligible individuals.

Part 12.4, Section 243 (IELCE), WIOA Consideration 4, Local Plan

In awarding grants or contracts under this section, the eligible agency shall consider—
(4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;

Clearly and completely respond to all five (5) questions in this section. Include all requested attachments.

For applicants applying for multiple funding streams, responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Attachments might be the same but should be included in each applicable attachment group. Applicants should review responses and attachments and make any necessary updates applicable to this section.

12.4.1) Attach the area one-stop Memorandum of Understanding (MOU) or attach a letter of support from the area one-stop that indicates intention to enter into a local MOU. The attachment will be titled "Question 12.4.1." Describe how the applicant will participate in the operation of the one-stop system, including how access to adult education and literacy activities through the one-stop system will be provided.

12.4.2) Describe the strategies and goals of the local plan and how the applicant's proposed activities and services align with these strategies and goals.

12.4.3) Describe how the applicant's proposed activities and services align with the activities and services of other one-stop partners.

12.4.4) Describe how the applicant will promote concurrent enrollment in WIOA Titles I, III, and IV when possible and work to reduce duplication of services across the one-stop system.

12.4.5) Describe how the applicant will fulfill one-stop partner responsibilities described in 34 CFR 463.420, including supporting the infrastructure costs for the one-stop centers.

Part 12.5, Section 243 (IELCE), WIOA Consideration 5, Instruction

In awarding grants or contracts under this section, the eligible agency shall consider—
(5) whether the eligible provider's program—
> *(A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and*
> *(B) uses instructional practices that include the essential components of reading instruction;*

Clearly and completely respond to all five (5) questions in this section.

For applicants applying for multiple funding streams, responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section. Note that question #3 is different among some applications.

12.5.1) Describe the intensity and duration of planned instructional services.

12.5.2) Describe how the applicant will support participants in achieving substantial learning gains.

12.5.3) Describe how the applicant will implement the state requirement of managed enrollment, which means instructional programs have defined entry points and durations, and learners join at scheduled times and abide by the local IELCE program's attendance policy.

12.5.4) Describe the instructional practices that will be used by the applicant that include the essential components of reading instruction.

12.5.5) Describe how instruction will aid the applicant in meeting performance targets for the Measurable Skill Gains (MSG) indicator, addressing MSG types 1a, 1c, 1d, and 2.
MSG 1a = Level gain from pretest to posttest
MSG 1c = Entry into a postsecondary institution within the fiscal year
MSG 1d = Passage of one (1) GED® subject test
MSG 2 = Attainment of a high school equivalency diploma

Part 12.6, Section 243 (IELCE), WIOA Consideration 6, Educational Practices

In awarding grants or contracts under this section, the eligible agency shall consider—
(6) whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

Clearly and completely respond to all five (5) questions in this section.

For applicants applying for multiple funding streams, responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section.

12.6.1) Describe how curricula used for reading, writing, speaking, mathematics, and English language instruction will align to the College and Career Readiness Standards for Adult Education and/or the English Language Proficiency Standards for Adult Education.

12.6.2) Describe the best instructional practices that will be used and the types of instructional services that will be provided to eligible individuals, including any available research supporting the efficacy of such practices. Examples include, but are not limited to, large-group instruction, small-group instruction, one-on-one tutoring or support, multilevel instruction, project-based learning, flipped classroom, etc.

12.6.3) Describe how the applicant will assure the quality of instruction, whether delivered in person, at a distance, synchronously, or asynchronously.

12.6.4) Describe how the applicant will provide instructional differentiation to eligible individual to meet the needs of diverse learners at multiple stages of learning.

12.6.5) Describe how learners will be placed in appropriately leveled instructional activities.

Part 12.7, Section 243 (IELCE), WIOA Consideration 7, Technology

In awarding grants or contracts under this section, the eligible agency shall consider—
(7) whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;

Clearly and completely respond to all five (5) questions in this section.

For applicants applying for multiple funding streams, responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section. Note that question #2 is different among some applications.

12.7.1) Describe the use of technology among program leadership and staff for efficient program operation and communication, including any relevant training for staff to increase digital skills.

12.7.2) **Describe the use of technology, including the applicant's website or webpage, for outreach, intake, enrollment, and orientation for quality service to potential participants. Include the ways social media will be used for outreach.**

12.7.3) **Describe the methods the applicant will use to build digital literacy and digital skills among participants.**

12.7.4) Describe the use of technology during in-person instruction, including in large-group, small-group, and one-on-one settings, as applicable, for the purpose of assisting learners in achieving substantial learning gains.

12.7.5) Describe the use of technology in distance education, including hybrid and HyFlex courses, in a manner sufficient for participants to make substantial learning gains.

Part 12.8, Section 243 (IELCE), WIOA Consideration 8, IET

In awarding grants or contracts under this section, the eligible agency shall consider—
(8) whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

Clearly and completely respond to all five (5) questions in this section.

For applicants applying for multiple funding streams, responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section.

12.8.1) Describe how the applicant will ensure IET pathways are designed and implemented to provide contextualized learning that combines basic skills instruction with training for a specific occupation or industry, which might include workplace instruction at an employer's site, and which provides support for participants to exercise the rights and responsibilities of citizenship.

12.8.2) Describe how the applicant will assist IET participants in completing both secondary and postsecondary credentials, including supporting the transition to postsecondary education and training. Address the ways IET participants will achieve Measurable Skill Gains (MSGs) through one or more of the IET MSG types (MSGs 3, 4, and 5).
MSG 3 = For IET participants only, the completion of 12 or more postsecondary credits
MSG 4 = For IET participants only, the attainment of employer-defined milestones
MSG 5 = For IET participants only, the attainment of an industry-recognized credential

12.8.3) Describe how the applicant will determine local employer needs and business and industry demands while developing IET pathways and will support participants in obtaining and advancing in employment, especially employment leading to economic self-sufficiency.

12.8.4) Describe how the applicant will ensure staff or the staff of close partners have the necessary expertise in both Adult Education and in occupational training to provide contextualized instruction in selected IET pathways.

12.8.5) Describe how navigation and support services will be provided to IET participants to enable participant persistence and success in the chosen pathway.

Part 12.9, Section 243 (IELCE), WIOA Consideration 9, Staff

In awarding grants or contracts under this section, the eligible agency shall consider—
(9) whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;

Clearly and completely respond to all five (5) questions in this section.

For applicants applying for multiple funding streams, some (but not all) responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section.

12.9.1) **Describe how each of the roles listed below contributes to the success of learners and the IELCE program.**
   a.   Program Leaders
   b.   Instructors
   c.   Career Navigator(s)
   d.   Data Specialist(s)
   e.   Administrative Assistant(s)

12.9.2) Describe the applicant's plans to hire and retain qualified individuals, especially individuals with diverse backgrounds, for the above positions, including how IELCE services will proceed during times of staff transition.

12.9.3) Describe the onboarding, induction, or mentoring process that will be followed when new staff members are hired.

12.9.4) Describe proposed professional development plans for each position to access high-quality training relevant to that position, including training for all IELCE staff regarding safeguarding the privacy and confidentiality of learners.

12.9.5) Describe how paraprofessionals and volunteers will be used in the IELCE program, if applicable, including training and supervision provided to both paid and unpaid workers in these positions.

Part 12.10, Section 243 (IELCE), WIOA Consideration 10, Partners

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

Clearly and completely respond to all five (5) questions in this section. Include all requested attachments.

For applicants applying for multiple funding streams, responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Attachments might be the same but should be included in each applicable attachment group. Applicants should review the responses and attachments and make any necessary updates applicable to this section. Note that some questions in the Section 225 application differ significantly from other applications.

12.10.1) **Describe the applicant's links with each educational institution with which the applicant is connected (e.g., elementary/secondary school, postsecondary education, higher education) and how each cooperative arrangement will support the delivery of IELCE activities. Attach a letter of support from at least one (1) such institution that details willingness to coordinate and collaborate with the applicant for the support of participants. Attachments will be titled "Question 12.10.1, Fig. 1," "Question 12.10.1, Fig. 2," etc.**

12.10.2) **Describe the applicant's links with each workforce agency with which the applicant is connected (e.g., local workforce investment board, one-stop center, job training programs, local business, industry representative, labor organization) and how each cooperative arrangement will support the delivery of IELCE activities. Attach a letter of support from at least one (1) such agency that details willingness to coordinate and collaborate with the applicant for the support of participants. Attachments will be titled "Question 12.10.2, Fig. 1," "Question 12.10.2, Fig. 2," etc.**

12.10.3) **Describe the applicant's links with each community organization with which the applicant is connected (e.g., social service agency, community-based organization, nonprofit organization) and how each cooperative arrangement will support the delivery of IELCE activities. Attach a letter of support from at least one (1) such organization that details willingness to coordinate and collaborate with the applicant for the support of participants. Attachments will be titled "Question 12.10.3, Fig. 1," "Question 12.10.3, Fig. 2," etc.**

12.10.4) Describe how coordination with local agencies will support the development of career pathways for Integrated Education and Training (IET), including Accelerating Opportunity: Kansas (AO-K).

12.10.5) Describe the role of the local Adult Education Advisory Board in contributing to IELCE curriculum development, outreach, support services, and other input. If an Adult Education Advisory Board does not currently exist, describe the program's plans for forming and collaborating with such a board.

Part 12.11, Section 243 (IELCE), WIOA Consideration 11, Support Services

In awarding grants or contracts under this section, the eligible agency shall consider—
(11) whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

Clearly and completely respond to all five (5) questions in this section.

For applicants applying for multiple funding streams, responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section.

    12.11.1) **Describe how the applicant will balance flexible schedules with attendance requirements such that instruction is provided at sufficient intensity for participants to make substantial learning gains.**

12.11.2) **Identify at least two (2) common barriers to participation in the local area and clearly describe the ways the applicant will help mitigate those barriers.** *NOTE: These barriers might also be described in Part 2.4, General Education Provisions Act (GEPA).*

12.11.3) **Describe the impact applicant support will have on the ability of participants to attend and complete programs, especially individuals with physical or learning disabilities or other special needs.**

12.11.4) Describe applicant coordination with federal, state, and local support services. If no such partnerships currently exist, describe the applicant's plan for developing these relationships.

12.11.5) Describe the applicant's plan to continue assessing barriers impacting individuals in the local area, and the plan to continue increasing and enhancing partnerships for providing support services.

Part 12.12, Section 243 (IELCE), WIOA Consideration 12, Data Management

In awarding grants or contracts under this section, the eligible agency shall consider—
(12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance;

Grantees will be provided access to the WIOA Title II data management system used by the state, which has the capacity to report measurable participant outcomes. The state will provide training to use this system and will keep providers apprised of any relevant federal and state changes pertaining to data collection or reporting. Responses to questions in this section should be written to be software-neutral, i.e., describe practices applicable regardless of the data management system that might be used.

Clearly and completely respond to all five (5) questions in this section.

For applicants applying for multiple funding streams, responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section. Note that question #5 is different among some applications.

12.12.1) Describe the methods the applicant will use to ensure data accuracy, including promptly finding and resolving data errors.

12.12.2) Describe the methods the applicant will use to ensure security and confidentiality of data, including physical copies, electronic copies, discussions regarding data, and transfer of data.

12.12.3) Describe the ways data will be monitored and used for program improvement.

12.12.4) **Describe the ways updates and information regarding the handling, collecting, or reporting of data will be disseminated to relevant staff.**

12.12.5) **Describe the ways the IELCE program and the sponsoring institution will mutually share information regarding individuals who have given appropriate consent and are receiving IELCE services and other services provided by the sponsoring institution.**

Part 12.13, Section 243 (IELCE), WIOA Consideration 13, IELCE

In awarding grants or contracts under this section, the eligible agency shall consider—
(13) whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

Clearly and completely respond to all five (5) questions in this section.

For applicants applying for multiple funding streams, some (but not all) responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section. Note that questions in the Section 243 application differ significantly from other applications.

12.13.1) **Describe the need in the local area for English language acquisition and civics education services. Civics education services might include, but are not limited to, instruction regarding U.S. history and government, instruction about the rights and responsibilities of citizenship, and introductions to community services or agencies.**

12.13.2) **Describe how the IELCE program will concurrently and contextually provide instruction in English language acquisition, civics, and Integrated Education and Training (IET).**

12.13.3) **Describe the need in the local area for financial literacy education, health literacy education, and/or digital skills education, as applicable, for the purposes of exercising the rights and responsibilities of citizenship and increasing civic engagement. Financial literacy skills can be defined as the confidence, knowledge, and skills needed to make financial decisions that promote financial self-sufficiency, stability, and well-being. Health literacy skills can be defined as the knowledge, skills, and ability to ask questions; obtain, apply, and evaluate information; communicate effectively; and make critical decisions to promote one's own health and well-being and that of one's family and community.**

12.13.4) **Describe the need in the local area for instruction regarding United States cultural customs, norms, and behaviors for the purposes of facilitating interpersonal communication and relationships and increasing community involvement.**

12.13.5) **Describe the need in the local area for serving Internationally Trained Professionals (ITPs) or professionals with degrees or credentials in their native countries, for the purposes of practicing their former occupation in the United States, obtaining the training necessary to access their former occupation, and/or re-credentialing in the United States.**