

**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
1000 SW Jackson, Suite 520
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 4 – 6, WIOA Section
231 Adult Education and Family Literacy Act (AEFLA).**

**Applicants applying for funding under WIOA Section 231
(AEFLA) must complete this document.**

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Section 231 (AEFLA) 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 4, Section 231, Adult Education and Family Literacy Act (AEFLA) Overview, Budget, and Signature

This application should only be completed by applicants applying for funding under WIOA Section 231, Adult Education and Family Literacy Act (AEFLA). Parts 4 – 6 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 231 AEFLA application. A minimum score of 50 is required for the applicant to be awarded Section 231 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 4.1, Section 231 (AEFLA) Budget

This section is designed for applicants to anticipate costs for WIOA Section 231 (AEFLA). 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, and anticipated retention rate.

Projected Cost per Participant	Reasoning for Projected Cost

Based on projected enrollment, estimate expenditures for each applicable category in the table below and describe expenditures. It is acceptable to enter \$0 if no WIOA Title II funds will be used to support a specific category under Section 231 – explain in the description field.

WIOA Section 231 (AEFLA)		
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 3.2. Upon receipt of estimated award, grantees will submit an updated budget on the forms provided by the state.

Part 4.2, Section 231 (AEFLA) 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 4 – 6 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 4 – 6, WIOA Section 231 Adult Education and Family Literacy Act (AEFLA)
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 5, Section 231 (AEFLA), Applicant Information

This part is for AEFLA 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 5.1, Section 231 (AEFLA), Sponsoring Institution

This section is designed to demonstrate collaboration between the proposed Adult Education 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.

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

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

5.1.3) Describe the non-financial support and/or resources the sponsoring institution will provide to AEFLA 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.

5.1.4) Describe the non-financial support and/or resources the sponsoring institution will provide to AEFLA learners 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.

5.1.5) Describe how the sponsoring institution will meet or exceed the 10% cash match and 50% total match to federal funding, as described in Part 3.1.3, and how local match funding will support the objectives of the grant under WIOA Section 231.

Part 5.2, Section 231 (AEFLA), Service Area

This section is designed to determine the counties in which the proposed Adult Education program can provide services funded under WIOA Section 231.

Part 5.2.1, Service Area Definitions

This section provides definitions used to determine service area. Carefully review definitions. No responses are required in this section.

Need in the Service Area is defined as the combined total of all counties in the service area for individuals meeting any of the categories below, as reported in the 2022 American Community Survey 5-year collection.

- Population 18+ years of age with less than a high school diploma [S1501, Educational Attainment]
- Population 18+ years of age speaking English less than “very well” [B16004, Age by Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over]
- Individuals with income below 125% poverty level [S1701, Poverty Status in the Past 12 Months]

Service Area is defined as the counties to which the Adult Education program provides access to services. *Access* includes at least one of the following:

- **A permanent, regularly staffed physical location within a county.** A permanent physical location is owned, leased, rented, or otherwise under the control of the Adult Education program or its sponsoring institution for the duration of the grant, or a physical location under the control of a partner agency with whom the Adult Education program has an agreement for usage for the duration of the grant. Regularly staffed means at least one (1) Adult Education staff member is present in the location no less than two (2) times per month for a total of not less than eight (8) hours in the location.
- **An intermittent, regularly staffed physical location within a county.** An intermittent physical location is one the Adult Education program can access at regular or scheduled times for the purposes of providing services to adult learners, but which is not under the control of the Adult Education program or its sponsoring institution. Access to an intermittent physical location might be sustained for the duration of the grant or might be for short, temporary, or specified periods. Examples include, but are not limited to, public libraries, community centers, and elementary or secondary school buildings. Regularly staffed means during the period the location is being used by Adult Education, at least one (1) Adult Education staff member is present in the location no less than two (2) times per month for a total of not less than eight (8) hours in the location.
- **A mobile service-delivery system that regularly travels to or within a county.** This means at least one (1) Adult Education staff member travels with the mobile service-delivery system to or within the county no less than two (2) times per month for a total of not less than eight (8) hours for the purpose of providing Adult Education services to eligible individuals. Examples of mobile learning environments include, but are not limited to, buses, vans, and movable structures designed to provide services to adult learners.
- **Transportation arrangements in a county to deliver eligible individuals to service locations.** Transportation is provided to counties without an Adult Education location for eligible individuals to travel to and from a location in a nearby county. Examples of transportation include, but are not limited to, Adult Education partnerships to provide free public transportation,

Adult Education agreements to cover rideshare costs, and vehicles under the control of the Adult Education program or its sponsoring institution used for transporting eligible individuals.

- **Distance education opportunities to eligible individuals within a county.** Distance education opportunities are available to residents of counties contiguous to other counties in the program's service area. Distance education opportunities include, but are not limited to, initial intake conducted via phone or online meeting platform; initial and ongoing assessment conducted via online testing software; and instruction provided at a distance, whether synchronously or asynchronously. To include a county in the program's service area, distance education opportunities must be provided in combination with consistent outreach and/or consistent communication or collaboration with partners, with preference for counties in which the program has the ability to loan electronic devices or partner with organizations to ensure learners have necessary equipment to engage in education.
- **Consistent outreach within a county to attract eligible individuals to the Adult Education program.** Outreach activities in a county must be planned for no less than two (2) times per year for the duration of the grant. Outreach activities include, but are not limited to, information disseminated via social media or other online platforms targeting a specific geographic region; information disseminated via local television, radio, newspaper, or other local print or traditional media; information disseminated via visual media such as billboards, flyers, cards, and other static or mobile mechanisms; and information disseminated in person, whether in groups or individually.
- **Consistent communication or collaboration with partners located within a county or, if the partner is serving multiple counties, communication or collaboration with specific focus on the county in the service area.** Activities must be planned with partners in the county or, if the partner is serving a multi-county area, with specific focus on the county no less than two (2) times per year for the duration of the grant. Collaboration activities include, but are not limited to, job fairs; multi-partner outreach events; and partner meetings to discuss opportunities, barriers, and services in the county for the purpose of expanding or enhancing access to and participation in Adult Education services.

NOTE: Adult Education programs bordering other states may serve eligible individuals from those states as full participants of the program. However, only Kansas counties will be included in calculation of need. Applicants cannot include areas outside Kansas in the table of service area counties.

Local Workforce Area	County	Percent of County to be Served	Total Need (<i>Percent x Need</i>)	Type of Access
		<i>Total</i>		

5.2.2.2) If the applicant proposes serving less than 100% of any county, explain. If 100% of all counties can be served, enter “Not Applicable.”

5.2.2.3) If the applicant proposes serving non-contiguous counties, explain. If all proposed counties of services are contiguous, enter “Not Applicable.”

5.2.2.4) Attach a map of the state with the proposed counties of service highlighted or marked as attachment “Question 5.2.2.4.” Applicants can use <https://www.mapchart.net> or another method to create a digital map of Kansas with selected counties identified.

5.2.2.5) The applicant acknowledges the possibility that proposed counties of service might not be the final counties of service used to calculate funding, if the grant is awarded. 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. If the grant is awarded, <u>funding</u> will be calculated based on the final agreement of percentage of each county served. However, <u>application scores</u> to determine grant awards will be based on the percentages proposed above.
	Depending on applications received, applicants may be contacted and asked to serve additional nearby counties to ensure service to all parts of the state. If the grant is awarded, <u>funding</u> will be calculated based on final agreement of all counties that applicants are able to serve. However, <u>application scores</u> to determine grant awards will be based on the counties proposed above, except if the additional requested counties are a determining factor between awarding and non-awarding, in which case the higher total for Need in the Service Area will be used.
	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. Funding for each year of the grant will be calculated based on the counties of service for that year, which might be different from prior years if grantees have added or removed counties following the state-defined process.

Part 5.3, Section 231 (AEFLA), 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 231.

Part 5.3.1, AEFLA Service Activities Definitions

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

Adult Education

The term “adult education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to—

- a) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- b) transition to postsecondary education and training; and
- c) obtain employment.

[29 U.S. Code 3272\(1\)](#)

Literacy

The term “literacy” means an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

[29 U.S. Code 3272\(13\)](#)

Workplace Adult Education and Literacy Activities

The term “workplace adult education and literacy activities” means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

[29 U.S. Code 3272\(16\)](#)

Family Literacy Activities

Special Rule: Subgrantees shall not use any funds made available under Title II for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not eligible individuals described in section 203(4), except that subgrantees may use such funds if the programs, services, or activities are related to family literacy activities. In providing family literacy activities under Title II, the subgrantee shall attempt to coordinate with non-AEFLA programs and services prior to using AEFLA funds for these programs, services, or activities.

The term “family literacy activities” means activities that are of sufficient intensity and quality to makesustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities:

- a) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
- b) Interactive literacy activities between parents or family members and their children.
- c) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
- d) An age-appropriate education to prepare children for success in school and life experiences.

[29 U.S. Code 3272\(9\)](#)

English Language Acquisition Activities

The term “English language acquisition program” means a program of instruction—

- a) That is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
- b) That leads to—
 - i. Attainment of a secondary school diploma or its recognized equivalent; and
 - ii. Transition to postsecondary education and training; or
 - iii. Employment.

[34CFR 436.31](#)

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.

[34CFR 436.33](#) and [34CFR 436.70](#)

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.

[34CFR 436.34](#)

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.

[34CFR 436.35](#)

Part 5.3.2, AEFLA Unapproved Activities

This section provides examples of unapproved activities under WIOA Section 231. No responses are required in this section.

Grant recipients cannot use Section 231 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 231 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 5.3.3, AEFLA Service Activities Questions

This section is designed for the applicant to describe proposed service activities under WIOA Section 231. 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.

5.3.3.1) In any order, list the service activities from [Part 5.3.1](#) that the applicant intends to provide under WIOA Section 231. The state requires a minimum of four (4) activities to be included, with no maximum limit to the number of service activities. No preference is given to any service on this list above others. If awarded, grantees can add service activities not listed in the table below at any time that need in the area requires, as resources are available (e.g., if the applicant does not initially intend to provide English Language Acquisition Activities but, after award, recognizes need in the local area for such services, these services can be added). However, grantees must not remove service activities listed in the table below until the reasons for the change and plans for the service provider are shared with the state.

1.	5.
2.	6.
3.	7.
4.	8.

5.3.3.2) Describe the services that will be provided for each activity listed in question 5.3.3.1 and the method of delivery of services.

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

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

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

Part 5.4, Section 231 (AEFLA), Adult Education Personnel

This section is designed to identify key personnel needed for the operation of the proposed Adult Education program under WIOA Section 231 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 231 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.

5.4.1) 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 5.4.1, Fig. 1,” “Question 5.4.1, 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)					

5.4.2) Attach job descriptions for Program Leaders, Instructors, Data Specialists, Career Navigators, and Administrative Assistants. Attachments will be titled “Question 5.4.2, Fig. 1,” “Question 5.4.2, 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 (e.g., a job description for a GED preparation instructor might differ substantially from the description of an ELA instructor, but ELA instructors at two different locations might not substantially differ).
- 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.

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

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

5.4.5) Describe how time and effort of personnel will be accurately tracked to determine time devoted to WIOA Section 231 activities.

Part 5.5, Section 231 (AEFLA), Locations

This section is designed to identify the known locations of the proposed Adult Education program for services under WIOA Section 231.

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.

5.5.1) List all known AEFLA locations in the tables below. Enter the location address (street, city, state, ZIP code). List the services that will be provided at each location. Mark whether the location is permanent or intermittent/temporary (see definitions in [Part 5.2.1](#)). Enter the full name of the county (no abbreviations) and the number of the workforce area (see <https://ksworksstateboard.org/local-boards> for help). The primary location must be listed first; all other locations, if applicable, may be listed in any order. For a consortium, the “primary location” is the main location of the entity serving as the fiscal agency. If the applicant has more than 10 known locations, attach information for each additional location, titled “Question 5.5.1.”

Primary Adult Education Location	<input type="checkbox"/> Permanent	<input type="checkbox"/> Intermittent/Temporary
	County:	Workforce Area:
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

Satellite Adult Education Location	<input type="checkbox"/> Permanent	<input type="checkbox"/> Intermittent/Temporary
	County:	Workforce Area:
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

Satellite Adult Education Location	<input type="checkbox"/> Permanent	<input type="checkbox"/> Intermittent/Temporary
	County:	Workforce Area:
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

Satellite Adult Education Location	<input type="checkbox"/> Permanent	<input type="checkbox"/> Intermittent/Temporary
	County:	Workforce Area:
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

Satellite Adult Education Location	<input type="checkbox"/> Permanent	<input type="checkbox"/> Intermittent/Temporary
	County:	Workforce Area:
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

Satellite Adult Education Location	<input type="checkbox"/> Permanent	<input type="checkbox"/> Intermittent/Temporary
	County:	Workforce Area:
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

Satellite Adult Education Location	<input type="checkbox"/> Permanent	<input type="checkbox"/> Intermittent/Temporary
	County:	Workforce Area:
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

Satellite Adult Education Location	<input type="checkbox"/> Permanent	<input type="checkbox"/> Intermittent/Temporary
	County:	Workforce Area:
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

Satellite Adult Education Location	<input type="checkbox"/> Permanent	<input type="checkbox"/> Intermittent/Temporary
	County:	Workforce Area:
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

Satellite Adult Education Location	<input type="checkbox"/> Permanent	<input type="checkbox"/> Intermittent/Temporary
	County:	Workforce Area:
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

5.5.2) Describe the space available for Adult Education records and files to be kept. Include security and privacy considerations.

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

5.5.4) Describe the space available for Adult Education offices and administrative services. Include information about accessibility and physical accommodations. Include security and privacy considerations.

5.5.5) Describe transportation and access to the Adult Education 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 5.6, Section 231 (AEFLA), Physical and Digital Resources

This section is designed to describe the physical and digital resources available to the proposed Adult Education program for services under WIOA Section 231. 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.

- 5.6.1) Describe the teaching materials the Adult Education program has or can obtain within the first quarter of the grant to provide services under WIOA Section 231.** This includes, but is not limited to, books, educational software licenses, other curricula, and other instructional supplies.

5.6.2) Describe the physical resources the Adult Education 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 231. This includes, but is not limited to, tables/desks and chairs, boards or screens for visually sharing information, and office supplies.

5.6.3) Describe the types of software the Adult Education 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.

5.6.4) Describe the types of hardware the Adult Education 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.

5.6.5) Describe the maintenance that will be provided to Adult Education 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 231. 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 5.7, Section 231 (AEFLA), 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). 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 231 funding formula for the first year of the grant (see Part 3.2). Do not duplicate participants who might be served under multiple funding streams (e.g., both Section 231 and Section 243). Count each participant only once.

<p>Projected Number of Participants* Receiving Adult Education Services from Applicant under WIOA Section 231 (AEFLA), WIOA Section 225 (Corrections), or WIOA Section 243 (IELCE) for Fiscal Year 2026</p>	
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**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 parts of the state (see [Part 5.2.2](#)), funding will be calculated based on updated enrollment projections that include additional counties. Application scores to determine grant awards will be based on the projected enrollment, above, except if adjusted projected enrollment is a determining factor between awarding and non-awarding, in which case the higher total for Projected Enrollment will be used.

Part 6, Section 231 (AEFLA), 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 6.1, Section 231 (AEFLA), 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.

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

6.1.2) Describe how the services detailed in [Part 5.3.3](#) 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.

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

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

6.1.5) Describe the plan for recruiting eligible individuals to the Adult Education program and the methods that will be used to retain learners.

Part 6.2, Section 231 (AEFLA), 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.

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

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

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

6.2.4) 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.

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

Part 6.3, Section 231 (AEFLA), 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.

6.3.1) Include the percentage of outcomes for improving the skills of eligible individuals. This is the average of fields *A*, *B*, and *C* in Part 2.2.1 or Part 2.2.2. For a consortium, first average fields *A*, *B*, and *C* for each member, and then average each member's average together for a single applicant percentage.

6.3.2) Include the percentage of employment outcomes for eligible individuals. For previously funded providers, this is the average of either fields *D*, *E*, and *F* or fields *G*, *H*, and *I* in Part 2.2.1. For new providers, this is the average of fields *D*, *E*, and *F* in Part 2.2.2. For a consortium, first average fields for the three years for each member, and then average each member's average together for a single applicant percentage.

6.3.3) 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.

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

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

Part 6.4, Section 231 (AEFLA), 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.

- 6.4.1) 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 6.4.1.” 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.**

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

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

6.4.4) 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.

6.4.5) 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 6.5, Section 231 (AEFLA), 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.

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

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

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

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

6.5.5) 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 6.6, Section 231 (AEFLA), 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.

- 6.6.1) 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](#).**

6.6.2) 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.

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

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

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

Part 6.7, Section 231 (AEFLA), 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.

- 6.7.1) 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.**

6.7.2) Describe the use of technology, including the program’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.

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

6.7.4) 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.

6.7.5) 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 6.8, Section 231 (AEFLA), 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.

- 6.8.1) 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.**

6.8.2) 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

6.8.3) 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.

6.8.4) 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.

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

Part 6.9, Section 231 (AEFLA), 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.

6.9.1) Describe how each of the roles listed below contributes to the success of learners and the Adult Education program.

- a. Program Leaders
- b. Instructors
- c. Career Navigator(s)
- d. Data Specialist(s)
- e. Administrative Assistant(s)

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

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

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

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

Part 6.10, Section 231 (AEFLA), 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.

- 6.10.1) 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 Adult Education 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 6.10.1, Fig. 1,” “Questions 6.10.1, Fig. 2,” etc.**

6.10.2) 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 Adult Education 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 6.10.2, Fig. 1,” “Questions 6.10.2, Fig. 2,” etc.

6.10.3) 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 Adult Education 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 6.10.3, Fig. 1,” “Questions 6.10.3, Fig. 2,” etc.

6.10.4) 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).

6.10.5) Describe the role of the local Adult Education Advisory Board in contributing to 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 6.11, Section 231 (AEFLA), 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.

- 6.11.1) 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.**

6.11.2) 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).*

6.11.3) 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.

6.11.4) 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.

6.11.5) 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 6.12, Section 231 (AEFLA), 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.

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

6.12.2) 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.

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

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

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

Part 6.13, Section 231 (AEFLA), WIOA Consideration 13, English Language and Civics

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.

6.13.1) Describe the need in the local area for English language acquisition services, if applicable.

- 6.13.2) Describe the need in the local area for civics education services, if applicable, which 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.**
- 6.13.3) Describe the need in the local area for financial literacy education, if 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.**

6.13.4) Describe the need in the local area for health literacy education, if applicable, for the purposes of exercising the rights and responsibilities of citizenship and increasing civic engagement. 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.

6.13.5) Describe the need in the local area for digital skills education for the purposes of exercising the rights and responsibilities of citizenship and increasing civic engagement.