

**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 1 – 3, Application
Information and Applicant Eligibility.**

**All applicants must review and complete this document, in
addition to completing one or more other documents to apply
for specific funding streams.**

Table of Contents

| | |
|---|----|
| Table of Contents | 3 |
| Announcement of Funding Availability | 5 |
| Applicant Cover Page | 6 |
| Application Checklists | 7 |
| Parts 1 – 3, Application Information and Applicant Eligibility Checklist | 7 |
| Parts 4 – 6, WIOA Section 231 Adult Education and Family Literacy Act Checklist..... | 7 |
| Parts 7 – 9, WIOA Section 225 Corrections and Other Institutionalized Individuals Checklist | 8 |
| Parts 10 – 12, WIOA Section 243 Integrated English Literacy and Civics Education Checklist..... | 9 |
| Part 1, Application Information | 10 |
| Part 1.1, Background..... | 10 |
| Part 1.2, Legislation and Resources | 12 |
| Part 1.3, Purpose | 12 |
| Part 1.4, Timeline..... | 13 |
| Part 1.5, Application Instructions..... | 14 |
| Part 1.6, Submission Process | 16 |
| Part 1.7, Eligibility Review..... | 17 |
| Part 1.8, Application Review Process | 17 |
| Part 1.9, Funding Process..... | 18 |
| Part 1.10, Application Process Summary..... | 19 |
| Part 1.11, Grant Duration | 19 |
| Part 1.12, Federal and State Requirements | 20 |
| Part 1.13, Primary Indicators of Performance | 26 |
| Part 1.14, Educational Functioning Levels | 27 |
| Part 1.14.1, Adult Basic Education and Adult Secondary Education Levels..... | 27 |
| Part 1.14.2, English as a Second Language Levels..... | 29 |
| Part 1.14.3, Alternative Placement..... | 31 |
| Part 1.15, Accountability Practices and the National Reporting System (NRS) | 31 |
| Part 1.16, Common Acronyms..... | 32 |
| Part 1.17, Application Inquiries and Assistance..... | 33 |
| Part 1.18, Statement of Assurances | 35 |
| Part 2: Eligibility and Applicant Information | 37 |
| Part 2.1, Organization Type | 37 |
| Part 2.1.1, Consortium Members | 39 |
| Part 2.2, Demonstrated Effectiveness | 40 |
| Part 2.2.1, Demonstrated Effectiveness for Applicants Previously Funded under WIOA Title II.... | 42 |

| | |
|---|-----|
| Part 2.2.2, Demonstrated Effectiveness for Applicants Not Previously Funded under WIOA Title II | 53 |
| Part 2.3, Service to Eligible Individuals | 75 |
| Part 2.4, General Education Provisions Act (GEPA) | 79 |
| Part 3: Funding, Fiscal Responsibilities, Risk, and Signatures..... | 82 |
| Part 3.1, Funding Sources | 82 |
| Part 3.1.1, Federal Funding | 82 |
| Part 3.1.2, State Funding | 83 |
| Part 3.1.3, Local Match Funding | 83 |
| Part 3.1.4, Program Income | 85 |
| Part 3.1.5, Non-WIOA Title II Funding..... | 88 |
| Part 3.2, Kansas Funding Formula for WIOA Section 231 (AEFLA)..... | 89 |
| Part 3.3, Kansas Funding Formula for WIOA Section 225 (Corrections) | 95 |
| Part 3.4, Kansas Funding Formula for WIOA Section 243 (IELCE) | 96 |
| Part 3.5, Cost Guidelines | 97 |
| Part 3.5.1, Local Administrative Cost Limits | 97 |
| Part 3.5.2, Supplement, Not Supplant..... | 97 |
| Part 3.5.3, Allowable Costs..... | 98 |
| Part 3.5.4, Fiscal Management..... | 98 |
| Part 3.5.5, Inventory and Tracking..... | 100 |
| Part 3.5.6, Property Use, Maintenance, and Disposition | 101 |
| Part 3.6, Budget Categories | 103 |
| Part 3.7, Special Project Funding..... | 106 |
| Part 3.8, Fiscal Reporting Timelines..... | 107 |
| Part 3.9, Proofs of Expenditures | 108 |
| Part 3.10, Controls and Spending | 109 |
| Part 3.11, Acknowledgements..... | 111 |
| Part 3.12, Pre-Award Risk Assessment Tool..... | 113 |
| Part 3.13, Signatures | 121 |

Announcement of Funding Availability

FY2026 – FY2030 Kansas Adult Education Grant Applications

| | |
|---|--|
| Administrative Agency: | Kansas Board of Regents, Adult Education 1000 SW Jackson, Suite 520 Topeka, KS 66612 |
| Funding Authority: | Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II Adult Education and Family Literacy Act (AEFLA) Funding is contingent upon the availability of funds from the United States Department of Education. |
| Funding Period: | July 1, 2025 – June 30, 2030 |
| Eligible Applicants: | To be considered an eligible applicant, demonstrated effectiveness is required as described in Part 2 . Eligible applicants must submit fully completed applications to be considered for funding. |
| Application Submission Deadline: | January 31, 2025, no later than 5:00pm, Central Time |
| Inquiries and Information: | Further application information is available at https://kansasregents.org/workforce_development/adult-education-rfp . Questions must be submitted in writing to AdultEd_RFP@ksbor.org (note the underscore between “AdultEd” and “RFP”) or mailed to the administrative agency (address above). Responses will be provided on the webpage per the published schedule. Informational sessions will be conducted remotely and will be recorded. See Part 1.17 for more information. |
| Purpose: | Adult Education programs need to provide high-quality services and develop innovative opportunities to serve adult learners, collaborating with WIOA partners and others to create and support career pathways, accelerate transition to postsecondary education and the workforce, and build vital literacy and numeracy skills among participants. |

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).

| | |
|---|--|
| 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: | |

Application Checklists

This section is designed to aid applicants in finalizing application materials. This section is optional and can be used or disregarded per the applicant's preference. This section will not be reviewed.

Each part with questions or requirements is listed, with notes about required attachments.

Parts 1 – 3, Application Information and Applicant Eligibility Checklist

- ☐ Cover Page complete
- ☐ Part 2.1, Organization Type complete
- ☐ Part 2.1.1, Consortium Members complete, if applicable
- ☐ Part 2.2, Demonstrated Effectiveness complete for each applicant or consortium member
- ☐ Part 2.3, Service to Eligible Individuals complete
- ☐ Part 2.4, General Education Provisions Act (GEPA) complete
- ☐ Part 3.1.4, Program Income complete
- ☐ Part 3.10, Controls and Spending complete
- ☐ Part 3.11, Acknowledgements complete
- ☐ Part 3.12, Pre-Award Risk Assessment Tool complete
- ☐ Part 3.13, Signatures complete

Parts 4 – 6, WIOA Section 231 Adult Education and Family Literacy Act Checklist

- ☐ Cover Page complete
- ☐ Part 4.1, Section 231 (AEFLA) Budget complete
- ☐ Part 4.2, Section 231 (AEFLA) Signatures complete
- ☐ Part 5.1, Section 231 (AEFLA) Sponsoring Institution complete
- ☐ Part 5.2.2, Section 231 (AEFLA) Service Area Questions and Acknowledgements complete and map attached
- ☐ Part 5.3.3, Section 231 (AEFLA) Service Activities Questions complete
- ☐ Part 5.4, Section 231 (AEFLA) Personnel complete
 - Résumés attached
 - Job descriptions attached
- ☐ Part 5.5, Section 231 (AEFLA) Locations complete
- ☐ Part 5.6, Section 231 (AEFLA) Physical and Digital Resources complete
- ☐ Part 5.7, Section 231 (AEFLA) Projected Enrollment complete
- ☐ Part 6.1, Section 231 (AEFLA) WIOA Consideration 1 complete
- ☐ Part 6.2, Section 231 (AEFLA) WIOA Consideration 2 complete
- ☐ Part 6.3, Section 231 (AEFLA) WIOA Consideration 3 complete
- ☐ Part 6.4, Section 231 (AEFLA) WIOA Consideration 4 complete and One-Stop MOU/letter attached
- ☐ Part 6.5, Section 231 (AEFLA) WIOA Consideration 5 complete
- ☐ Part 6.6, Section 231 (AEFLA) WIOA Consideration 6 complete
- ☐ Part 6.7, Section 231 (AEFLA) WIOA Consideration 7 complete
- ☐ Part 6.8, Section 231 (AEFLA) WIOA Consideration 8 complete
- ☐ Part 6.9, Section 231 (AEFLA) WIOA Consideration 9 complete
- ☐ Part 6.10, Section 231 (AEFLA) WIOA Consideration 10 complete with at least three (3) letters attached
- ☐ Part 6.11, Section 231 (AEFLA) WIOA Consideration 11 complete
- ☐ Part 6.12, Section 231 (AEFLA) WIOA Consideration 12 complete
- ☐ Part 6.13, Section 231 (AEFLA) WIOA Consideration 13 complete

Parts 7 – 9, WIOA Section 225 Corrections and Other Institutionalized Individuals Checklist

- ☐ Cover Page complete
- ☐ Part 7.1, Section 225 (Corrections) Budget complete
- ☐ Part 7.2, Section 225 (Corrections) Signatures complete
- ☐ Part 8.1, Section 225 (Corrections) Sponsoring Institution complete
- ☐ Part 8.2, Section 225 (Corrections) Service Facilities complete and map attached
- ☐ Part 8.3.3, Section 225 (Corrections) Service Activities Questions complete
- ☐ Part 8.4, Section 225 (Corrections) Personnel complete
 - ☐ Résumés attached
 - ☐ Job descriptions attached
- ☐ Part 8.5, Section 225 (Corrections) Locations complete
- ☐ Part 8.6, Section 225 (Corrections) Physical and Digital Resources complete
- ☐ Part 8.7, Section 225 (Corrections) Projected Enrollment complete
- ☐ Part 9.1, Section 225 (Corrections) WIOA Consideration 1 complete
- ☐ Part 9.2, Section 225 (Corrections) WIOA Consideration 2 complete
- ☐ Part 9.3, Section 225 (Corrections) WIOA Consideration 3 complete
- ☐ Part 9.4, Section 225 (Corrections) WIOA Consideration 4 complete and One-Stop MOU/letter attached
- ☐ Part 9.5, Section 225 (Corrections) WIOA Consideration 5 complete
- ☐ Part 9.6, Section 225 (Corrections) WIOA Consideration 6 complete
- ☐ Part 9.7, Section 225 (Corrections) WIOA Consideration 7 complete
- ☐ Part 9.8, Section 225 (Corrections) WIOA Consideration 8 complete
- ☐ Part 9.9, Section 225 (Corrections) WIOA Consideration 9 complete
- ☐ Part 9.10, Section 225 (Corrections) WIOA Consideration 10 complete
- ☐ Part 9.11, Section 225 (Corrections) WIOA Consideration 11 complete
- ☐ Part 9.12, Section 225 (Corrections) WIOA Consideration 12 complete
- ☐ Part 9.13, Section 225 (Corrections) WIOA Consideration 13 complete

Parts 10 – 12, WIOA Section 243 Integrated English Literacy and Civics Education Checklist

- ☐ Cover Page complete
- ☐ Part 10.1, Section 243 (IELCE) Budget complete
- ☐ Part 10.2, Section 243 (IELCE) Signatures complete
- ☐ Part 11.1, Section 243 (IELCE) Sponsoring Institution complete
- ☐ Part 11.2, Section 243 (IELCE) Service Area complete and map attached
- ☐ Part 11.3.3, Section 243 (IELCE) Service Activities Questions complete
- ☐ Part 11.4, Section 243 (IELCE) Personnel complete
 - Résumés attached
 - Job descriptions attached
- ☐ Part 11.5, Section 243 (IELCE) Locations complete
- ☐ Part 11.6, Section 243 (IELCE) Physical and Digital Resources complete
- ☐ Part 11.7, Section 243 (IELCE) Projected Enrollment complete
- ☐ Part 12.1, Section 243 (IELCE) WIOA Consideration 1 complete
- ☐ Part 12.2, Section 243 (IELCE) WIOA Consideration 2 complete
- ☐ Part 12.3, Section 243 (IELCE) WIOA Consideration 3 complete
- ☐ Part 12.4, Section 243 (IELCE) WIOA Consideration 4 complete and One-Stop MOU/letter attached
- ☐ Part 12.5, Section 243 (IELCE) WIOA Consideration 5 complete
- ☐ Part 12.6, Section 243 (IELCE) WIOA Consideration 6 complete
- ☐ Part 12.7, Section 243 (IELCE) WIOA Consideration 7 complete
- ☐ Part 12.8, Section 243 (IELCE) WIOA Consideration 8 complete
- ☐ Part 12.9, Section 243 (IELCE) WIOA Consideration 9 complete
- ☐ Part 12.10, Section 243 (IELCE) WIOA Consideration 10 complete with at least three (3) letters attached
- ☐ Part 12.11, Section 243 (IELCE) WIOA Consideration 11 complete
- ☐ Part 12.12, Section 243 (IELCE) WIOA Consideration 12 complete
- ☐ Part 12.13, Section 243 (IELCE) WIOA Consideration 13 complete

Part 1, Application Information

This part contains descriptions, instructions, and other information pertinent to the application materials and application process. Applicants must carefully read this part. No responses are required in this part.

Per WIOA Section 231(c) and [34 CFR 463.20](#), the state must ensure that all eligible providers have **direct and equitable access** to apply and compete for grants or contracts. The same grant announcement and application processes are used for all eligible providers.

Part 1.1, Background

This section briefly describes the history of WIOA and the agencies overseeing Adult Education. No responses are required in this section.

Funding for these applications is authorized under the Workforce Innovation and Opportunity Act (WIOA), which was signed into law in July 2014, a revision of the Workforce Investment Act of 1998 (WIA). WIOA supports innovative strategies to keep pace with changing economic conditions and seeks to improve coordination between the primary federal programs that support employment services, workforce development, adult education, and vocational rehabilitation activities. The four core programs under WIOA are: (1) the Adult, Dislocated Worker, and Youth formula programs administered by the Department of Labor (DOL) under Title I; (2) the Adult Education and Literacy program administered by the Department of Education (ED) under Title II; (3) the Wagner-Peyser Act employment services program administered by DOL under Title III; and (4) the programs under the Vocational Rehabilitation Act administered by ED under Title IV.

[29 U.S. Code 3101](#), et seq

In Kansas, core partners for Title I and Title III are administered under the Department of Commerce; Title II is administered under the Kansas Board of Regents (KBOR); and Title IV is administered under the Department for Children and Families (DCF).

Highlights of WIOA for Adult Education include:

- Increases coordination of core programs through submission of a Unified State Plan or Combined State Plan. Kansas submits a Combined State Plan every four years, with modifications every two years. Plans are available at <https://wioaplans.ed.gov>.
- Establishes common performance measures across core programs: percentage of program participants in unsubsidized employment during the second and fourth quarter after exit; median earnings; percentage of participants who obtain a postsecondary credential or diploma during participation or within one year after exit; participants achieving measurable skill gains; and effectiveness in serving employers. [Part 1.13](#) has more information about performance measures.
- Strengthens alignment between adult education, postsecondary education, and employers. WIOA recognizes that the core purpose of adult education is to prepare individuals with the skills and knowledge needed to succeed in postsecondary education and the workforce.
- Supports educational and career advancement for incarcerated individuals.
- Encourages establishment of a high-quality local adult education delivery system.
- Supports professional development opportunities and innovative models to enhance adult education programs.
- Promotes activities to improve the quality of adult education programs.
- Codifies the Integrated English Literacy and Civics Education (IELCE) program.

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-overview.pdf>

The Assistant Secretary for Career, Technical, and Adult Education (Assistant Secretary) serves as the principal adviser to the Secretary on departmental matters related to high school, career technical and adult education and lifelong learning as well as community colleges, workforce and economic development. The Assistant Secretary represents the department at national and international meetings related to vocational and adult education. The Office of Career, Technical, and Adult Education (OCTAE) administers, coordinates, and recommends policy for improving quality and excellence of programs that are designed to:

- Prepare students for postsecondary education and careers through strong high school programs and career and technical education.
- Provide opportunities to adults to increase their literacy skills.
- Promote identification and dissemination of effective practice in raising student achievement in high schools, community colleges and adult education programs, and lead targeted research investments.
- Promote collaboration, coordination and communication among the department, states, local agencies, and organizations to ensure that programs and activities prepare youth and adults for postsecondary education and high-skill, high-wage, or high-demand occupations in current or emerging professions.
- Ensure the equal access of minorities, women, individuals with disabilities, and disadvantaged persons to careers and technical education and adult education.
- Ensure that career and technical education students are held to the same challenging academic content and academic achievement standards established by the state under No Child Left Behind (NCLB).
- Promote the implementation of education technology, as it applies to access and service delivery, as well as instructional methodology.

<https://www2.ed.gov/about/offices/or/fs/ovae/intro.html>

The Division of Adult Education and Literacy (DAEL) is the principal policy and program advisor to the Assistant Secretary for the Office of Career, Technical, and Adult Education (OCTAE) on all adult education matters, pursuant to the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA), related legislation, and departmental regulations. DAEL supports programs and other activities that help adults become literate, obtain the knowledge and skills necessary for employment and self-sufficiency, obtain a secondary school diploma, and transition to postsecondary education and training. AEFLA also helps individuals who are English language learners improve their English proficiency and assists adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children. DAEL has overall responsibility for providing a broad range of services specified in the Act, including providing technical and program improvement assistance to national, state, and local adult education systems, programs, and organizations and carrying out national leadership functions in adult education.

<https://www2.ed.gov/about/offices/or/fs/ovae/adult.html>

The Kansas Board of Regents is the state eligible agency for pass-through funding for Adult Education. Adult Education is a critical part of KBOR's strategic plan, providing access to education for families, contributing to the talent pipeline, and supporting economic prosperity. More information about the strategic plan is available at <https://kansasregents.org/about/building-a-future>.

<https://kansasregents.org>.

Part 1.2, Legislation and Resources

This section lists some of the laws, regulations, and statutes the state and all local providers must follow. This is not an exhaustive list of all relevant policies. No responses are required in this section.

Kansas Adult Education follows all requirements detailed in the Workforce Innovation and Opportunity Act (WIOA) of 2014.

All grants must adhere to the Uniform Grant Guidance ([2 CFR Part 200](#)) for federal awards and the Education Department General Administrative Regulations (EDGAR) in [CFR Title 34](#), including [34 CFR Part 462](#) and [34 CFR Part 463](#), Adult Education and Family Literacy Act (AEFLA).

Adult Education grantees adhere to all applicable regulations from the Department of Education's Office of Career, Technical, and Adult Education (OCTAE), including policies set forth by the [National Reporting System \(NRS\)](#).

Kansas Adult Education follows all applicable [Kansas Statutes](#).

Kansas Adult Education publishes a policy manual that must be followed by all grantees. State policies are subject to change and will be announced to grantees before they are implemented. The most recent policy manual is available at https://kansasregents.org/academic_affairs/adult-education/adult_education_resources. This is for informational purposes and should not be presumed to be the final policies implemented for the 2025 – 2026 fiscal year.

Part 1.3, Purpose

This section briefly describes the purpose of AEFLA and the purpose of each part of the application materials. No responses are required in this section.

The Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA), is the principal source of federal funding for states for Adult Education programs. The Office of Career, Technical, and Adult Education's (OCTAE) Division of Adult Education and Literacy (DAEL) administers AEFLA. WIOA Title II serves individuals with barriers to employment, including English language learners, low-income individuals, and immigrants. The Adult Education provider and the Local Workforce Development Board (LWDB) must work closely together to address the specific identified workforce needs of the region. In addition, Adult Education is a vital part of the integrated workforce system by its presence in One-Stop Centers.

In accordance with AEFLA, the purpose of this funding opportunity is to assist eligible applicants to develop, implement, and improve adult education and literacy activities that provide concurrent services to—

- (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (2) assist adults who are parents or family members to obtain the education and skills that—
 - (A) are necessary to becoming full partners in the educational development of their children; and
 - (B) lead to sustainable improvements in the economic opportunities for their family;
- (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and

- (4) assist immigrants and other individuals who are English language learners in—
- (A) improving their—
 - (i) reading, writing, speaking, and comprehension skills in English; and
 - (ii) mathematics skills; and
 - (B) acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

[34 CFR 463.1](#)

The purpose of Application Parts 1 – 3 is to provide application information, to determine eligibility for funding, and to collect applicant information. The purpose of Application Parts 4 – 6, WIOA Section 231 (AEFLA); Application Parts 7 – 9, WIOA Section 225 (Corrections); and Application Parts 10 – 12, WIOA Section 243 (IELCE) is to find and fund providers of high-quality services to eligible individuals across the state.

Part 1.4, Timeline

This section provides the timeline of application activities. No responses are required in this section.

| Date | Activity | Description |
|--|---|--|
| August 2, 2024 | RFP announcement | Application materials will be available at https://kansasregents.org/workforce_development/adult-education-rfp . |
| August 21, 2024, 2:00 – 4:00pm | Virtual training session for potential applicants | Any potential applicants are invited to a public information session. State staff will review application materials. The session will be recorded. The meeting link will be published at https://kansasregents.org/workforce_development/adult-education-rfp . |
| September 12, 2024, 6:00 – 8:00pm | Virtual training session for potential applicants | Any potential applicants are invited to a public information session. State staff will review application materials. The session will be recorded. The meeting link will be published at https://kansasregents.org/workforce_development/adult-education-rfp . |
| September 27, 2024, 9:00 – 11:00am | Virtual training session for potential applicants | Any potential applicants are invited to a public information session. State staff will review application materials. The session will be recorded. The meeting link will be published at https://kansasregents.org/workforce_development/adult-education-rfp . |
| January 31, 2025, by 5:00pm Central Time | Applications due | All application materials must be received on or before this date and time, per instructions in the materials. |

| Date | Activity | Description |
|----------------|--|---|
| March 3, 2025 | Notification of eligibility or ineligibility to all applicants | The designated committee will determine applicant eligibility based on Demonstrated Effectiveness, as described in application materials. All applicants will be notified if the committee has determined the application can move forward or if it does not meet the Demonstrated Effectiveness requirement. |
| April 14, 2025 | Notification to awardees and non-awardees | Applications that have been moved forward from the previous step will be read and scored. These applicants will be notified of grant award or non-award. |
| May 1, 2025 | Estimated awards | Notice of estimated funding will be sent to awardees. |
| July 1, 2025 | Start of grant | The start of the five-year grant. |

Part 1.5, Application Instructions

This section provides instructions for completing applications. No responses are required in this section.

Carefully and thoroughly read ALL application materials before beginning the application process.

Application Parts

All applicants must complete Parts 1 – 3 (Application Information and Applicant Eligibility) to be considered for review. Depending on funding streams being requested, applicants will also complete one or two or three of the following applications: Parts 4 – 6 (Section 231 AEFLA), Parts 7 – 9 (Section 225 Corrections), Parts 10 – 12 (Section 243 IELCE).

Saving Applications

Applications must be saved as PDFs. Do not combine documents. Do not change the order of the application materials.

Application File Names

[Applicant Name] Parts 1 – 3 Application Information and Applicant Eligibility.pdf

[Applicant Name] Parts 4 – 6 WIOA Section 231 AEFLA.pdf

[Applicant Name] Parts 7 – 9 WIOA Section 225 Corrections.pdf

[Applicant Name] Parts 10 – 12 WIOA Section 243 IELCE.pdf

Remember that all applicants will submit Parts 1 – 3, plus one or more of the other documents.

Attachments

Do not insert photos, charts, tables, graphs, or additional pages into application materials, unless specific allowance has been given to do so. When an attachment is not requested but the applicant believes a photo, chart, table, graph, or other item will support the narrative, the item can be attached. It should be labeled by question number and referenced in the narrative. For multiple attachments for the same question, use the convention “Fig. 1,” Fig. 2,” etc.

Combine all attachments, both requested and inserted by the applicant, for each part in the order in which they will be referenced and save as a PDF with page numbers. Each page or group of pages should be labeled per the instructions in the application materials. Attachment page numbers should be referenced in application materials for ease in correlation.

Attachment File Names

[Applicant Name] Parts 1 – 3 Attachments.pdf

[Applicant Name] Parts 4 – 6 Attachments.pdf

[Applicant Name] Parts 7 – 9 Attachments.pdf

[Applicant Name] Parts 10 – 12 Attachments.pdf

Reference an Attachment in the Narrative

Format example: “See page 4 of the attachment for question 6.2.5.”

Format example: “See page 7 of the attachment for question 8.1.2, Fig. 1.”

Provided Examples

Within questions, when examples are given or when the abbreviation “e.g.” (*exempli gratia*, or “for example”) is used, examples should not be considered exhaustive lists, nor should examples be considered requirements. The applicant’s response might address some, all, or none of the listed examples.

Writing Narratives

When writing narratives, remember that reviewers might be from Adult Education in states other than Kansas. Write with the assumption the reviewer is not familiar with the applicant’s area.

When writing narratives, remember that reviewers might be from entities outside Adult Education, such as other WIOA partners or business and industry representatives. Write with the assumption the reviewer is not extremely familiar with Adult Education.

Acronyms and Abbreviations

Write out acronyms and abbreviations the first time they are used in EVERY response for the benefit of readers not familiar with the acronym or abbreviation. Subsequent references in the same question can use the acronym or abbreviation alone.

Response Length

No character or word limit is enforced for narrative responses. Applicants should endeavor to provide responses that are clear, complete, and as concise as possible. For most questions, it is expected that responses will be less than approximately 500 words. The size of text boxes is not indicative of desired response length. Applicants are not required to fill a text box to capacity, nor is the text box size a limit (if the response is longer, the text box will scroll so all text can be viewed).

Proofreading and Checking

Before submitting, carefully proofread applications. Having multiple proofreaders is recommended. Check that all materials are complete. Use the optional [Application Checklists](#) if desired.

Part 1.6, Submission Process

This section provides instructions for submitting applications. No responses are required in this section.

There is no guarantee that submitting a proposal will result in funding.

After application documents are completed, saved, and correctly titled, they must be emailed to AdultEd_RFP@ksbor.org (note the underscore between “AdultEd” and “RFP”). The subject line of the email must be: [Applicant Name] Adult Education Grant Application. All documents for an applicant should be sent in the same email. These might include:

- Parts 1 – 3, Application Information and Applicant Eligibility
- Parts 4 – 6, WIOA Section 231 AEFLA, if applying for Section 231 funding
- Parts 7 – 9, WIOA Section 225 Corrections, if applying for Section 225 funding
- Parts 10 – 12, WIOA Section 243 IELCE, if applying for Section 243 funding
- All attachments

If documents cannot be sent in the same email due to size restrictions, multiple emails may be sent with the subject lines denoting the total number of emails to be sent and the number of each email. Subject line example: [Applicant Name] Adult Education Grant Application 1 of 3, [Applicant Name] Adult Education Grant Application 2 of 3, etc.

Applications must be submitted by 5:00pm Central Time on January 31, 2025. Applications received later will not be reviewed.

Submission Format

Send to: AdultEd_RFP@ksbor.org

Subject Line: [Applicant Name] Adult Education Grant Application

Application Status

Within 48 hours of submission (excluding weekends and holidays), applicants will receive an email acknowledging receipt of documents. This acknowledgement means documents can be opened and viewed but does not verify that applications are complete, understandable, or acceptable.

Questions about the status of applications will not be answered. See the timeline in [Part 1.4](#) to anticipate when application status will be shared.

Unaccepted Submissions

Hard copies of applications will not be accepted.

Handwritten applications will not be accepted.

Incomplete applications will not be accepted.

Applications submitted after the submission deadline will not be accepted.

Part 1.7, Eligibility Review

This section explains the process of reviewing applications for eligibility. No responses are required in this section.

The designated committee will review each application for eligibility. The decisions of this committee are final and are not subject to appeal.

By March 3, 2025, all applicants who have submitted accepted applications (see [Part 1.6](#)) will be notified of eligibility or non-eligibility via email to the Adult Education Program Director and the Head of the Sponsoring Institution listed on the applicant's [cover page](#).

Eligibility does not automatically assure grant award. Eligibility means applications for WIOA Section 231 (AEFLA), WIOA Section 225 (Corrections), and WIOA Section 243 (IELCE) will be sent to reviewers for scoring. Scores will determine awards.

Applications might not be sent to reviewers for one or more of the following reasons:

- 1) Applicant did not meet the threshold for demonstrated effectiveness as described in [Part 2.2](#).
- 2) Applicant did not complete all questions and acknowledgements in Parts 1 – 3.
- 3) Application was otherwise incomplete or incorrectly submitted.

Parts 1 – 3 will be sent to non-eligible applicants with committee reviews. The purpose of this is to provide the applicant with information for future grant opportunities. Applicants may reapply in future grant competitions.

Part 1.8, Application Review Process

This section describes the application review process. No responses are required in this section.

Each application sent to reviewers will be scored by a minimum of three (3) reviewers. Reviewers might represent any of the following categories and are required to attest to having no conflict of interest.

- Representatives from Adult Education in other states
- Representatives from business and industry
- Representatives from Kansas Adult Education
- Representatives from Kansas Career Technical Education
- Representatives from Kansas WIOA Core Partners
- Representatives from local or state workforce boards
- Representatives from the Kansas Board of Regents

Section 231 AEFLA Application (Parts 4 – 6)

Readers will independently review and score applications. Scores for each application will then be averaged for the final score. Any average scores of zero (0) for a group of questions will remove the applicant from consideration for funding for this funding stream. A minimum score of 50 out of 100 possible points is required to be awarded Section 231 funding. 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.

Section 225 Corrections Application (Parts 7 – 9)

Readers will independently review and score applications. Scores for each application will then be averaged for the final score. Any average scores of zero (0) for a group of questions will remove the applicant from consideration for funding for this funding stream. A minimum score of 50 out of 100 possible points is required to be awarded Section 225 funding. 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.

Section 243 IELCE Application (Parts 10 – 12)

Readers will independently review and score applications. Scores for each application will then be averaged for the final score. Any average scores of zero (0) for a group of questions will remove the applicant from consideration for funding for this funding stream. A minimum score of 50 out of 100 possible points is required to be awarded Section 243 funding. 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.

Alignment with Local Plan

Prior to award, representatives of Local Workforce Development Boards (LWDBs) will review applications to determine alignment with the local plan, using the attached LWDB Evaluation. The results of the review by the LWDB will be considered in determining the extent to which the applicant addresses the required considerations in [34 CFR 463.20](#).

Scoring Rubrics

Scoring rubrics are attached. Applicants should not enter information in the scoring rubrics. Rubrics are available to applicants for informational purposes only.

Part 1.9, Funding Process

This section describes the process of funding, starting with notification for award or non-award. No responses are required in this section.

Applicants might be contacted regarding service areas, as described in application materials.

By April 14, all applicants who have had applications reviewed will be notified of award or non-award via email to the Program Director and the Head of the Sponsoring Institution listed on the applicant's [cover page](#). This decision is final and is not subject to appeal.

Applications with averaged reviewer scores will be sent with notification for the purpose of improving services during the grant period or for future grant opportunities.

The Kansas Board of Regents (KBOR) will use information provided in applications to calculate funding using the funding formula. If further information is needed, KBOR will contact grantees. Estimated award letters will be sent by May 1, 2025. These award letters are based on estimated

allocations from the Office of Career, Technical, and Adult Education (OCTAE) and the Kansas Governor's budget. Grantees can use estimated awards to create an initial budget.

After July 1, 2025, OCTAE will send the official Grant Award Notification (GAN) to the state. This usually occurs in early to mid-July. The state will then send GANs to local providers. If GANs are different from estimated awards, programs will update budgets. GANs are usually the same as estimated awards, but it is possible for funding to change from the estimated award to the GAN.

Part 1.10, Application Process Summary

This section briefly summarizes the steps in the application process. Exact dates are available in [Part 1.4](#). No responses are required in this section.

1. Applicants submit application Parts 1 – 3 and one or more of Parts 4 – 6, Parts 7 – 9, and Parts 10 – 12. Applications received by the deadline receive acknowledgement of receipt.
2. Parts 1 – 3 are reviewed.
3. Applicants are notified of eligibility or non-eligibility.
4. Parts 4 – 6, Parts 7 – 9, and Parts 10 - 12 are reviewed and scored. Scores from all reviewers are averaged.
5. The state initiates discussions about service areas, as applicable.
6. Local Workforce Development Boards (LWDB) analyze the application for alignment with the local plan.
7. Applicants receive notification of award or non-award.
8. Estimated awards are calculated using the funding formula and sent to grantees.

Part 1.11, Grant Duration

This section describes the duration of the multiyear grant, including the start and possible points of termination. No responses are required in this section.

The period of performance is July 1, 2025, through June 30, 2026, renewable annually for a total of five (5) years, to end June 30, 2030. All awards are subject to the availability of federal and state funds. Award amounts are dependent upon federal and state allocations.

Failure to Commence Project

If the activities described in the grant application have not commenced within 60 days after the start of the grant period, the recipient must report in writing the steps taken to initiate the project, the reason for the delay, the expected start date, and an adjusted project timeline. If activities have not commenced within 30 days of this report or 90 days after the start of the grant period, whichever is longer, the Kansas Board of Regents (KBOR) may terminate the grant and the recipient will be required to return all unused grant funds with a complete accounting of all expenditures.

Continuation of Funding

Continued funding is contingent on the availability of funds as well as program performance. Selected providers will be continued for subsequent years, through the end date of June 30, 2030, if WIOA is continued by Congress. Providers are required to complete an annual noncompeting continuation application provided by the state.

Discontinued Funding

Obligations of KBOR, as the state eligible agency, shall cease immediately if the Kansas State Legislature or the Governor fails to appropriate or otherwise make available funds for the contract. KBOR will use its best efforts to secure sufficient funding to cover the proposed grant and will notify providers immediately of any funding insufficiency.

Right to Terminate the Grant

Once a grant is awarded, any adjustments and/or modifications to the activities or budget amounts must be approved by KBOR prior to the change occurring. Failure to request grant changes in advance may result in the returning of funds expended without approval and/or termination of the grant.

KBOR reserves the right to terminate any grant award and cease payment to the recipient for failure to comply with applicable laws, regulations, and/or terms of the grant assurances. Further, KBOR may seek reimbursement of any or all grant funds and may reclaim any equipment, durable goods, and other property purchased with these grant funds if the recipient fails to perform in accordance with the terms of the grant assurances and reporting requirements.

If satisfactory progress and documentation are not made regarding the intended outcomes of this application or if the institution/program fails to comply with applicable laws, regulations, assurances, and/or terms of this grant, the application becomes null and void and all funds must be returned.

The grantee or sponsoring institution has the right to terminate the grant at the end of a fiscal period (i.e., June 30 of a year within the grant period.). Notice of intent to terminate should be provided to the state no less than 90 days prior to the end of the fiscal year. A consortium member may terminate membership in the consortium, if allowed under the consortium agreement, with appropriate notice to the consortium and notice to the state. For any terminating grantee, any unexpended funds must be returned.

Part 1.12, Federal and State Requirements

This section describes federal and state requirements not listed elsewhere that are applicable for the duration of the grant, if awarded. Training necessary to comply with these requirements will be provided to awardees as applicable. No responses are required in this section.

Roles and Responsibilities of Required One-Stop Partners

Each required partner must:

- (a) Provide access to its programs or activities through the one-stop delivery system, in addition to any other appropriate locations;
- (b) Use a portion of funds made available to the partner's program, to the extent consistent with the federal law authorizing the partner's program and with federal cost principles in [2 CFR parts 200](#) and [3474](#) (requiring, among other things, that costs are allowable, reasonable, necessary, and allocable), to:
 - (1) Provide applicable career services; and
 - (2) Work collaboratively with the state and local WDBs to establish and maintain the one-stop delivery system. This includes jointly funding the one-stop infrastructure through partner contributions that are based upon:
 - (i) A reasonable cost allocation methodology by which infrastructure costs are charged to each partner based on proportionate use and relative benefit received;
 - (ii) Federal cost principles; and

- (iii) Any local administrative cost requirements in the federal law authorizing the partner's program. (This is further described in [§ 463.700](#).)
- (c) Enter into an MOU with the local WDB relating to the operation of the one-stop delivery system that meets the requirements of [§ 463.500\(b\)](#);
- (d) Participate in the operation of the one-stop delivery system consistent with the terms of the MOU, requirements of authorizing laws, the federal cost principles, and all other applicable legal requirements; and
- (e) Provide representation on the state and local WDBs as required and participate in Board committees as needed.

[34 CFR 463.420](#)

One-Stop Memorandum of Understanding (MOU)

Grantees must coordinate with local one-stop systems. The one-stop Memorandum of Understanding (MOU) must include:

- (1) A description of services to be provided through the one-stop delivery system, including the manner in which the services will be coordinated and delivered through the system;
- (2) Agreement on funding the costs of the services and the operating costs of the system, including:
 - (i) Funding of infrastructure costs of one-stop centers in accordance with [§§ 463.700](#) through [463.755](#); and
 - (ii) Funding of the shared services and operating costs of the one-stop delivery system described in [§ 463.760](#);
- (3) Methods for referring individuals between the one-stop operators and partners for appropriate services and activities;
- (4) Methods to ensure that the needs of workers, youth, and individuals with barriers to employment, including individuals with disabilities, are addressed in providing access to services, including access to technology and materials that are available through the one-stop delivery system;
- (5) The duration of the MOU and procedures for amending it; and
- (6) Assurances that each MOU will be reviewed, and if substantial changes have occurred, renewed, not less than once every 3-year period to ensure appropriate funding and delivery of services.

The MOU may contain any other provisions agreed to by the parties that are consistent with WIOA title I, the authorizing statutes and regulations of one-stop partner programs, and the WIOA regulations.

When fully executed, the MOU must contain the signatures of the local WDB, one-stop partners, the chief elected official(s), and the time period in which the agreement is effective. The MOU must be updated not less than every 3 years to reflect any changes in the signatory official of the Board, one-stop partners, and chief elected officials, or one-stop infrastructure funding.

[34 CFR 463.500](#)

Required elements regarding infrastructure funding that must be in the one-stop MOU include:

- (a) The period of time in which this infrastructure funding agreement is effective. This may be a different time period than the duration of the MOU.
- (b) Identification of an infrastructure and shared services budget that will be periodically reconciled against actual costs incurred and adjusted accordingly to ensure that it reflects a cost allocation methodology that demonstrates how infrastructure costs are charged to each partner in proportion to its use of the one-stop center and relative benefit received, and that complies with [2 CFR part 200](#) (or any corresponding similar regulation or ruling).
- (c) Identification of all one-stop partners, chief elected officials, and local WDB participating in the infrastructure funding arrangement.

- (d) Steps the local WDB, chief elected officials, and one-stop partners used to reach consensus or an assurance that the local area followed the guidance for the state funding process.
- (e) Description of the process to be used among partners to resolve issues during the MOU duration period when consensus cannot be reached.
- (f) Description of the periodic modification and review process to ensure equitable benefit among one-stop partners.

[34 CFR 463.755](#)

Federal Reports

The state annually submits federal reports, including financial reports, assessment policy, and narrative reports. The state might request information from grantees outside other reporting to assist in providing complete information on federal reports.

Audits

When it is expected that an eligible provider's federal award expended during a fiscal year equaled or exceeded \$1,000,000 in federal grant funds, the eligible provider must have a single or program-specific audit conducted for that year.

[2 CFR 200.501](#)

Record Retention

Financial records, supporting documents, statistical records, and all other non-federal entity records pertinent to a federal award must be retained for a period of three (3) years from the date of submission of the final expenditure report or, for federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the federal awarding agency or pass-through entity in the case of a subrecipient.

[2 CFR 200.334](#)

National Reporting System (NRS) Tables

Grantees will collect and report all information required to submit federal tables. Major reporting items are listed below. This list does not include every data field that will be required.

- Reportable Individual and Participant demographics, including entry level, age, sex, race/ethnicity, employment status, and highest level of school completed
- Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE) participation
- Hours of attendance
- Measurable Skill Gains (MSGs)
- Periods of Participation (PoPs)
- Posttests
- Distance Education participation
- Post-Exit Primary Indicators (Employment Second Quarter After Exit, Employment Fourth Quarter After Exit, Median Earnings, and Credential Attainment)
- Number of full-time staff, part-time staff, and unpaid volunteers in each of the four personnel functions (administrative, counselor, teacher, paraprofessional)
- Teachers' Years of Experience in Adult Education and Teacher Certifications
- Family Literacy outcomes, if applicable
- Civics outcomes for IELCE participants, if applicable

Follow-Up Surveys

Quarterly, grantees will contact exited participants to collect information for the post-exit primary indicators (Employment Second Quarter After Exit, Employment Fourth Quarter After Exit, Median Earnings, and Credential Attainment) and will report collected information. States have the option to collect post-exit data via data matching, follow-up surveys, or both. Kansas uses both data matching and follow-up surveys to collect and report the most outcomes possible.

Assessment Policy

Per [NRS Guidelines](#), the state has discretion to establish the standardized assessment method used within the state and procedures for progress assessment and must develop a written statewide assessment policy describing assessments and procedures. The state annually submits its assessment policy for federal review and approval. All Adult Education providers receiving WIOA Section 231, WIOA Section 225, and/or WIOA Section 243 funding must abide by the approved statewide assessment policy, published annually.

State Reports

Grantees will be required to submit reports to the state. A calendar of required reports will be provided annually. Reports include:

- Quarterly Data Audits – Grantees will check the accuracy and cleanliness of data per instructions from the state.
- Budget and Expenditure Reports – Grantees will report usage of funds on forms supplied by the state, which will include line-item details from the applicant's accounting system.
- Time and Effort – Grantees will report personnel activities by funding stream as required by the state.

This is not an exhaustive list of all potential reporting.

Continuation Application

Annually, all applicants must submit a continuation application to continue to receive funding the following fiscal year. This noncompetitive application, in combination with assessment of risk as required by the state, will determine if grantees continue to receive funding. The state will provide application materials annually, along with instructions for completing these materials.

Risk Assessment

Annually, the state will conduct a risk assessment of each grantee to evaluate the subrecipient's risk of noncompliance with federal statutes, regulations, and the terms and conditions of the subaward. Assessments may include consideration of factors such as the subrecipient's prior experience with the same or similar subawards; the results of previous audits including whether or not the subrecipient receives a Single Audit and the extent to which the same or similar subaward has been audited as a major program; whether the subrecipient has new personnel or new or substantially changed systems; and the extent and results of federal awarding agency monitoring if the subrecipient also receives federal awards directly from a federal awarding agency. The results of the risk assessment might indicate a need for technical assistance, remediation, or, if issues are not resolved, termination of grant funding.

[2 CFR 200.332\(b\)](#)

Monitoring

The state will conduct multiple types of monitoring throughout the grant to ensure that the subaward is used for authorized purposes, in compliance with federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved. Monitoring includes

onsite visits, desk audits, fiscal audits, data reviews, and other oversight to ensure funds are used to serve eligible individuals in high-quality eligible services. It is not guaranteed that all grantees will receive all types of monitoring.

[2 CFR 200.332\(d\)](#)

Confidentiality Agreement

All personnel working with eligible individuals are required to ensure student privacy and confidentiality. Grantees may be required by the state to demonstrate that signed confidentiality agreements for each staff member are available.

Initial Training

The state will provide initial training to grantees at the beginning of the five-year grant period. Grantees will be informed of exact dates, times, and topics, and will be expected to ensure relevant staff members are available for training.

Professional Development and Travel

The state encourages ongoing, relevant, high-quality professional development for all personnel working with WIOA Title II eligible individuals. Grantees must participate in all professional development required by the state, which may include in-person and remote opportunities and may require travel. Kansas does not permit WIOA Title II funds to be used for travel outside the United State of America. Travel outside Kansas must have prior approval from the state.

College and Career Readiness Standards (CCRS)

Kansas uses the [College and Career Readiness Standards](#) to communicate clear expectations for adults, to improve curriculum and instruction, and to create professional development to help staff develop the expertise to implement standards. Curriculum developed or used for WIOA Title II programs will align with the CCRS, and required staff will engage in professional development related to these standards. Adult Education providers can also refer to the [English Language Proficiency \(ELP\) Standards for Adult Education](#) when working with English language learners.

Digital Literacy Instruction

The state requires that all WIOA Title II grantees provide instruction in digital literacy skills, whenever feasible, to eligible individuals who would benefit from such instruction. The term “digital literacy skills” means the skills associated with using existing and emerging technologies to find, evaluate, organize, create, communicate information, and to complete tasks. If standards for digital literacy skills are shared with grantees, curriculum must align with standards provided. The state will allow ample time for local providers to align curriculum after standards are disseminated, if such standards are adopted.

Distance Education

The state requires all Adult Education providers under Section 231 (AEFLA) or Section 243 (IELCE) to offer distance education opportunities to eligible individuals. Such opportunities include, but are not limited to, participating in Cross-TREK, offering fully online classes, offering hybrid or HyFlex classes, offering online assignments or additional learning tasks outside class, and offering other remote options. Providers under Section 225 (Corrections) are encouraged to use distance education opportunities when feasible and beneficial. Distance education must follow all applicable policies and procedures from the state.

Cross-TREK

Cross-Teaching Remote Education in Kansas (Cross-TREK) is an initiative to provide distance education while addressing instructional shortages in the state. An instructor in one location is paid through Cross-TREK funds to provide a specific class for eligible individuals. Adult Education providers across the state can enroll eligible individuals in the Cross-TREK class. The “home” location of each individual is responsible for pre- and posttesting according to policy, and any Measurable Skill Gains (MSGs) obtained by that individual will be included in the “home” program’s outcomes. “Home” locations are encouraged to provide physical space, equipment and supplies, and technical support, as needed. Paraprofessionals providing technical support can be paid through Cross-TREK funds.

High School Equivalency (HSE) Preparation

The term “high school equivalency preparation” means activities, programs, or services designed to help an individual acquire the skills necessary to complete and obtain a high school equivalency diploma or credential. Adults without a high school diploma can earn a Kansas State High School Diploma by achieving passing scores on all [GED®](#) subject tests or by completing the requirements of [Kansas Pathway to Career](#), the state’s alternative high school equivalency option for adults.

HSE preparation activities can be offered in the languages approved by the state. In Kansas, HSE preparation can be provided in English and/or in Spanish. Instruction in Spanish should be provided only when demonstrated need exists in the local area, when such instruction does not inhibit equitable access to or participation in program services, and when participants receiving HSE instruction in Spanish also have the opportunity to receive services to increase English language ability.

Managed Enrollment

The state requires the use of managed enrollment, which means instructional programs have defined entry points and durations, and learners join at scheduled times and abide by the local Adult Education program’s attendance policy. Some instructional programs, activities, or sites might be exempted from this requirement; the grantee must request this exemption from the state prior to beginning non-managed enrollment.

Attendance Policy

The state requires that grantees have a written attendance policy. This policy must be fully explained to learners, with requirements clearly described. An attendance policy might include excused versus unexcused absences, procedures for missing class, options for joining class virtually when unable to attend in person, options for making up hours missed at other times, the limit of periods/hours that can be missed before learning progress becomes unlikely, the steps the program will take to support the learner, the steps that will be taken if the learner violates the attendance policy, when a learner can return in a future session, and/or other relevant information.

Provider Website

The state requires that all Adult Education providers in Kansas have a public-facing website, or a dedicated webpage within a sponsoring institution’s website, which provides relevant information about Adult Education services to eligible individuals, partners, and community members. Information must be updated annually, at minimum. The website or webpage must be compliant with Section 508 of the Rehabilitation Act of 1973 ([29 U.S. Code 794d](#)) for accessibility. Example elements of the website include, but are not limited to, instructions for enrolling, online enrollment or interest forms, explanations of services, calendars of events such as orientation and classes, information about program policies, notice of any costs and any available procedures for waiving or reducing these costs, profiles of staff members, success stories of students, maps to the provider location(s), data demonstrating program

success, and other information that might be useful to eligible individuals, partners, or community members. In designing the website or webpage, providers are strongly encouraged to consider an audience that might have low levels of literacy or might have limited English proficiency.

Created Resources

Resources created using WIOA Title II funds will, upon request and when feasible, be shared with the state or with other Kansas WIOA Title II providers. Grantees embarking on large-scale curriculum development or other projects that will benefit multiple WIOA Title II providers are encouraged to request Special Project funding, as available (see [Part 3.7](#)).

Statewide Collaboration

After award, the state requires that all grantees cooperatively and collaboratively join together to the fullest extent feasible and reasonable to serve eligible individuals across the state and to help meet statewide performance targets. Examples of cooperation and collaboration include, but are not limited to, referring eligible individuals to other WIOA Title II providers closer to the individuals' physical location; mentoring, training, or otherwise supporting staff employed by other WIOA Title II providers; engaging with other WIOA Title II providers in workgroups, professional learning communities, or other regional or statewide opportunities; sharing physical and digital resources, including curriculum, that were purchased or developed with WIOA Title II funds; coordinating and communicating with other WIOA Title II providers in the same workforce area; and requesting or organizing regional professional development opportunities for WIOA Title II providers within a reasonable distance.

Part 1.13, Primary Indicators of Performance

This section briefly describes the Workforce Innovation and Opportunity Act (WIOA) primary indicators, which are outcomes that grantees must track and report to meet performance targets. Primary indicators might also be referred to as “core indicators,” “primary outcomes,” “core outcomes,” “performance indicators,” “performance outcomes,” or “performance measures.” No responses are required in this section.

The Adult Education and Family Literacy Act (AEFLA) has established an accountability system requiring states to set specific measures for program performance on an annual basis. Accountability and transparency are now key within the workforce system. Adult Education measures employment and educational outcomes, as well as the program's effectiveness in meeting employers' needs. The six core programs report on the same six outcomes, which are:

- Employment 2nd Quarter After Exit – The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.
- Employment 4th Quarter After Exit – The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- Median Earnings – The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
- Credential Attainment – The credential attainment indicator consists of (1) postsecondary credential attainment for participants enrolled at the same time in an adult education program and postsecondary education or (2) attainment of a recognized secondary school diploma, with employment or entry into a postsecondary education or training program within one year of exit, for participants enrolled at the secondary level who did not previously possess a secondary school diploma.

- Measurable Skill Gains (MSGs) – The Measurable Skill Gains indicator is used to measure a participant’s interim progress through pathways that offer different services based on program purposes and participant needs. The five (5) types of MSGs are listed below.
 - MSG 1 = Educational Functioning Level (EFL) Gain
 - MSG 1a = Level gain from pretest to posttest
 - MSG 1b = Awarding Carnegie units or credits in an adult high school program (MSG 1b is not used in Kansas Adult Education)
 - 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
 - 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
- Effectiveness in Serving Employers – Measured by Retention with the Same Employer, which is the percentage of exited participants in unsubsidized employment who were employed by the same employer in the second and fourth quarters after exiting the program. This is a new indicator as described in [89 FR 13814](#). For Adult Education, this indicator is still gathering baseline data, so no performance targets are set. Local provider targets for this indicator will not be set until federal negotiations with the state commence for Effectiveness in Serving Employers state performance targets.

Performance targets for the primary indicators are negotiated biannually between the state and the Office of Career, Technical, and Adult Education (OCTAE). The most recent negotiated targets are available in the WIOA State Plan PY 2024 – 2027 at <https://wioaplans.ed.gov>. The state will annually negotiate individual performance targets with local providers, unless announced otherwise.

Part 1.14, Educational Functioning Levels

This section briefly describes the 12 Educational Functioning Levels (EFLs) and gives an overview of Alternative Placement levels as provided by the National Reporting System (NRS). Eligible individuals enter one of these levels to participate in WIOA Title II programs. No responses are required in this section.

Full EFL descriptions are available in [OMB 1830-0027](#).

Part 1.14.1, Adult Basic Education and Adult Secondary Education Levels

This section provides abbreviated descriptions of the four (4) Adult Basic Education (ABE) and two (2) Adult Secondary Education (ASE) Educational Functioning Levels (EFLs) from the National Reporting System (NRS). No responses are required in this section.

Adult Basic Education (ABE) Level 1: Beginning Literacy

Reading: Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends.

Writing: Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases.

Speaking and Listening: Individuals ready to exit this level are able to participate in conversations of short duration, collaborating with diverse partners and groups, while respecting individual differences.

Language: When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions, and conjunctions.

Number Sense and Operations: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers.

Adult Basic Education (ABE) Level 2: Beginning Basic

Reading: Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams.

Writing: Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons.

Speaking and Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences.

Language: When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions.

Number Sense and Operations: Student prepared to exit this level understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100.

Adult Basic Education (ABE) Level 3: Low Intermediate

Reading: Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of 740 – 1010).

Writing: Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons.

Speaking and Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences.

Language: When writing and speaking, individuals ready to exit this level are able to use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense.

Number Sense and Operations: Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals.

Adult Basic Education (ABE) Level 4: High Intermediate

Reading: Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of 925 – 1185).

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes).

Speaking and Listening: Individuals ready to exit the High Intermediate Level collaborate well as a member of team by building on others' ideas, expressing their own clearly, and maintaining a positive attitude.

Language: When writing and speaking, individuals ready to exit the High Intermediate Level are able to ensure pronouns are in the proper case, recognize and correct inappropriate shifts in pronoun, number, and person, and correct vague or unclear pronouns.

Number Sense and Operations: Students prepared to exit this level have an understanding of the rational number system, including how rational numbers can be represented on a number line and pairs of rational numbers can be represented on a coordinate plane.

Adult Secondary Education (ASE) Level 5: Low Adult Secondary

Reading: Individuals who are ready to exit the Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of 1050 – 1335).

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes).

Speaking and Listening: Individuals ready to exit the Low Adult Secondary Level are able to participate in a thoughtful, respectful, and well-reasoned exchange of ideas as a member of a team.

Language: Individuals ready to exit the Low Adult Secondary Level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing.

Number Sense and Operations: Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers.

Adult Secondary Education (ASE) Level 6: High Adult Secondary

Reading: Individuals who are ready to exit the High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure of 1185 – 1385).

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes).

Speaking and Listening: Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team.

Language: Individuals ready to exit the High Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing.

Number Sense and Operations: Students prepared to exit this level have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers.

Part 1.14.2, English as a Second Language Levels

This section provides abbreviated descriptions of the six (6) English as a Second Language (ESL) Educational Functioning Levels (EFLs) from the National Reporting System (NRS). No responses are required in this section.

NRS uses the term “English as a Second Language (ESL)” in reference to Educational Functioning Levels (EFLs). Kansas also uses “ESL” to discuss EFLs, but otherwise prefers other terms, principally “English Language Acquisition (ELA),” recognizing that many multilingual participants are learning English as a third, fourth, fifth, or other language.

The 12 EFLs described by NRS are divided into groups of six: ABE/ASE Levels 1 – 6 and ESL Levels 1 – 6. For simplicity in discussing levels, Kansas uses the numbers 7 – 12 for ESL Levels 1 – 6 (i.e., ESL

Level 1 = Level 7, ESL Level 2 = Level 8, etc.). This is for convenience in state-level communication only. The state will make every effort to clarify each time Kansas level numbers are being used and each time NRS level numbers are being used.

English as a Second Language (ESL) Level 1 (Kansas Level 7): Beginning ESL Literacy

Interpretive: English Learners ready to exit the Beginning ESL Literacy Level are able to, with prompting and support (including context and visual aids), identify a few key words and phrases from read alouds, visual images, and oral presentations using a very limited set of strategies.

Productive: English Learners ready to exit this level are able to, with prompting and support (including context and visual aids), communicate simple information or feelings about familiar topics, events, or experiences. They can express a preference or opinion about a familiar topic.

Interactive: English Learners ready to exit this level are able to, with limited involvement, participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can respond to simple yes/no questions and some *wh*- questions.

English as a Second Language (ESL) Level 2 (Kansas Level 8): Low Beginning ESL

Interpretive: English Learners ready to exit the Low Beginning ESL Level are able to identify a few key words and phrases in oral communications and simple spoken and written texts using a very limited set of strategies. They can recognize the meaning of some words learned through conversations, reading, and being read to.

Productive: English Learners ready to exit this level are able to, with support, communicate information and feelings about familiar texts, topics, and experiences.

Interactive: English Learners ready to exit this level are able to actively listen to others. They can participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can present simple information and respond to simple yes/no questions and some *wh*- questions.

English as a Second Language (ESL) Level 3 (Kansas Level 9): High Beginning ESL

Interpretive: English Learners ready to exit the High Beginning ESL Level are able to identify the main topic in oral presentations and simple spoken and written texts and retell a few key details using an emerging set of strategies.

Productive: English Learners ready to exit this level are able to, with support, deliver short oral presentations and compose simple written narratives or informational texts about familiar texts, topics, experiences, or events.

Interactive: English Learners ready to exit this level are able to participate in conversations and written exchanges about familiar topics and texts. They can present information and ideas, appropriately take turns in interactions with others, and respond to simple questions and *wh*- questions.

English as a Second Language (ESL) Level 4 (Kansas Level 10): Low Intermediate ESL

Interpretive: English Learners ready to exit the Low Intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts, retell key details, answer questions about key details, explain how the theme is developed by specific details in texts, and summarize part of a text using a developing set of strategies.

Productive: English Learners ready to exit this level are able to, with support, deliver short oral presentations and compose written informational texts about familiar texts, topics, or events. This includes developing the topic with a few details.

Interactive: English Learners ready to exit this level are able to participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues. They can build on the ideas of others, express their own ideas, ask and answer relevant questions, add relevant information and evidence,

restate some of the key ideas expressed, follow rules for discussion, and ask questions to gain information or clarify understanding.

English as a Second Language (ESL) Level 5 (Kansas Level 11): High Intermediate ESL

Interpretive: English Learners ready to exit the High Intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts using an increasing range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.

Productive: English Learners ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics, or events. This includes developing the topic with some relevant details, concepts, examples, and information and integrating graphics or multimedia when appropriate.

Interactive: English Learners ready to exit this level are able to participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. They can build on the ideas of others, express their own ideas, clearly support points with specific and relevant evidence, ask and answer questions to clarify ideas and conclusions, and summarize the key points expressed.

English as a Second Language (ESL) Level 6 (Kansas Level 12): Advanced ESL

Interpretive: English Learners ready to exit the Advanced ESL Level are able to determine central ideas or themes in oral presentations and spoken and written texts using a wide range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.

Productive: English Learners ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics, or events. They can fully develop the topic with relevant details, concepts, examples, and information, and integrate graphics or multimedia when appropriate.

Interactive: English Learners ready to exit this level are able to participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. They can build on the ideas of others, express their own ideas clearly and persuasively, refer to specific and relevant evidence from texts or research to support their ideas, ask and answer questions that probe reasoning and claims, and summarize the key points and evidence discussed.

Part 1.14.3, Alternative Placement

At the state's sole discretion, and as documented in the state's assessment policy, states may exempt participants from NRS pre- and posttesting who are enrolled in programs designed to yield Measurable Skill Gains (MSGs) other than MSG type 1a. That is, these programs are designed to assist participants in obtaining MSG 1c, MSG 1d, MSG 2, MSG 3, MSG 4, and/or MSG 5. (See [Part 1.13](#) for more information about MSG types.) Grantees must follow state policies and procedures if using Alternative ABE Placement and/or Alternative ESL Placement.

Part 1.15, Accountability Practices and the National Reporting System (NRS)

This section briefly describes some of the data accountability practices and expectations from the National Reporting System (NRS). No responses are required in this section.

To meet federal and state accountability requirements, eligible providers must agree to implement the following accountability practices.

- Use the Kansas data management system to collect and report on programmatic and student data, including the program's progress in performance levels for primary indicators of performance and the standardized use of state-approved assessments.
- Data, including hours of attendance and pre- and posttests, must be entered in the data management system in a timely manner (every two weeks or less unless otherwise defined by the state).
- Data quality begins at initial data collection. Checks and diagnostics are to be performed regularly to ensure accuracy.
- Data validation protocols as outlined in [Program Memorandum OCTAE 19-1](#) must be implemented.
- All information on eligible individuals required in federal reporting will be collected and entered in the state data management system.
- Eligible individuals with an entry level based on a valid, approved pretest or a valid, approved alternative placement method are considered "participants" after 12 hours of attendance. Eligible individuals with less than 12 hours are "reportable individuals" or "learners."
- Participants who exit the program for 90 days or longer begin a new Period of Participation (PoP) upon return. See the [NRS Technical Assistance Guide](#) for more information about Periods of Participation.

For the purposes of determining funding and attainment of performance targets, data from all sites, locations, classes, and/or consortium members will be aggregated for the grantee.

When producing state NRS reports to submit to the Office of Career, Technical, and Adult Education (OCTAE), data from all grantees is aggregated for statewide outcomes.

The state will provide training for using the statewide data management system. It is the responsibility of each grantee to ensure staff are fully trained and have full understanding of NRS policies and state policies, including the assessment policy. The state will offer ongoing training; it is the responsibility of each grantee to request additional support as needed.

Part 1.16, Common Acronyms

As described in [Part 1.5](#), applicants must write out the full term the first time it is used in every response in application materials and can then use an acronym or abbreviation subsequent times within the response. However, this is not necessary for certain commonly used acronyms, listed below. These acronyms can be used on their own without first writing out the full term. Applicants should ensure that these acronyms are not used to mean anything other than the term listed in this section. No responses are required in this section.

ABE = Adult Basic Education

AEFLA = Adult Education and Family Literacy Act

ASE = Adult Secondary Education

CFR = Code of Federal Regulations

ELA = English Language Acquisition

ESL = English as a Second Language

GEPA = General Education Provisions Act

IELCE = Integrated English Literacy and Civics Education

IET = Integrated Education and Training

NRS = National Reporting System

OCTAE = Office of Career, Technical, and Adult Education

WIOA = Workforce Innovation and Opportunity Act

Part 1.17, Application Inquiries and Assistance

This section describes the methods by which potential applicants can ask questions and receive assistance with application materials. No responses are required in this section.

Questions

Questions can be submitted in writing to AdultEd_RFP@ksbor.org (note the underscore between “AdultEd” and “RFP”) or mailed to the address below. Questions submitted via email will receive a form response acknowledging receipt; otherwise, questions will not receive individual responses.

Mailing Address

Kansas Board of Regents
Adult Education
1000 SW Jackson, Suite 520
Topeka, KS 66612

Personal or identifying information should not be included in questions; such information will be redacted if necessary. When submitting questions, please phrase as clearly as possible. If necessary, Kansas Board of Regents (KBOR) staff will request clarification. Both the original and final questions will be shared publicly, along with the response.

All questions will be answered publicly at https://kansasregents.org/workforce_development/adult-education-rfp. KBOR staff members are unable to discuss the Request for Proposals (RFP) non-publicly.

Questions received by 5:00pm Central Time three (3) business days prior to the publish date will be answered in the scheduled Questions and Answers. Questions received after that date and time will be answered in the next scheduled Questions and Answers.

| Questions Received by 5pm Central Time | Questions and Answers Published |
|--|---------------------------------|
| Tuesday, August 27, 2024 | Friday, August 30, 2024 |
| Tuesday, September 3, 2024 | Friday, September 6, 2024 |

| Questions Received by 5pm Central Time | Questions and Answers Published |
|--|---------------------------------|
| Tuesday, September 10, 2024 | Friday, September 13, 2024 |
| Tuesday, September 17, 2024 | Friday, September 20, 2024 |
| Tuesday, September 24, 2024 | Friday, September 27, 2024 |
| Tuesday, October 1, 2024 | Friday, October 4, 2024 |
| Tuesday, October 8, 2024 | Friday, October 11, 2024 |
| Tuesday, October 15, 2024 | Friday, October 18, 2024 |
| Tuesday, October 22, 2024 | Friday, October 25, 2024 |
| Tuesday, October 29, 2024 | Friday, November 1, 2024 |
| Tuesday, November 5, 2024 | Friday, November 8, 2024 |
| Tuesday, November 12, 2024 | Friday, November 15, 2024 |
| Tuesday, November 19, 2024 | Friday, November 22, 2024 |
| Friday, November 22, 2024 | Wednesday, November 27, 2024 |
| Tuesday, December 3, 2024 | Friday, December 6, 2024 |
| Tuesday, December 10, 2024 | Friday, December 13, 2024 |
| Tuesday, December 17, 2024 | Friday, December 20, 2024 |
| Thursday, December 26, 2024 | Tuesday, December 31, 2024 |

Help Sessions

Virtual sessions to review the application materials will be held at the following dates and times:

Wednesday, August 21, 2024, 2:00 – 4:00pm

Thursday, September 12, 2024, 6:00 – 8:00pm

Friday, September 27, 2024, 9:00 – 11:00am

Any potential applicants are welcome to attend. All sessions will be identical. All sessions will be recorded and posted at https://kansasregents.org/workforce_development/adult-education-rfp within three (3) business days of the session.

During each session, attendees will be invited to submit written questions. Questions will not be answered during the session but will be published at https://kansasregents.org/workforce_development/adult-education-rfp within three (3) business days.

Part 1.18, Statement of Assurances

This section lists assurances given by the applicant, if awarded. By submitting this application, the applicant agrees to these assurances, in addition to agreeing to all requirements in application materials. No responses are required in this section.

The applicant hereby assures that, if awarded:

1. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S. Code 2000d – 2000d-4) and its implementing regulations (34 CFR Part 100), and in accordance therewith, no person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal assistance.
2. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S. Code 794), and its implementing regulations (34 CFR Part 104), which prohibits discrimination based on disability in programs and activities receiving federal financial assistance.
3. It will comply with Title II of the Americans with Disabilities Act (42 U.S. Code 12134, et seq.) and its implementing regulations (28 CFR Part 35), which prohibit discrimination on the basis of disability to public entities, or it will comply with Title III (42 U.S. Code 12181 et seq.) and its implementing regulations (28 CFR Part 36), which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.
4. It will comply with Title IX of the Education Amendments of 1972, as amended (20 U.S. Code 1681 – 1683), and its implementing regulations (34 CFR Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving federal assistance.
5. It will comply with the Discrimination Act of 1975, as amended, (42 U.S. Code 6101, et seq.), and its implementing regulations (45 CFR Part 90), which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance.
6. All contractors, subcontractors, sub-grantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above-cited statutes, regulations, guidelines, and standards against those students or employees.
7. It will administer each program in accordance with all statutes, regulations, program plans, and policies applicable to that program.
8. It will adopt and use proper methods of administering each program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program, and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
9. It will cooperate in carrying out any evaluation of each program conducted by or for the Kansas Board of Regents, the United States Department of Education, or other federal officials.
10. It will retain all records relating to a program for which federal funds are received for a period of three (3) years after the completion of the activity for which the funds are used or until such time greater than three years as all pending reviews or audits have been completed and resolved. The only exception to this rule is the indefinite maintenance of High School Equivalency (HSE) records.
11. It has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act of 1974 (20 U.S. Code 1232g) and its regulations (34 CFR Part 99).
12. It shall repay all funds determined to be due to the federal government because of a disallowance decision in a manner deemed reasonable by the state or the federal government.

13. To the extent authorized by law, it shall indemnify, save, and hold harmless the state and its employees and agents against any and all claims, damages, liability, and court awards, including costs, expenses, and attorney's fees incurred as a result of any act or omission by it, or its employees, agents, subcontractors, or assignees in its operation of the programs.
14. It will maintain such records, including those pertaining to fiscal audit and program evaluation, and provide access to records upon request to representatives of the Kansas Board of Regents or the United States Department of Education.
15. It will make reports to the Kansas Board of Regents or the United States Department of Education as may reasonably be necessary to enable those parties to perform their duties.
16. It certifies, by submission of this assurance form and by incorporating this form by reference in each of its applications for federal funds, that neither it nor its principals:
 - a. Are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any transaction by any federal department or agency;
 - b. Have within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. Are presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated above; and
 - d. Have within a three-year period preceding this application had any public transactions (federal, state, or local) terminated for cause or default.
17. No federal appropriated funds have been paid or will be paid by or on behalf of the recipient to any person for influencing or attempting to influence an officer or employee of an agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly. (31 U.S. Code 1352, 34 CFR Part 82)
18. The applicant has the necessary legal authority to apply for and receive the proposed grant.
19. The applicant's governing body and the undersigned official have been duly authorized to file this application.
20. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant.

Part 2: Eligibility and Applicant Information

This part is designed to determine the eligibility of applicants and to provide opportunities for applicants to share information. Applicants must complete all applicable sections within this part. As described in [Part 1.7](#), the designated committee shall review this part.

Part 2.1, Organization Type

This section asks applicants to identify the organization. One (1) response is required in this section. This section must be completed for the application to be considered complete, but completion of this section is not a guarantee of award.

Funding for Adult Education under WIOA Section 231 (AEFLA), WIOA Section 225 (Corrections), and WIOA Section 243 (IELCE) is available exclusively to organizations within the State of Kansas.

An organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for a grant or contract. These organizations may include, but are not limited to:

- (a) A local educational agency
- (b) A community-based organization or faith-based organization
- (c) A volunteer literacy organization
- (d) An institution of higher education
- (e) A public or private nonprofit agency
- (f) A library
- (g) A public housing authority
- (h) A nonprofit institution that is not described in any of paragraphs (a) through (g) of this section and has the ability to provide adult education and literacy activities to eligible individuals
- (i) A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of paragraphs (a) through (h) of this section
- (j) A partnership between an employer and an entity described in any of paragraphs (a) through (i) of this section

[34 CFR 463.23](#)

See [29 U.S. Code 3272\(5\)](#) for definitions of these organizations.

2.1) Mark the one (1) organization type below that best describes the applicant.

| Mark One (1) | Organization Type |
|--------------|--|
| | (a) A local educational agency |
| | (b) A community-based organization or faith-based organization |
| | (c) A volunteer literacy organization |
| | (d) An institution of higher education |
| | (e) A public or private nonprofit agency |
| | (f) A library |
| | (g) A public housing authority |
| | (h) A nonprofit institution that is not described in any of paragraphs (a) through (g) of this section and has the ability to provide adult education and literacy activities to eligible individuals |
| | (i) A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of paragraphs (a) through (h) of this section (applicant must complete Part 2.1.1) |
| | (j) A partnership between an employer and an entity described in any of paragraphs (a) through (i) of this section |
| | Other (please describe): |

Part 2.1.1, Consortium Members

This section provides additional information for consortia applicants. Two (2) responses are required if the organization type in [Part 2.1](#) is a consortium or coalition. Applicants that are not a consortium or coalition should [skip to the next section](#).

Two or more providers may elect to apply as a consortium to maximize efficiencies, broaden services, and strengthen services. A consortium will be considered a single entity for funding and monitoring. One agency must be designated to serve as the lead for fiscal, data, and programmatic practices.

Applicants applying as a consortium must identify the agency that will act as the lead agency for the consortium. The lead agency serves as the applicant agency of record, the legally recognized fiscal agent for the grant project, and the single point of contact. The lead agency is responsible for overseeing the implementation of all aspects of the grant, including project plan, grant project monitoring and data reporting, and fiscal management. All consortium members are subject to the terms and conditions of the grant award, federal requirements, and state policies.

The Program Director for the lead agency will also act as the program manager for the consortium unless another qualified individual is employed as the program manager upon grant award. If a separate individual (not the Program Director for the lead agency) is employed to act as program manager for the consortium, the program manager's job description, résumé, hours, and funding source must be submitted to the state upon award, if awarded.

Each member of a consortium must meet the threshold of Demonstrated Effectiveness in [Section 2.2](#). Because the consortium is considered a single fiscal entity, the state does not determine how the Local Match funding requirements, as described in [Part 3.1.3](#), will be met by the consortium. The consortium must determine how much each member will contribute to meet the Local Match requirements.

If awarded, the consortium will be required to provide the state with a copy of the Memorandum of Understanding (MOU) among consortium members, detailing the responsibilities of each partner, the organizational chart for the consortium, and the division of funding among partners to carry out activities supporting the goals of the consortium.

Respond to the two (2) questions in this section.

2.1.1.1) Name the Consortium Lead Agency to act as fiscal agent and single point of contact.

2.1.1.2) List other consortium members, each member on a separate line.

Part 2.2, Demonstrated Effectiveness

This section is designed to evaluate an applicant's demonstrated effectiveness. Applicants must meet state thresholds of demonstrated effectiveness to be eligible for award. Applicants must identify as previously funded or not previously funded and complete the relevant section(s).

How must an eligible provider establish that it has demonstrated effectiveness?

(a) For the purposes of this section, an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

(b) There are two ways in which an eligible provider may meet the requirements in paragraph (a) of this section:

(1) An eligible provider that has been funded under title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.

(2) An eligible provider that has not been previously funded under title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in paragraph (a) of this section.

[34 CFR 463.24](#)

The term "eligible individual" means an individual—

- (a) who has attained 16 years of age;
- (b) who is not enrolled or required to be enrolled in secondary school under state law; and
- (c) who—
 - i. is basic skills deficient;
 - ii. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - iii. is an English language learner.

[29 U.S. Code 3272\(4\)](#)

Mark one (1) and include the number of consortium members under the marked section.

☐ **Applicant has previously been funded under WIOA Title II or is a consortium of members previously funded under WIOA Title II (applicant must complete the information in [Part 2.2.1](#))**

Number of consortium members (enter “1” if a single applicant):

☐ **Applicant has NOT previously been funded under WIOA Title II or is a consortium of members NOT previously funded under WIOA Title II (applicant must complete the information in [Part 2.2.2](#))**

Number of consortium members (enter “1” if a single applicant):

☐ **Applicant is a consortium with one or more providers previously funded under WIOA Title II, AND one or more providers NOT previously funded under WIOA Title II (applicant must complete the information in both [Part 2.2.1](#) and [Part 2.2.2](#))**

Number of previously funded consortium members:

Number of previously non-funded consortium members:

Part 2.2.1, Demonstrated Effectiveness for Applicants Previously Funded under WIOA Title II

This section is designed for previously funded applicants or previously funded consortium members to demonstrate effectiveness to meet eligibility requirements. If the applicant was not previously funded, [skip to the next section](#).

Applicants previously funded under WIOA Title II must complete the information in this section. For a consortium with previously funded members, complete the information for EACH member. Each consortium member must meet the state threshold of demonstrated effectiveness for the applicant to be eligible for award.

For a consortium, the lead agency must be listed first; all other members can be listed in any order. Consortium member numbers are for the convenience of reviewers only and do not signify relative importance, integration, or contribution. All consortium members will be evaluated using the same process.

See the attached rubric for state eligibility thresholds.

Period of Performance Dates:

FY2022 (July 1, 2021 – June 30, 2022)

FY2023 (July 1, 2022 – June 30, 2023)

FY2024 (July 1, 2023 – June 30, 2024)

Complete the tables for the fiscal years indicated, following the directions in each table to locate the information in the Adult Education Student Information System (AESIS).

Name of Applicant or Consortium Member #1:

| Improving Skills Outcomes | Participants Served (Federal Table 4, Column B) | | | MSG Percentage (Federal Table 4, Column M) | | |
|---------------------------|--|--------|--------|---|-----------|-----------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| NRS ABE Level 1 | | | | | | |
| NRS ABE Level 2 | | | | | | |
| NRS ABE Level 3 | | | | | | |
| NRS ABE Level 4 | | | | | | |
| NRS ASE Level 5 | | | | | | |
| NRS ASE Level 6 | | | | | | |
| NRS ESL Level 1 | | | | | | |
| NRS ESL Level 2 | | | | | | |
| NRS ESL Level 3 | | | | | | |
| NRS ESL Level 4 | | | | | | |
| NRS ESL Level 5 | | | | | | |
| NRS ESL Level 6 | | | | | | |
| <i>Totals</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment Outcomes | Number Exited (Federal Table 5, Column B) | | | Percentage Achieving Outcome (Federal Table 5, Column G) | | |
|--------------------------------------|--|--------|--------|---|-----------|-----------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment Second Quarter After Exit | | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| Employment Fourth Quarter After Exit | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |

| Education Outcomes | Participants Obtaining High School Equivalency Diploma (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
|--|--|-----------|-----------|--|
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records (for Kansas Pathway to Career completers) |
| Secondary School Diploma or Equivalent | <i>J)</i> | <i>K)</i> | <i>L)</i> | |
| Education Outcomes | Participants Transitioned to PSE (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B3, Placement in PSE <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records |
| Transition to Postsecondary Education and Training | <i>M)</i> | <i>N)</i> | <i>O)</i> | |

An additional consortium member previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section.](#)

Name of Applicant or Consortium Member #2:

| Improving Skills Outcomes | Participants Served (Federal Table 4, Column B) | | | MSG Percentage (Federal Table 4, Column M) | | |
|----------------------------------|--|---------------|---------------|---|---------------|---------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| NRS ABE Level 1 | | | | | | |
| NRS ABE Level 2 | | | | | | |
| NRS ABE Level 3 | | | | | | |
| NRS ABE Level 4 | | | | | | |
| NRS ASE Level 5 | | | | | | |
| NRS ASE Level 6 | | | | | | |
| NRS ESL Level 1 | | | | | | |
| NRS ESL Level 2 | | | | | | |
| NRS ESL Level 3 | | | | | | |
| NRS ESL Level 4 | | | | | | |
| NRS ESL Level 5 | | | | | | |
| NRS ESL Level 6 | | | | | | |
| <i>Totals</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment Outcomes | Number Exited (Federal Table 5, Column B) | | | Percentage Achieving Outcome (Federal Table 5, Column G) | | |
|--------------------------------------|--|---------------|---------------|---|---------------|---------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment Second Quarter After Exit | | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| Employment Fourth Quarter After Exit | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |

| Education Outcomes | Participants Obtaining High School Equivalency Diploma (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
|--|--|---------------|---------------|--|
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records (for Kansas Pathway to Career completers) |
| Secondary School Diploma or Equivalent | <i>J)</i> | <i>K)</i> | <i>L)</i> | |
| Education Outcomes | Participants Transitioned to PSE (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B3, Placement in PSE <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records |
| Transition to Postsecondary Education and Training | <i>M)</i> | <i>N)</i> | <i>O)</i> | |

An additional consortium member previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section.](#)

Name of Applicant or Consortium Member #3:

| Improving Skills Outcomes | Participants Served (Federal Table 4, Column B) | | | MSG Percentage (Federal Table 4, Column M) | | |
|---------------------------|--|--------|--------|---|-----------|-----------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| NRS ABE Level 1 | | | | | | |
| NRS ABE Level 2 | | | | | | |
| NRS ABE Level 3 | | | | | | |
| NRS ABE Level 4 | | | | | | |
| NRS ASE Level 5 | | | | | | |
| NRS ASE Level 6 | | | | | | |
| NRS ESL Level 1 | | | | | | |
| NRS ESL Level 2 | | | | | | |
| NRS ESL Level 3 | | | | | | |
| NRS ESL Level 4 | | | | | | |
| NRS ESL Level 5 | | | | | | |
| NRS ESL Level 6 | | | | | | |
| <i>Totals</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment Outcomes | Number Exited (Federal Table 5, Column B) | | | Percentage Achieving Outcome (Federal Table 5, Column G) | | |
|--------------------------------------|--|--------|--------|---|-----------|-----------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment Second Quarter After Exit | | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| Employment Fourth Quarter After Exit | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |

| Education Outcomes | Participants Obtaining High School Equivalency Diploma (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
|--|--|-----------|-----------|--|
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records (for Kansas Pathway to Career completers) |
| Secondary School Diploma or Equivalent | <i>J)</i> | <i>K)</i> | <i>L)</i> | |
| Education Outcomes | Participants Transitioned to PSE (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B3, Placement in PSE <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records |
| Transition to Postsecondary Education and Training | <i>M)</i> | <i>N)</i> | <i>O)</i> | |

An additional consortium member previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section.](#)

Name of Applicant or Consortium Member #4:

| Improving Skills Outcomes | Participants Served (Federal Table 4, Column B) | | | MSG Percentage (Federal Table 4, Column M) | | |
|----------------------------------|--|---------------|---------------|---|---------------|---------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| NRS ABE Level 1 | | | | | | |
| NRS ABE Level 2 | | | | | | |
| NRS ABE Level 3 | | | | | | |
| NRS ABE Level 4 | | | | | | |
| NRS ASE Level 5 | | | | | | |
| NRS ASE Level 6 | | | | | | |
| NRS ESL Level 1 | | | | | | |
| NRS ESL Level 2 | | | | | | |
| NRS ESL Level 3 | | | | | | |
| NRS ESL Level 4 | | | | | | |
| NRS ESL Level 5 | | | | | | |
| NRS ESL Level 6 | | | | | | |
| <i>Totals</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment Outcomes | Number Exited (Federal Table 5, Column B) | | | Percentage Achieving Outcome (Federal Table 5, Column G) | | |
|--------------------------------------|--|---------------|---------------|---|---------------|---------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment Second Quarter After Exit | | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| Employment Fourth Quarter After Exit | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |

| Education Outcomes | Participants Obtaining High School Equivalency Diploma (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
|--|--|---------------|---------------|--|
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records (for Kansas Pathway to Career completers) |
| Secondary School Diploma or Equivalent | <i>J)</i> | <i>K)</i> | <i>L)</i> | |
| Education Outcomes | Participants Transitioned to PSE (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B3, Placement in PSE <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records |
| Transition to Postsecondary Education and Training | <i>M)</i> | <i>N)</i> | <i>O)</i> | |

An additional consortium member previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section.](#)

Name of Applicant or Consortium Member #5:

| Improving Skills Outcomes | Participants Served (Federal Table 4, Column B) | | | MSG Percentage (Federal Table 4, Column M) | | |
|----------------------------------|--|---------------|---------------|---|---------------|---------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| NRS ABE Level 1 | | | | | | |
| NRS ABE Level 2 | | | | | | |
| NRS ABE Level 3 | | | | | | |
| NRS ABE Level 4 | | | | | | |
| NRS ASE Level 5 | | | | | | |
| NRS ASE Level 6 | | | | | | |
| NRS ESL Level 1 | | | | | | |
| NRS ESL Level 2 | | | | | | |
| NRS ESL Level 3 | | | | | | |
| NRS ESL Level 4 | | | | | | |
| NRS ESL Level 5 | | | | | | |
| NRS ESL Level 6 | | | | | | |
| Totals | | | | A) | B) | C) |

| Employment Outcomes | Number Exited (Federal Table 5, Column B) | | | Percentage Achieving Outcome (Federal Table 5, Column G) | | |
|--------------------------------------|--|---------------|---------------|---|---------------|---------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment Second Quarter After Exit | | | | D) | E) | F) |
| Employment Fourth Quarter After Exit | | | | G) | H) | I) |

| Education Outcomes | Participants Obtaining High School Equivalency Diploma (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
|--|--|---------------|---------------|--|
| Fiscal Year | FY2022 | FY2023 | FY2024 | |
| Secondary School Diploma or Equivalent | J) | K) | L) | <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records (for Kansas Pathway to Career completers) |
| Education Outcomes | Participants Transitioned to PSE (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
| Fiscal Year | FY2022 | FY2023 | FY2024 | |
| Transition to Postsecondary Education and Training | M) | N) | O) | <input type="checkbox"/> SR-B3, Placement in PSE <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records |

An additional consortium member previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section.](#)

Name of Applicant or Consortium Member #6:

| Improving Skills Outcomes | Participants Served (Federal Table 4, Column B) | | | MSG Percentage (Federal Table 4, Column M) | | |
|----------------------------------|--|---------------|---------------|---|---------------|---------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| NRS ABE Level 1 | | | | | | |
| NRS ABE Level 2 | | | | | | |
| NRS ABE Level 3 | | | | | | |
| NRS ABE Level 4 | | | | | | |
| NRS ASE Level 5 | | | | | | |
| NRS ASE Level 6 | | | | | | |
| NRS ESL Level 1 | | | | | | |
| NRS ESL Level 2 | | | | | | |
| NRS ESL Level 3 | | | | | | |
| NRS ESL Level 4 | | | | | | |
| NRS ESL Level 5 | | | | | | |
| NRS ESL Level 6 | | | | | | |
| Totals | | | | A) | B) | C) |

| Employment Outcomes | Number Exited (Federal Table 5, Column B) | | | Percentage Achieving Outcome (Federal Table 5, Column G) | | |
|--------------------------------------|--|---------------|---------------|---|---------------|---------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment Second Quarter After Exit | | | | D) | E) | F) |
| Employment Fourth Quarter After Exit | | | | G) | H) | I) |

| Education Outcomes | Participants Obtaining High School Equivalency Diploma (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
|--|--|---------------|---------------|--|
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records (for Kansas Pathway to Career completers) |
| Secondary School Diploma or Equivalent | J) | K) | L) | |
| Education Outcomes | Participants Transitioned to PSE (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B3, Placement in PSE <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records |
| Transition to Postsecondary Education and Training | M) | N) | O) | |

An additional consortium member previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section.](#)

Name of Applicant or Consortium Member #7:

| Improving Skills Outcomes | Participants Served (Federal Table 4, Column B) | | | MSG Percentage (Federal Table 4, Column M) | | |
|----------------------------------|--|---------------|---------------|---|---------------|---------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| NRS ABE Level 1 | | | | | | |
| NRS ABE Level 2 | | | | | | |
| NRS ABE Level 3 | | | | | | |
| NRS ABE Level 4 | | | | | | |
| NRS ASE Level 5 | | | | | | |
| NRS ASE Level 6 | | | | | | |
| NRS ESL Level 1 | | | | | | |
| NRS ESL Level 2 | | | | | | |
| NRS ESL Level 3 | | | | | | |
| NRS ESL Level 4 | | | | | | |
| NRS ESL Level 5 | | | | | | |
| NRS ESL Level 6 | | | | | | |
| Totals | | | | A) | B) | C) |

| Employment Outcomes | Number Exited (Federal Table 5, Column B) | | | Percentage Achieving Outcome (Federal Table 5, Column G) | | |
|--------------------------------------|--|---------------|---------------|---|---------------|---------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment Second Quarter After Exit | | | | D) | E) | F) |
| Employment Fourth Quarter After Exit | | | | G) | H) | I) |

| Education Outcomes | Participants Obtaining High School Equivalency Diploma (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
|--|--|---------------|---------------|--|
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records (for Kansas Pathway to Career completers) |
| Secondary School Diploma or Equivalent | J) | K) | L) | |
| Education Outcomes | Participants Transitioned to PSE (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B3, Placement in PSE <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records |
| Transition to Postsecondary Education and Training | M) | N) | O) | |

An additional consortium member previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section.](#)

Name of Applicant or Consortium Member #8:

| Improving Skills Outcomes | Participants Served (Federal Table 4, Column B) | | | MSG Percentage (Federal Table 4, Column M) | | |
|---------------------------|--|--------|--------|---|-----------|-----------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| NRS ABE Level 1 | | | | | | |
| NRS ABE Level 2 | | | | | | |
| NRS ABE Level 3 | | | | | | |
| NRS ABE Level 4 | | | | | | |
| NRS ASE Level 5 | | | | | | |
| NRS ASE Level 6 | | | | | | |
| NRS ESL Level 1 | | | | | | |
| NRS ESL Level 2 | | | | | | |
| NRS ESL Level 3 | | | | | | |
| NRS ESL Level 4 | | | | | | |
| NRS ESL Level 5 | | | | | | |
| NRS ESL Level 6 | | | | | | |
| <i>Totals</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment Outcomes | Number Exited (Federal Table 5, Column B) | | | Percentage Achieving Outcome (Federal Table 5, Column G) | | |
|--------------------------------------|--|--------|--------|---|-----------|-----------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment Second Quarter After Exit | | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| Employment Fourth Quarter After Exit | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |

| Education Outcomes | Participants Obtaining High School Equivalency Diploma (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
|--|--|-----------|-----------|--|
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records (for Kansas Pathway to Career completers) |
| Secondary School Diploma or Equivalent | <i>J)</i> | <i>K)</i> | <i>L)</i> | |
| Education Outcomes | Participants Transitioned to PSE (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B3, Placement in PSE <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records |
| Transition to Postsecondary Education and Training | <i>M)</i> | <i>N)</i> | <i>O)</i> | |

An additional consortium member previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section.](#)

Name of Applicant or Consortium Member #9:

| Improving Skills Outcomes | Participants Served (Federal Table 4, Column B) | | | MSG Percentage (Federal Table 4, Column M) | | |
|---------------------------|--|--------|--------|---|-----------|-----------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| NRS ABE Level 1 | | | | | | |
| NRS ABE Level 2 | | | | | | |
| NRS ABE Level 3 | | | | | | |
| NRS ABE Level 4 | | | | | | |
| NRS ASE Level 5 | | | | | | |
| NRS ASE Level 6 | | | | | | |
| NRS ESL Level 1 | | | | | | |
| NRS ESL Level 2 | | | | | | |
| NRS ESL Level 3 | | | | | | |
| NRS ESL Level 4 | | | | | | |
| NRS ESL Level 5 | | | | | | |
| NRS ESL Level 6 | | | | | | |
| <i>Totals</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment Outcomes | Number Exited (Federal Table 5, Column B) | | | Percentage Achieving Outcome (Federal Table 5, Column G) | | |
|--------------------------------------|--|--------|--------|---|-----------|-----------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment Second Quarter After Exit | | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| Employment Fourth Quarter After Exit | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |

| Education Outcomes | Participants Obtaining High School Equivalency Diploma (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
|--|--|-----------|-----------|--|
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records (for Kansas Pathway to Career completers) |
| Secondary School Diploma or Equivalent | <i>J)</i> | <i>K)</i> | <i>L)</i> | |
| Education Outcomes | Participants Transitioned to PSE (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B3, Placement in PSE <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records |
| Transition to Postsecondary Education and Training | <i>M)</i> | <i>N)</i> | <i>O)</i> | |

An additional consortium member previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section.](#)

Name of Applicant or Consortium Member #10:

| Improving Skills Outcomes | Participants Served (Federal Table 4, Column B) | | | MSG Percentage (Federal Table 4, Column M) | | |
|----------------------------------|--|---------------|---------------|---|---------------|---------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| NRS ABE Level 1 | | | | | | |
| NRS ABE Level 2 | | | | | | |
| NRS ABE Level 3 | | | | | | |
| NRS ABE Level 4 | | | | | | |
| NRS ASE Level 5 | | | | | | |
| NRS ASE Level 6 | | | | | | |
| NRS ESL Level 1 | | | | | | |
| NRS ESL Level 2 | | | | | | |
| NRS ESL Level 3 | | | | | | |
| NRS ESL Level 4 | | | | | | |
| NRS ESL Level 5 | | | | | | |
| NRS ESL Level 6 | | | | | | |
| <i>Totals</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment Outcomes | Number Exited (Federal Table 5, Column B) | | | Percentage Achieving Outcome (Federal Table 5, Column G) | | |
|--------------------------------------|--|---------------|---------------|---|---------------|---------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment Second Quarter After Exit | | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| Employment Fourth Quarter After Exit | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |

| Education Outcomes | Participants Obtaining High School Equivalency Diploma (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
|--|--|---------------|---------------|--|
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records (for Kansas Pathway to Career completers) |
| Secondary School Diploma or Equivalent | <i>J)</i> | <i>K)</i> | <i>L)</i> | |
| Education Outcomes | Participants Transitioned to PSE (report each individual only once) | | | Method(s) Used to Calculate (mark all that apply): |
| Fiscal Year | FY2022 | FY2023 | FY2024 | <input type="checkbox"/> SR-B3, Placement in PSE <input type="checkbox"/> SR-B15, Participants Obtaining H.S. Diploma Equivalency <input type="checkbox"/> Program Records |
| Transition to Postsecondary Education and Training | <i>M)</i> | <i>N)</i> | <i>O)</i> | |

If the consortium has more members previously funded under WIOA Title II, attach information for each additional consortium member, titled “Question 2.2.1, Fig. 1,” “Question 2.2.1, Fig. 2,” etc.

Part 2.2.2, Demonstrated Effectiveness for Applicants Not Previously Funded under WIOA Title II

This section is designed for applicants or consortium members not previously funded to demonstrate effectiveness to meet eligibility requirements. If the applicant has only previously funded members, [skip to the next section](#).

Applicants not previously funded under WIOA Title II must complete the information in this section. For a consortium with multiple members not previously funded, complete the information for EACH member. Each consortium member must meet the state threshold of demonstrated effectiveness for the applicant to be eligible for award.

For a consortium, the lead agency must be listed first; all other members can be listed in any order. Consortium member numbers are for the convenience of reviewers only and do not signify relative importance, integration, or contribution. All consortium members will be evaluated using the same process.

See the attached rubric for state eligibility thresholds.

Period of Performance Dates:

FY2022 (July 1, 2021 – June 30, 2022)

FY2023 (July 1, 2022 – June 30, 2023)

FY2024 (July 1, 2023 – June 30, 2024)

Name of Applicant or Consortium Member #1:

Briefly describe the method(s) used to obtain the information in the tables for this applicant or consortium member.

Describe the individuals served by the applicant or consortium member.

Complete the table on Improving Skills. Enter an eligible individual in each row in which services were provided (e.g., if both Reading and Writing services were provided to the same eligible individual, the individual will be listed on both rows). Use the example outcomes as a guide. Enter “NA” for any fields that are not applicable. An explanation of outcomes must be provided for each row with data. Explanations must include: 1) a description of the outcome, 2) the method(s) used to calculate the outcome, and 3) any tools or instruments used to measure the outcome, if applicable.

Improving Skills Outcomes Examples

- 1) Eligible individuals showed a measurable gain from an initial standardized assessment to a later assessment, or passage of standardized assessment, whether administered by the applicant or by a third party. *Examples include, but are not limited to, Accuplacer, ACT WorkKeys, ASVAB, CASAS, TABE, and pretests and posttests in published resources such as Steck-Vaughn GED and Cambridge Ventures.*
- 2) Eligible individuals demonstrated achievement of skills by completing a relevant project, assignment, or task.
- 3) Eligible individuals achieved a goal directly related to improving skills in one or more relevant subject areas. *Examples include, but are not limited to, improving math skills to achieve workplace goals, improving reading skills to increase involvement in children’s schooling, and improving English language skills to increase community involvement.*

| Data on Improving Skills | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|---------------------------------------|---------------------------------------|--------|--------|--------------------|-----------|-----------|
| | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Reading | | | | | | |
| Explanation of Reading Outcomes | | | | | | |
| Writing | | | | | | |
| Explanation of Writing Outcomes | | | | | | |
| Mathematics | | | | | | |
| Explanation of Mathematics Outcomes | | | | | | |
| English Language Acquisition (ELA) | | | | | | |
| Explanation of ELA Outcomes | | | | | | |
| <i>Totals (includes duplications)</i> | | | | | | |
| <i>Percentage Achieving Outcomes</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

Complete the table on Employment and Education Outcomes. Use the example outcomes as a guide. An explanation of outcomes must be provided for each row. Explanations must include: 1) a description of the outcome, 2) the method(s) used to calculate the outcome, and 3) any tools or instruments used to measure the outcome, if applicable.

Employment Outcomes Examples

- 1) An individual who was unemployed became employed or, if employed less than full-time, gained full-time employment.
- 2) An individual who was employed obtained a new job with a higher wage or in the individual's desired career field.
- 3) An individual who was employed obtained a higher wage and/or a promotion in the current job.

Secondary School Diploma Outcomes Examples

- 1) An individual without a secondary school diploma obtained a High School Equivalency Diploma.
- 2) An individual without a secondary school diploma completed credits to obtain a High School Diploma.
- 3) An individual without a secondary school diploma took all four (4) GED Ready® subject tests and achieved "likely to pass" scores but has not yet taken all four (4) official GED® subject tests.

Transition to Postsecondary Education and Training Examples

- 1) An individual enrolled in an institution of higher education and began classes.
- 2) An individual met required scores for entry to an institution of higher education on the institution's placement test (e.g., ACT, Accuplacer).
- 3) An individual enrolled in a postsecondary training program for a specific occupation or occupational cluster (e.g., CDL, CNA, welding).

| Employment and Education Outcomes | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|--|---------------------------------------|--------|--------|--------------------|-----------|-----------|
| | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment | | | | | | |
| Explanation of Employment Outcomes | <i>Employment Percentages</i> | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| | | | | | | |
| Secondary School Diploma | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |
| Explanation of Diploma Outcomes | | | | | | |
| Transition to Postsecondary Education (PSE) and Training | | | | <i>J)</i> | <i>K)</i> | <i>L)</i> |
| Explanation of PSE Outcomes | | | | | | |

An additional consortium member not previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section.](#)

Name of Applicant or Consortium Member #2:

Briefly describe the method(s) used to obtain the information in the tables for this applicant or consortium member.

Describe the individuals served by the applicant or consortium member.

Complete the tables on Improving Skills and Employment and Education Outcomes. Use the example outcomes given for the first consortium member as a guide. Enter “NA” for any fields that are not applicable. An explanation of outcomes must be provided for each row with data. Explanations must include: 1) a description of the outcome, 2) the method(s) used to calculate the outcome, and 3) any tools or instruments used to measure the outcome, if applicable.

| Data on Improving Skills | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|--|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Reading | | | | | | |
| Explanation of Reading Outcomes | | | | | | |
| Writing | | | | | | |
| Explanation of Writing Outcomes | | | | | | |
| Mathematics | | | | | | |
| Explanation of Mathematics Outcomes | | | | | | |
| English Language Acquisition (ELA) | | | | | | |
| Explanation of ELA Outcomes | | | | | | |
| <i>Totals (includes duplications)</i> | | | | | | |
| <i>Percentage Achieving Outcomes</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment and Education Outcomes | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|---|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment | | | | | | |
| Explanation of Employment Outcomes | <i>Employment Percentages</i> | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| | | | | | | |
| Secondary School Diploma | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |
| Explanation of Diploma Outcomes | | | | | | |
| Transition to Postsecondary Education (PSE) and Training | | | | <i>J)</i> | <i>K)</i> | <i>L)</i> |
| Explanation of PSE Outcomes | | | | | | |

An additional consortium member not previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section](#).

Name of Applicant or Consortium Member #3:

Briefly describe the method(s) used to obtain the information in the tables for this applicant or consortium member.

Describe the individuals served by the applicant or consortium member.

Complete the tables on Improving Skills and Employment and Education Outcomes. Use the example outcomes given for the first consortium member as a guide. Enter “NA” for any fields that are not applicable. An explanation of outcomes must be provided for each row with data. Explanations must include: 1) a description of the outcome, 2) the method(s) used to calculate the outcome, and 3) any tools or instruments used to measure the outcome, if applicable.

| Data on Improving Skills | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|--|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Reading | | | | | | |
| Explanation of Reading Outcomes | | | | | | |
| Writing | | | | | | |
| Explanation of Writing Outcomes | | | | | | |
| Mathematics | | | | | | |
| Explanation of Mathematics Outcomes | | | | | | |
| English Language Acquisition (ELA) | | | | | | |
| Explanation of ELA Outcomes | | | | | | |
| <i>Totals (includes duplications)</i> | | | | | | |
| <i>Percentage Achieving Outcomes</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment and Education Outcomes | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|---|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment | | | | | | |
| Explanation of Employment Outcomes | <i>Employment Percentages</i> | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| | | | | | | |
| Secondary School Diploma | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |
| Explanation of Diploma Outcomes | | | | | | |
| Transition to Postsecondary Education (PSE) and Training | | | | <i>J)</i> | <i>K)</i> | <i>L)</i> |
| Explanation of PSE Outcomes | | | | | | |

An additional consortium member not previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section](#).

Name of Applicant or Consortium Member #4:

Briefly describe the method(s) used to obtain the information in the tables for this applicant or consortium member.

Describe the individuals served by the applicant or consortium member.

Complete the tables on Improving Skills and Employment and Education Outcomes. Use the example outcomes given for the first consortium member as a guide. Enter “NA” for any fields that are not applicable. An explanation of outcomes must be provided for each row with data. Explanations must include: 1) a description of the outcome, 2) the method(s) used to calculate the outcome, and 3) any tools or instruments used to measure the outcome, if applicable.

| Data on Improving Skills | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|--|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Reading | | | | | | |
| Explanation of Reading Outcomes | | | | | | |
| Writing | | | | | | |
| Explanation of Writing Outcomes | | | | | | |
| Mathematics | | | | | | |
| Explanation of Mathematics Outcomes | | | | | | |
| English Language Acquisition (ELA) | | | | | | |
| Explanation of ELA Outcomes | | | | | | |
| <i>Totals (includes duplications)</i> | | | | | | |
| <i>Percentage Achieving Outcomes</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment and Education Outcomes | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|---|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment | | | | | | |
| Explanation of Employment Outcomes | <i>Employment Percentages</i> | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| | | | | | | |
| Secondary School Diploma | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |
| Explanation of Diploma Outcomes | | | | | | |
| Transition to Postsecondary Education (PSE) and Training | | | | <i>J)</i> | <i>K)</i> | <i>L)</i> |
| Explanation of PSE Outcomes | | | | | | |

An additional consortium member not previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section](#).

Name of Applicant or Consortium Member #5:

Briefly describe the method(s) used to obtain the information in the tables for this applicant or consortium member.

Describe the individuals served by the applicant or consortium member.

Complete the tables on Improving Skills and Employment and Education Outcomes. Use the example outcomes given for the first consortium member as a guide. Enter “NA” for any fields that are not applicable. An explanation of outcomes must be provided for each row with data. Explanations must include: 1) a description of the outcome, 2) the method(s) used to calculate the outcome, and 3) any tools or instruments used to measure the outcome, if applicable.

| Data on Improving Skills | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|--|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Reading | | | | | | |
| Explanation of Reading Outcomes | | | | | | |
| Writing | | | | | | |
| Explanation of Writing Outcomes | | | | | | |
| Mathematics | | | | | | |
| Explanation of Mathematics Outcomes | | | | | | |
| English Language Acquisition (ELA) | | | | | | |
| Explanation of ELA Outcomes | | | | | | |
| <i>Totals (includes duplications)</i> | | | | | | |
| <i>Percentage Achieving Outcomes</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment and Education Outcomes | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|---|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment | | | | | | |
| Explanation of Employment Outcomes | <i>Employment Percentages</i> | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| | | | | | | |
| Secondary School Diploma | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |
| Explanation of Diploma Outcomes | | | | | | |
| Transition to Postsecondary Education (PSE) and Training | | | | <i>J)</i> | <i>K)</i> | <i>L)</i> |
| Explanation of PSE Outcomes | | | | | | |

An additional consortium member not previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section](#).

Name of Applicant or Consortium Member #6:

Briefly describe the method(s) used to obtain the information in the tables for this applicant or consortium member.

Describe the individuals served by the applicant or consortium member.

Complete the tables on Improving Skills and Employment and Education Outcomes. Use the example outcomes given for the first consortium member as a guide. Enter “NA” for any fields that are not applicable. An explanation of outcomes must be provided for each row with data. Explanations must include: 1) a description of the outcome, 2) the method(s) used to calculate the outcome, and 3) any tools or instruments used to measure the outcome, if applicable.

| Data on Improving Skills | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|--|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Reading | | | | | | |
| Explanation of Reading Outcomes | | | | | | |
| Writing | | | | | | |
| Explanation of Writing Outcomes | | | | | | |
| Mathematics | | | | | | |
| Explanation of Mathematics Outcomes | | | | | | |
| English Language Acquisition (ELA) | | | | | | |
| Explanation of ELA Outcomes | | | | | | |
| <i>Totals (includes duplications)</i> | | | | | | |
| <i>Percentage Achieving Outcomes</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment and Education Outcomes | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|---|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment | | | | | | |
| Explanation of Employment Outcomes | <i>Employment Percentages</i> | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| | | | | | | |
| Secondary School Diploma | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |
| Explanation of Diploma Outcomes | | | | | | |
| Transition to Postsecondary Education (PSE) and Training | | | | <i>J)</i> | <i>K)</i> | <i>L)</i> |
| Explanation of PSE Outcomes | | | | | | |

An additional consortium member not previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section](#).

Name of Applicant or Consortium Member #7:

Briefly describe the method(s) used to obtain the information in the tables for this applicant or consortium member.

Describe the individuals served by the applicant or consortium member.

Complete the tables on Improving Skills and Employment and Education Outcomes. Use the example outcomes given for the first consortium member as a guide. Enter “NA” for any fields that are not applicable. An explanation of outcomes must be provided for each row with data. Explanations must include: 1) a description of the outcome, 2) the method(s) used to calculate the outcome, and 3) any tools or instruments used to measure the outcome, if applicable.

| Data on Improving Skills | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|--|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Reading | | | | | | |
| Explanation of Reading Outcomes | | | | | | |
| Writing | | | | | | |
| Explanation of Writing Outcomes | | | | | | |
| Mathematics | | | | | | |
| Explanation of Mathematics Outcomes | | | | | | |
| English Language Acquisition (ELA) | | | | | | |
| Explanation of ELA Outcomes | | | | | | |
| <i>Totals (includes duplications)</i> | | | | | | |
| <i>Percentage Achieving Outcomes</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment and Education Outcomes | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|---|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment | | | | | | |
| Explanation of Employment Outcomes | <i>Employment Percentages</i> | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| | | | | | | |
| Secondary School Diploma | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |
| Explanation of Diploma Outcomes | | | | | | |
| Transition to Postsecondary Education (PSE) and Training | | | | <i>J)</i> | <i>K)</i> | <i>L)</i> |
| Explanation of PSE Outcomes | | | | | | |

An additional consortium member not previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section](#).

Name of Applicant or Consortium Member #8:

Briefly describe the method(s) used to obtain the information in the tables for this applicant or consortium member.

Describe the individuals served by the applicant or consortium member.

Complete the tables on Improving Skills and Employment and Education Outcomes. Use the example outcomes given for the first consortium member as a guide. Enter “NA” for any fields that are not applicable. An explanation of outcomes must be provided for each row with data. Explanations must include: 1) a description of the outcome, 2) the method(s) used to calculate the outcome, and 3) any tools or instruments used to measure the outcome, if applicable.

| Data on Improving Skills | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|--|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Reading | | | | | | |
| Explanation of Reading Outcomes | | | | | | |
| Writing | | | | | | |
| Explanation of Writing Outcomes | | | | | | |
| Mathematics | | | | | | |
| Explanation of Mathematics Outcomes | | | | | | |
| English Language Acquisition (ELA) | | | | | | |
| Explanation of ELA Outcomes | | | | | | |
| <i>Totals (includes duplications)</i> | | | | | | |
| <i>Percentage Achieving Outcomes</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment and Education Outcomes | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|---|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment | | | | | | |
| Explanation of Employment Outcomes | <i>Employment Percentages</i> | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| | | | | | | |
| Secondary School Diploma | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |
| Explanation of Diploma Outcomes | | | | | | |
| Transition to Postsecondary Education (PSE) and Training | | | | <i>J)</i> | <i>K)</i> | <i>L)</i> |
| Explanation of PSE Outcomes | | | | | | |

An additional consortium member not previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section.](#)

Name of Applicant or Consortium Member #9:

Briefly describe the method(s) used to obtain the information in the tables for this applicant or consortium member.

Describe the individuals served by the applicant or consortium member.

Complete the tables on Improving Skills and Employment and Education Outcomes. Use the example outcomes given for the first consortium member as a guide. Enter “NA” for any fields that are not applicable. An explanation of outcomes must be provided for each row with data. Explanations must include: 1) a description of the outcome, 2) the method(s) used to calculate the outcome, and 3) any tools or instruments used to measure the outcome, if applicable.

| Data on Improving Skills | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|--|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Reading | | | | | | |
| Explanation of Reading Outcomes | | | | | | |
| Writing | | | | | | |
| Explanation of Writing Outcomes | | | | | | |
| Mathematics | | | | | | |
| Explanation of Mathematics Outcomes | | | | | | |
| English Language Acquisition (ELA) | | | | | | |
| Explanation of ELA Outcomes | | | | | | |
| <i>Totals (includes duplications)</i> | | | | | | |
| <i>Percentage Achieving Outcomes</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment and Education Outcomes | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|---|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment | | | | | | |
| Explanation of Employment Outcomes | <i>Employment Percentages</i> | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| | | | | | | |
| Secondary School Diploma | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |
| Explanation of Diploma Outcomes | | | | | | |
| Transition to Postsecondary Education (PSE) and Training | | | | <i>J)</i> | <i>K)</i> | <i>L)</i> |
| Explanation of PSE Outcomes | | | | | | |

An additional consortium member not previously funded under WIOA Title II can complete the information on the next page. If there are no additional consortium members, [skip to the next section](#).

Name of Applicant or Consortium Member #10:

Briefly describe the method(s) used to obtain the information in the tables for this applicant or consortium member.

Describe the individuals served by the applicant or consortium member.

Complete the tables on Improving Skills and Employment and Education Outcomes. Use the example outcomes given for the first consortium member as a guide. Enter “NA” for any fields that are not applicable. An explanation of outcomes must be provided for each row with data. Explanations must include: 1) a description of the outcome, 2) the method(s) used to calculate the outcome, and 3) any tools or instruments used to measure the outcome, if applicable.

| Data on Improving Skills | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|--|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Reading | | | | | | |
| Explanation of Reading Outcomes | | | | | | |
| Writing | | | | | | |
| Explanation of Writing Outcomes | | | | | | |
| Mathematics | | | | | | |
| Explanation of Mathematics Outcomes | | | | | | |
| English Language Acquisition (ELA) | | | | | | |
| Explanation of ELA Outcomes | | | | | | |
| <i>Totals (includes duplications)</i> | | | | | | |
| <i>Percentage Achieving Outcomes</i> | | | | <i>A)</i> | <i>B)</i> | <i>C)</i> |

| Employment and Education Outcomes | Number of Eligible Individuals Served | | | Number of Outcomes | | |
|---|--|---------------|---------------|---------------------------|------------------|------------------|
| Fiscal Year | FY2022 | FY2023 | FY2024 | FY2022 | FY2023 | FY2024 |
| Employment | | | | | | |
| Explanation of Employment Outcomes | <i>Employment Percentages</i> | | | <i>D)</i> | <i>E)</i> | <i>F)</i> |
| | | | | | | |
| Secondary School Diploma | | | | <i>G)</i> | <i>H)</i> | <i>I)</i> |
| Explanation of Diploma Outcomes | | | | | | |
| Transition to Postsecondary Education (PSE) and Training | | | | <i>J)</i> | <i>K)</i> | <i>L)</i> |
| Explanation of PSE Outcomes | | | | | | |

If the consortium has more members not previously funded under WIOA Title II, attach information for each additional consortium member, titled “Question 2.2.2, Fig. 1,” “Question 2.2.2, Fig. 2,” etc.

Part 2.3, Service to Eligible Individuals

This section is designed for applicants to describe how services are provided to eligible individuals, including adults seeking to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; adults who are parents or family members seeking to obtain the education and skills that are necessary to become full partners in the educational development of their children and lead to sustainable improvements in economic activities for their families; adults seeking to attain a secondary school diploma or recognized equivalent and transition to postsecondary education and training; and/or adults who are English language learners. This section also provides the opportunity for applicants to describe services to eligible individuals with low levels of literacy and to culturally and linguistically diverse (CLD) eligible individuals. Applicants must respond to all five (5) questions in this section. This section must be completed for the application to be considered complete, but completion of this section is not a guarantee of award.

The term “eligible individual” means an individual—

- (a) who has attained 16 years of age;
- (b) who is not enrolled or required to be enrolled in secondary school under state law; and
- (c) who—
 - i. is basic skills deficient;
 - ii. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - iii. is an English language learner.

[29 U.S. Code 3272\(4\)](#)

The purpose of the Adult Education and Family Literacy Act (AEFLA) is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to—

- (a) Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (b) Assist adults who are parents or family members to obtain the education and skills that—
 - i. Are necessary to becoming full partners in the educational development of their children; and
 - ii. Lead to sustainable improvements in the economic opportunities for their family;
- (c) Assist adults in attaining a secondary school diploma or its recognized equivalent and in the transition to postsecondary education and training, through career pathways; and
- (d) Assist immigrants and other individuals who are English language learners in—
 - i. Improving their—
 - a. Reading, writing, speaking, and comprehension skills in English; and
 - b. Mathematics skills; and
 - ii. Acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

[34 CFR 463.1](#)

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

2.3.1) Describe how the applicant serves eligible individuals who are part of the labor force, which includes those who are employed, those who are employed but received notice of termination of employment or military separation is pending, and those who are unemployed but available for work. See the [NRS Technical Assistance Guide](#) for more information about labor force status.

2.3.2) Describe how the applicant serves eligible individuals aged 18 to 64. Describe how the applicant serves eligible individuals aged 16 to 17, if applicable. Describe how the applicant serves eligible individuals aged 65 and over, if applicable.

- 2.3.3) As applicable, describe how the applicant serves eligible individuals without a high school diploma or equivalent, eligible individuals who are basic skills deficient, and/or eligible individuals who are English language learners.**
- 2.3.4) Describe how the applicant serves eligible individuals entering with low levels of literacy. Include the method of measuring the level of literacy.** Example methods include, but are not limited to, entering with a score on an NRS-approved assessment at NRS ABE Level 1, NRS ABE Level 2, NRS ESL Level 1, or NRS ESL Level 2; entering with reading skills at or below the equivalent of a third-grade level; or entering with reading skills at or below a Lexile level of 820.

- 2.3.5) Describe how the applicant serves culturally and linguistically diverse (CLD) eligible individuals. Include common native languages among eligible individuals served (including English, if applicable), common countries of origin among eligible individuals served (including the United States, if applicable), and approximations of percentages of eligible individuals served with each of the following racial/ethnic backgrounds: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White, More than One Race. NOTE: It is understood the seven (7) racial/ethnic categories currently reported federally may not adequately describe all individuals. Applicants are welcome but not required to include additional information regarding the racial/ethnic background of eligible individuals served.**

Part 2.4, General Education Provisions Act (GEPA)

This section is designed for applicants to provide information about equitable access to and participation in activities as required by the General Education Provisions Act (GEPA). Applicants must respond to all five (5) questions in this section. This section must be completed for the application to be considered complete, but completion of this section is not a guarantee of award.

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S. Code 1228a](#)) applies to applicants for grant awards under this program. The Secretary shall require each applicant for assistance under an applicable program (other than an individual) to develop and describe in such applicant's application the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including (but not limited to) barriers based on gender, race, color, national origin, disability, and age.

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

- 2.4.1) Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.**

- 2.4.2) Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries? Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting or caregiving status, and sexual orientation.**
- 2.4.3) Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?**

2.4.4) What is your timeline, including targeted milestones, for addressing these identified barriers?

2.4.5) Include the Adult Education program's nondiscrimination statement or, if none, the sponsoring institution's nondiscrimination statement. If no formal statement exists, describe how the Adult Education program and the sponsoring institution will ensure nondiscriminatory practices to provide equitable access to and equitable participation in the services offered.

Part 3: Funding, Fiscal Responsibilities, Risk, and Signatures

This part is designed to describe the funding formula used for allocating WIOA Section 231 (AEFLA), WIOA Section 225 (Corrections), and WIOA Section 243 (IELCE) funds and to describe federal and state financial and fiscal requirements. This section also contains the pre-award risk assessment tool and a place for signatures. Applicants must review and complete all sections within this part.

Part 3.1, Funding Sources

This section describes available funds for activities under WIOA Section 231 (AEFLA), WIOA Section 225 (Corrections), and WIOA Section 243 (IELCE). No responses are required in this section.

Part 3.1.1, Federal Funding

This section describes the allocation of federal funding. No responses are required in this section.

Under the Adult Education and Family Literacy Act (AEFLA), the state receives funding for Adult Education activities and services from the Office of Career, Technical, and Adult Education (OCTAE). This federal funding is distributed as follows for WIOA Section 231 (AEFLA), WIOA Section 225 (Corrections), and WIOA Section 243 (IELCE):

| WIOA Section 231 (AEFLA) Funding | |
|----------------------------------|--|
| 12.5% | State Leadership |
| 5% | State Administration, including Professional Development |
| 82.5% | Allocated to Subrecipients |
| 79.5% | For WIOA Section 231 (AEFLA) Services |
| 3% | For WIOA Section 225 (Corrections) Services, if Grantees are Awarded |

A separate federal funding stream for WIOA Section 225 (Corrections) is not available. A percentage of WIOA Section 231 (AEFLA) funding is available to carry out WIOA Section 225 activities. If no applications for WIOA Section 225 are received or no WIOA Section 225 grants awarded, the percentage set aside for WIOA Section 225 will be incorporated into the funding formula for WIOA Section 231.

| WIOA Section 243 (IELCE) Funding | |
|----------------------------------|----------------------------------|
| 5% | State Administration of IELCE |
| 95% | Allocated to IELCE Subrecipients |

Allocations to subrecipients for three (3) fiscal years are provided in the table below for informational purposes only. This information should not be presumed to be definitely indicative of future funding.

| Federal Funding | WIOA Section 231 (AEFLA) Funding Allocated to Subrecipients | WIOA Section 243 (IELCE) Funding Allocated to Subrecipients |
|------------------------|--|--|
| FY2025 | \$3,552,221.00 | \$399,882.00 |
| FY2024 | \$3,560,590.00 | \$426,026.00 |
| FY2023 | \$3,274,169.00 | \$404,549.00 |

Part 3.1.2, State Funding

This section describes the allocation of state funding. No responses are required in this section.

Per WIOA Sec. 222(b)(1)(B), the state must provide funding for Adult Education equal to no less than 25% of the total amount of funds expended for adult education and literacy activities in the state. State funding is used to cover the cost of assessments used by all Adult Education programs in the state. Remaining state funding is allocated to subrecipients.

In previous fiscal years, state funding has averaged 25% of the total amount of funds expended for adult education and literacy activities in Kansas.

Part 3.1.3, Local Match Funding

This section describes Local Match funding. No responses are required in this section.

Kansas requires sponsoring institutions to provide annual funding for Adult Education equal to no less than 50% of WIOA Section 231 (AEFLA) federal funding. Kansas also requires 10% of WIOA Section 231 federal funding be matched in cash, with the rest of the 50% match either in cash or in kind.

In-kind contributions must be fairly evaluated. Local Match includes only non-federal funds that are used for adult education and literacy activities in a manner that is consistent with AEFLA's purpose. Local Match funding is subject to the same spending regulations as all WIOA Title II funds.

Examples of in-kind contribution include, but are not limited to:

- Infrastructure, facilities, and utilities costs
- Custodial services
- Copying and printing costs
- Phone, internet, and other technology costs

Amounts reported for acceptable matching must:

- be properly documented and verifiable from recipient records;
- be necessary and reasonable to accomplish program objectives;
- be allowable under the Uniform Guidance cost principles;
- not be included as contribution for other federally assisted programs; and
- have the value supported by appropriate documentation of fair market value.

Kansas also requires “maintenance of effort” for the life of the grant, which means in addition to meeting 50% or more of federal funding each year, the sponsoring institution must also have a dollar amount of Local Match funding equal to or greater than the previous year of the grant cycle. *NOTE: Maintenance of effort is not measured against funding provided during prior grants, if providers were previously funded under WIOA Section 231, WIOA Section 225, or WIOA Section 243.*

Sponsoring institutions have the freedom to provide funding or in-kind contributions above and beyond the required Local Match and have the option to report such additional funds as Local Match. Additional

funds not reported as Local Match would be subject to relevant regulations and oversight but would not be subject to WIOA Title II regulations.

Local Match Funding Summary

- Local Match is a minimum of 50% of federal funding for WIOA Section 231 (AEFLA) only. Match is not calculated based on funding received for WIOA Section 225 (Corrections) or WIOA Section 243 (IELCE).
- Cash match is a minimum of 10% of federal funding for WIOA Section 231 (AEFLA) only. This contributes to the total Local Match required.
- Maintenance of effort (providing at least the same dollar amount as the previous year if that amount meets the 50% requirement) applies to Local Match as a whole and does not look at cash versus in-kind contributions. The sponsoring institution is only obligated to provide a minimum of 10% of federal funding in cash each year, even if the sponsoring institution chose to provide greater than 10% in cash the previous year.

Local Match Funding Examples

- Example #1 (ACCEPTABLE): Local Match must be 50% of federal funding and 10% of federal funding in cash.
 - A grantee receives \$150,000 in WIOA Section 231 federal funding.
 - The sponsoring institution provides \$15,000 in cash and \$60,000 in in-kind contributions for a total Local Match of \$75,000.
 - This is ACCEPTABLE. At least 10% of federal funding is matched in cash, and the total Local Match is at least 50% of federal funding.
- Example #2 (NOT ACCEPTABLE): Local Match must be 50% of federal funding and 10% of federal funding in cash.
 - A grantee receives \$180,000 in WIOA Section 231 federal funding.
 - The sponsoring institution provides \$15,000 in cash and \$75,000 in in-kind contributions for a total Local Match of \$90,000.
 - This is NOT acceptable. Although the total Local Match is at least 50% of federal funding, the cash match is not at least 10% of federal funding.
- Example #3 (NOT ACCEPTABLE): Maintenance of Effort must be at least 50% of federal funding and at least the same dollar amount as the previous year.
 - In Year 1, the grantee receives \$200,000 in WIOA Section 231 federal funding. The sponsoring institution provides \$25,000 in cash and \$100,000 in in-kind contributions, for a total Local Match of \$125,000, which is 62.5% of federal funding. This is acceptable because at least 10% of federal funding is matched in cash, and the total Local Match is at least 50% of federal funding.
 - In Year 2, the grantee again receives \$200,000 in WIOA Section 231 federal funding. The sponsoring institution provides \$25,000 in cash and \$75,000 in in-kind contributions, for a total Local Match of \$100,000. This is NOT acceptable because the total Local Match is below the previous year's dollar amount, even though at least 10% of federal funding is matched in cash and total Local Match is at least 50% of federal funding.

- Example #4 (ACCEPTABLE): Maintenance of Effort must be at least 50% of federal funding total, with no maintenance of effort required for cash match.
 - In Year 1, the grantee receives \$300,000 in WIOA Section 231 federal funding. The sponsoring institution provides \$100,000 in cash and \$50,000 in in-kind contributions, for a total Local Match of \$150,000. This is acceptable because at least 10% of federal funding is matched in cash, and the total Local Match is at least 50% of federal funding.
 - In Year 2, the grantee again receives \$300,000 in WIOA Section 231 federal funding. The sponsoring institution provides \$30,000 in cash and \$120,000 in in-kind contributions, for a total Local Match of \$150,000. This is ACCEPTABLE because at least 10% of federal funding is matched in cash, the total Local Match is at least 50% of federal funding, and the total dollar amount is not less than the previous year.

Part 3.1.4, Program Income

This section describes Program Income. Applicants must respond to all three (3) questions in this section. This section must be completed for the application to be considered complete, but completion of this section is not a guarantee of award.

Program Income means gross income received by the grantee or subgrantee directly generated by a grant-supported activity or earned only as a result of the grant agreement during the grant period. ([29 CFR 1470.25](#)) Program Income may be added to the grant and used for the purposes and under the conditions of the grant agreement. Adult Education Program Income can be used only for Adult Education and not for any other activities, services, or costs.

Adult Education providers have the authority to charge fees to learners for enrollment, services, or materials, if the local program or the sponsoring institution has a local policy allowing or recommending the collection of such fees. Such fees must be necessary and reasonable and must not impose a barrier to participation that might exclude economically disadvantaged learners. Providers are advised to have standard processes to reduce or waive fees based on the need of eligible individuals, including plans for funding such waivers.

Fees charged to learners are Program Income and are subject to the same WIOA Title II regulations as other funding. Student fees paid by a sponsoring business or organization are included as part of Program Income.

Services provided for a fee to non-participants are included as part of Program Income. Examples include, but are not limited to, permitting non-participants to pay a fee to join Adult Education participants in an AEFLA-funded class or permitting a WIOA partner to pay for a certain number of non-participants to join Adult Education participants in IELCE-funded service activities.

Program Income is not part of Local Match funding. Program Income is a separate category and must be accurately managed and reported to the state.

Program Income must be expended on costs allowable under WIOA Title II. Program Income must be expended in the same fiscal year in which it is received.

Clearly and completely respond to all three (3) questions in this section.

3.1.4.1) Describe anticipated costs to eligible individuals, if any. Describe the purpose of these costs and how these costs have been determined to be reasonable. If the applicant anticipates zero costs to eligible individuals, explain how this decision was made.

3.1.4.2) Describe the program’s method of reducing or waiving fees, including the method of disseminating information about reduced or waived fees. If the applicant will not charge fees, enter “Not Applicable.”

3.1.4.3) Describe how the program will use Program Income on allowable costs and how the program will ensure Program Income is expended in the same fiscal year it is received. If the applicant will collect no Program Income, enter “Not Applicable.”

Part 3.1.5, Non-WIOA Title II Funding

This section describes funding not provided under WIOA Title II. No responses are required in this section.

Adult Education providers have the freedom to apply for other grants or receive donations, if such grants and donations do not interfere with the provider's ability to abide by federal and state regulations for AEFLA, Corrections, and IELCE activities. These additional funds, if any, are subject to relevant regulations and oversight but are not reported under Adult Education to the state and are not subject to WIOA Title II regulations.

Adult Education providers have the freedom to enter into contracts with partners, if such contracts do not interfere with the provider's ability to abide by federal and state regulations for AEFLA, Corrections, and IELCE activities. Such contracts, if any, are subject to relevant regulations and oversight, but any partner funding contributed under a contract is not reported under Adult Education to the state and is not subject to WIOA Title II regulations.

Part 3.2, Kansas Funding Formula for WIOA Section 231 (AEFLA)

This section provides the funding formula used for federal and state funds for WIOA Section 231 (AEFLA). No responses are required in this section.

| WIOA Section 231 (AEFLA) FY2026 – FY2030 Funding Formula | | |
|---|-------------------|--|
| <i>Category</i> | <i>Percentage</i> | <i>Description</i> |
| Base Funding | 18% | |
| Institutional Grant | 10% | Funding is divided evenly among all WIOA Section 231 subrecipients. |
| Need in Service Area | 5% | Need is calculated at the beginning of the five-year award period and includes adults without a high-school diploma, adults speaking English “less than very well,” and individuals with income at or below 125% of poverty level. |
| System Services | 3% | Funding is used to support services for all Kansas Adult Education providers. |
| Performance Funding | 82% | |
| Enrollment | 40% | Enrollment is calculated annually at the end of the third (3 rd) quarter and averaged by quarter. |
| All Participants | | All participants will be counted once per fiscal year for enrollment. |
| IET Participants | | Participants enrolled in an IET pathway will be counted once per fiscal year for an additional “participant point.” |
| Levels 1, 2, 7, 8 Participants | | Participants entering in the lowest levels of ABE and ESL will be counted once per fiscal year for an additional “participant point.” |
| Participants Receiving Ongoing Accommodations | | Participants receiving ongoing accommodations for disabilities, including learning disabilities, will be counted once per fiscal year for an additional “participant point.” |
| Past Effectiveness | 42% | Effectiveness is calculated annually at the end of the third (3 rd) quarter and averaged by quarter. |
| Employment 2 nd Qtr After Exit | | The number of exited participants achieving this outcome. |
| Employment 4 th Qtr After Exit | | The number of exited participants achieving this outcome. |
| Credential Attainment | | The number of exited participants achieving this outcome. |
| Measurable Skill Gains | | One (1) MSG is counted per participant per Period of Participation (PoP). |
| Effectiveness in Serving Employers | | The number of exited participants achieving this outcome. |
| Number of Risk Points | | The number of points assessed for the program on the annual risk assessment. |
| Kansas Quality Measures | | The number of points on state-defined measures, if used. |

WIOA Section 231 (AEFLA) funding is provided to AEFLA grantees and can be used to serve eligible individuals in activities described under WIOA Section 231, including activities described under WIOA Section 243 (IELCE).

WIOA Section 231 (AEFLA) funding is divided into two (2) major parts: Base Funding and Performance Funding. Performance Funding is given greater weight to support Kansas goals of increasing enrollment in Adult Education to address needs in the state and ensuring high-quality service to participants.

Institutional Grant is part of the funding formula to give AEFLA providers a funding base. Annually, the amount for institutional grant will be divided equally among all WIOA Section 231 grantees.

Need in Service Area is part of the funding formula to assess the needs for Adult Education in Kansas. Need is calculated at the beginning of the five-year award period based on data from the U.S. Census Bureau's American Community Survey (ACS). Because activities in WIOA Section 231 include assisting eligible individuals in obtaining a secondary school diploma, increasing English language skills, and providing workplace and occupational training, calculated need includes adults without a high-school diploma, adults speaking English "less than very well," and individuals with income at or below 125% of poverty level.

System Services is part of the funding formula to support services that benefit all Adult Education providers in Kansas, including the data management system used by all providers and Cross-Teaching Remote Education in Kansas (Cross-TREK), a distance education model open to all providers.

Enrollment is part of the funding formula to support providers in serving AEFLA participants. To smooth large swings in funding, the total number participants is averaged by quarter, increasing the number of quarters included in the average with each available year of data. Enrollment is measured at the end of the third (3rd) quarter of each fiscal year to allow time for funding to be calculated for the following year. Enrollment is divided into four (4) sections. Participants will be counted once for each category in which they are included for a total number of "participant points."

- *All Participants* – Each eligible individual with a valid pretest or a valid alternative placement who is retained with the program for 12 or more hours is considered a participant. All participants will contribute one participant point per fiscal year to the total for the Adult Education provider.
- *IET Participants* – IET classes are more costly to run, increasing the cost per participant. Therefore, participants enrolled in valid IET pathways will contribute one participant point per fiscal year to the total for the Adult Education provider, which is in addition to the point contributed for being part of "All Participants."
- *Levels 1, 2, 7, 8 Participants* – Eligible individuals entering at lower levels are likely to spend more time receiving services, increasing the cost per participant. Therefore, participants entering at any of the four (4) lowest NRS Educational Functioning Levels (EFLs) will contribute one participant point per fiscal year to the total for the Adult Education provider, which is in addition to the point contributed for being part of "All Participants."
- *Participants Receiving Ongoing Accommodations* – Providers invest additional time and effort to determine appropriate accommodations, to provide these accommodations, and to monitor the effectiveness of these accommodations. Therefore, participants receiving ongoing accommodations as tracked in the statewide data management system will contribute one participant point per fiscal year to the total for the Adult Education provider, which is in addition to the point contributed for being part of "All Participants."

Past Effectiveness is part of the funding formula to promote and support high-quality services to eligible individuals that result in measurable outcomes. To smooth large swings in funding, the total number of outcomes is averaged by quarter, increasing the number of quarters included in the average with each available year of data. Outcomes are measured at the end of the third (3rd) quarter of each fiscal year to allow time for funding to be calculated for the following year. Effectiveness is divided into seven (7) sections. The sum of all outcomes will be the total points for Effectiveness.

- *Employment Second Quarter After Exit* – The number of participants who are in unsubsidized employment during the second quarter after exit from the program. This is one of WIOA's primary indicators and is measured by data-matching and by follow-up survey.
- *Employment Fourth Quarter After Exit* – The number of participants who are in unsubsidized employment during the fourth quarter after exit from the program. This is one of WIOA's primary indicators and is measured by data-matching and by follow-up survey.
- *Credential Attainment* – Receipt of a recognized postsecondary credential during participation or within 1 year after exit from the program OR receipt of a secondary school diploma or recognized equivalent during participation or within 1 year after exit from the program. The receipt of a secondary diploma is only counted if the participant also enters postsecondary education or training, or employment within 1 year after exit. This is one of WIOA's primary indicators and is measured by data-matching and by follow-up survey.
- *Measurable Skill Gains (MSGs)* – Achievement of one (1) of the five (5) types of MSGs. This is one of WIOA's primary indicators and is measured by data entry while the participant is enrolled in the program.
 - MSG 1 = Educational Functioning Level (EFL) Gain
 - MSG 1a = Level gain from pretest to posttest
 - MSG 1b = Awarding Carnegie units or credits in an adult high school program
(NOTE: MSG 1b is not used in Kansas Adult Education)
 - 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
 - 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
- *Effectiveness in Serving Employers* – Measured by Retention with the Same Employer, which is exited participants in unsubsidized employment who were employed by the same employer in the second and fourth quarters after exiting the program. This is one of WIOA's primary indicators and is measured by data-matching and by follow-up survey. This indicator is new and will NOT be included in funding calculations for Kansas Adult Education until it is implemented federally for WIOA Title II.
- *Number of Risk Points* – The number of total points on the annual risk assessment. The state will conduct the risk assessment after the end of the third (3rd) quarter.
- *Kansas Quality Measures* – The number of total points earned by the provider toward Kansas-defined quality measures, if used. Providers will be informed before the start of the fiscal year what quality measures, if any, will be used and will have a full three (3) quarters to work toward quality measures before they are calculated for funding.

NOTE: Median Earnings, WIOA's sixth primary indicator, is not part of the funding formula because it is measured in dollars, not in participants achieving outcomes. The state and local providers will have performance targets for Median Earnings and must strive to meet or exceed that target.

Projections and state targets are used for the first year of the grant to be equitable to providers who have not previously been funded under WIOA Section 231 and might not have the same level of data available. Because of the delay in collecting data for post-exit outcomes, the second year of the grant will calculate funding based on state targets or actual outcomes, whichever is higher.

See the table below for more information about calculation of funding categories for each year.

| WIOA Section 231 (AEFLA) Funding Calculations | Percent | Year 1, July 1, 2025 - June 30, 2026 (FY2026) | Year 2, July 1, 2026 - June 30, 2027 (FY2027) | Year 3, July 1, 2027 - June 30, 2028 (FY2028) | Year 4, July 1, 2028 - June 30, 2029 (FY2029) | Year 5, July 1, 2029 - June 30, 2030 (FY2030) |
|---|---------|---|---|---|---|---|
| BASE FUNDING | | | | | | |
| Institutional Grant | 10% | Evenly divided each year among all Section 231 grantees | | | | |
| Need in Service Area | 5% | Calculated at the beginning of the award period based on ACS data for counties of service | | | | |
| System Services | 3% | Percentage of funds each year to support statewide data system and Cross-TREK | | | | |
| PERFORMANCE FUNDING | | | | | | |
| Enrollment | 40% | Averaged for 4 quarters | Averaged for 3 quarters | Averaged for 7 quarters | Averaged for 11 quarters | Averaged for 15 quarters |
| All Participants | | Projected enrollment from application | Enrollment from 3 quarters of FY2026 | Enrollment through 3rd quarter of FY2027 | Enrollment through 3rd quarter of FY2028 | Enrollment through 3rd quarter of FY2029 |
| IET Participants | | Not calculated for Year 1 | IET participants from 3 quarters of FY2026 | IET participants through 3rd quarter of FY2027 | IET participants through 3rd quarter of FY2028 | IET participants through 3rd quarter of FY2029 |
| Levels 1, 2, 7, 8 Participants | | 25% of projected enrollment from application | Levels 1, 2, 7, 8 participants from 3 quarters of FY2026 | Levels 1, 2, 7, 8 participants through 3rd quarter of FY2027 | Levels 1, 2, 7, 8 participants through 3rd quarter of FY2028 | Levels 1, 2, 7, 8 participants through 3rd quarter of FY2029 |
| Participants Receiving Ongoing Accommodations | | 5% of projected enrollment from application | Participants receiving ongoing accommodations from 3 quarters of FY2026 | Participants receiving ongoing accommodations through 3rd quarter of FY2027 | Participants receiving ongoing accommodations through 3rd quarter of FY2028 | Participants receiving ongoing accommodations through 3rd quarter of FY2029 |

| WIOA Section 231 (AEFLA) Funding Calculations | Percent | Year 1, July 1, 2025 - June 30, 2026 (FY2026) | Year 2, July 1, 2026 - June 30, 2027 (FY2027) | Year 3, July 1, 2027 - June 30, 2028 (FY2028) | Year 4, July 1, 2028 - June 30, 2029 (FY2029) | Year 5, July 1, 2029 - June 30, 2030 (FY2030) |
|---|---------|---|---|---|---|---|
| PERFORMANCE FUNDING (continued) | | | | | | |
| Past Effectiveness | 42% | <i>Averaged for 4 quarters</i> | <i>Averaged for 3 quarters</i> | <i>Averaged for 7 quarters</i> | <i>Averaged for 11 quarters</i> | <i>Averaged for 15 quarters</i> |
| Employment Second Quarter After Exit | | State target percentages multiplied by projected enrollment | State target percentages (from FY2025) multiplied by enrollment through 3rd quarter of FY2026, or actual outcomes by 3rd quarter of FY2026, whichever is higher | Outcomes through 3rd quarter of FY2027 | Outcomes through 3rd quarter of FY2028 | Outcomes through 3rd quarter of FY2029 |
| Employment Fourth Quarter After Exit | | State target percentages multiplied by projected enrollment | State target percentages (from FY2025) multiplied by enrollment through 3rd quarter of FY2026, or actual outcomes by 3rd quarter of FY2026, whichever is higher | Outcomes through 3rd quarter of FY2027 | Outcomes through 3rd quarter of FY2028 | Outcomes through 3rd quarter of FY2029 |
| Credential Attainment | | State target percentages multiplied by projected enrollment | State target percentages (from FY2025) multiplied by enrollment through 3rd quarter of FY2026, or actual outcomes by 3rd quarter of FY2026, whichever is higher | Outcomes through 3rd quarter of FY2027 | Outcomes through 3rd quarter of FY2028 | Outcomes through 3rd quarter of FY2029 |
| Measurable Skill Gains (MSGs) | | State target percentages multiplied by projected enrollment | MSGs from 3 quarters of FY2026 | MSGs through 3rd quarter of FY2027 | MSGs through 3rd quarter of FY2028 | MSGs through 3rd quarter of FY2029 |
| Effectiveness in Serving Employers | | Not calculated for Year 1 | Used only if implemented federally | | | |

| WIOA Section 231 (AEFLA) Funding Calcula- tions | Percent | Year 1, July 1, 2025 - June 30, 2026 (FY2026) | Year 2, July 1, 2026 - June 30, 2027 (FY2027) | Year 3, July 1, 2027 - June 30, 2028 (FY2028) | Year 4, July 1, 2028 - June 30, 2029 (FY2029) | Year 5, July 1, 2029 - June 30, 2030 (FY2030) |
|--|----------------|--|--|--|--|--|
| PERFORMANCE FUNDING (continued) | | | | | | |
| Past Effective- ness | 42% | <i>Averaged for 4 quarters</i> | <i>Averaged for 3 quarters</i> | <i>Averaged for 7 quarters</i> | <i>Averaged for 11 quarters</i> | <i>Averaged for 15 quarters</i> |
| Number of Risk Points | | Not calculated for Year 1 | Number of risk points at 3rd quarter of FY2026 | Number of risk points at 3rd quarter of FY2027 | Number of risk points at 3rd quarter of FY2028 | Number of risk points at 3rd quarter of FY2029 |
| Kansas Quality Measures | | Not calculated for Year 1 | Number of quality points, if used by state | Number of quality points, if used by state | Number of quality points, if used by state | Number of quality points, if used by state |

Part 3.3, Kansas Funding Formula for WIOA Section 225 (Corrections)

This section provides the funding formula used for federal and state funds for WIOA Section 225 (Corrections). No responses are required in this section.

| WIOA Section 225 (Corrections) FY2026 – FY2030 Funding Formula | | |
|---|-------------------|---|
| Category | Percentage | Description |
| Need in Service Facilities | 20% | Need is calculated based on partner report of adults in the served facilities. |
| Enrollment | 80% | Enrollment is calculated annually at the end of the third (3 rd) quarter and averaged by quarter. |

WIOA Section 225 (Corrections) funding is provided to Corrections grantees and can only be used to serve eligible individuals in activities described under WIOA Section 225.

Need in Service Facilities is part of the funding formula to assess the needs for Adult Education services in correctional facilities. Need is calculated at the beginning of the award period based on the adults in served facilities.

Enrollment is part of the funding formula to support providers in serving Corrections participants. To smooth large swings in funding, the total number of WIOA Section 225 participants is averaged by quarter, increasing the number of quarters included in the average with each available year of data. Enrollment is measured at the end of the third (3rd) quarter of each fiscal year to allow time for funding to be calculated for the following year. Projections are used for the first year of the grant to be equitable to providers who have not previously been funded under WIOA Section 225 and might not have the same level of data available.

See the table below for more information about calculations of funding categories for each year.

| WIOA Section 225 (Corrections) Funding Calculations | Percent | Year 1, July 1, 2025 - June 30, 2026 (FY2026) | Year 2, July 1, 2026 - June 30, 2027 (FY2027) | Year 3, July 1, 2027 - June 30, 2028 (FY2028) | Year 4, July 1, 2028 - June 30, 2029 (FY2029) | Year 5, July 1, 2029 - June 30, 2030 (FY2030) |
|--|----------------|--|---|---|--|--|
| Need in Service Facilities | 20% | Calculated at the beginning of the award period for adults in the served facilities. | | | | |
| Enrollment | 80% | Projected enrollment from application, averaged for 4 quarters | Enrollment from 3 quarters of FY2026, averaged for 3 quarters | Enrollment through 3rd quarter of FY2027, averaged for 7 quarters | Enrollment through 3rd quarter of FY2028, averaged for 11 quarters | Enrollment through 3rd quarter of FY2029, averaged for 15 quarters |

Part 3.4, Kansas Funding Formula for WIOA Section 243 (IELCE)

This section provides the funding formula used for federal and state funds for WIOA Section 243 (IELCE). No responses are required in this section.

| WIOA Section 243 (IELCE) FY2026 – FY2030 Funding Formula | | |
|---|-------------------|--|
| Category | Percentage | Description |
| Institutional Grant | 20% | Funding is divided evenly among all WIOA Section 243 subrecipients. |
| Projected Enrollment | 80% | WIOA Section 243 grantees will annually project enrollment for the following year on the continuation application. |

WIOA Section 243 (IELCE) funding is provided to IELCE grantees and can only be used to serve eligible individuals in activities described under WIOA Section 243.

Institutional Grant is part of the funding formula to give IELCE providers a funding base. Annually, the amount for institutional grant will be divided equally among all WIOA Section 243 grantees.

Projected Enrollment is part of the funding formula to support providers in serving IELCE participants. Projections are used instead of previous year's enrollment because it is acknowledged providers might have significant changes in enrollment from year to year, largely due to the addition of Integrated Education and Training (IET) pathways or the dissolution of IET pathways. Providers will anticipate IET services for the following year and use that information, along with the need in the service area and current year's enrollment, to project enrollment in the continuation application.

See the table below for more information about calculation of funding categories for each year.

| WIOA Section 243 (IELCE) Funding Calculations | Percent | Year 1, July 1, 2025 - June 30, 2026 (FY2026) | Year 2, July 1, 2026 - June 30, 2027 (FY2027) | Year 3, July 1, 2027 - June 30, 2028 (FY2028) | Year 4, July 1, 2028 - June 30, 2029 (FY2029) | Year 5, July 1, 2029 - June 30, 2030 (FY2030) |
|--|----------------|--|--|--|--|--|
| Institutional Grant | 20% | Evenly divided among all IELCE grantees | Evenly divided among all IELCE grantees | Evenly divided among all IELCE grantees | Evenly divided among all IELCE grantees | Evenly divided among all IELCE grantees |
| Projected Enrollment | 80% | Projected enrollment from application | Projected enrollment from continuation application | Projected enrollment from continuation application | Projected enrollment from continuation application | Projected enrollment from continuation application |

Part 3.5, Cost Guidelines

This section describes some major cost guidelines for WIOA Section 231 (AEFLA), WIOA Section 225 (Corrections), and WIOA Section 243 (IELCE) funding. This is not an exhaustive list of all relevant guidelines. All grants must adhere to the Uniform Grant Guidance ([2 CFR Part 200](#)) for federal awards and the Education Department General Administrative Regulations (EDGAR) in [CFR Title 34](#), including [34 CFR Part 462](#) and [34 CFR Part 463](#), Adult Education and Family Literacy Act.

Part 3.5.1, Local Administrative Cost Limits

This section briefly explains the limits for administrative expenditures. No responses are required in this section.

Not more than five percent of a local grant to an eligible provider can be expended to administer a grant or contract under Title II. In cases where five percent is too restrictive to allow for administrative activities, the eligible agency may increase the amount that can be spent on local administration. In such cases, the eligible provider must negotiate with the eligible agency to determine an adequate level of funds to be used for non-instructional purposes.

[34 CFR 463.25](#)

The state will provide grantees with a process for requesting waivers to increase non-instructional spending.

Part 3.5.2, Supplement, Not Supplant

This section defines the terms “supplement” and “supplant.” No responses are required in this section.

Funds made available for adult education and literacy activities under this subchapter shall supplement and not supplant other state or local public funds expended for adult education and literacy activities.

[29 U.S. Code 3331a](#)

Supplanting occurs when a state or unit of local government reduces state or local funds for an activity, specifically because federal funds are available (or expected to be available) to fund that same activity. This is prohibited under the Workforce Innovation and Opportunity Act (WIOA).

Supplementing occurs when federal funds are used to enhance existing state or local funds for program activities.

Supplemental federal funds are used to increase the level of funds made available to the Adult Education program. Federal funding is only in support of the program offered. To supplant funds means to take the place of the original funding stream and replace it with the supplemental federal funding stream.

To determine whether a supplanting violation might occur, the provider must ask these two questions:

- Is the program or activity the provider wants to fund required under state mandate or local board policy?
- Were state or other non-federal funds used in the previous year to pay for this program or activity?

If the answer is “yes” to either question, the provider is at risk of supplanting if using federal funds for these activities. The provider is advised to seek other methods of funding activities, to consult with financial advisers, and/or to maintain documentation to rebut the presumption of supplanting.

Part 3.5.3, Allowable Costs

This section provides information regarding the allowability of costs. No responses are required in this section.

Except where otherwise authorized by statute, costs must meet the following general criteria in order to be allowable under federal awards:

- (a) Be necessary and reasonable for the performance of the federal award and be allocable thereto under these principles.
- (b) Conform to any limitations or exclusions set forth in these principles or in the federal award as to types or amount of cost items.
- (c) Be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the non-federal entity.
- (d) Be accorded consistent treatment. A cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the federal award as an indirect cost.
- (e) Be determined in accordance with generally accepted accounting principles (GAAP), except, for state and local governments and Indian tribes only, as otherwise provided for in this part.
- (f) Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period. See also § 200.306(b).
- (g) Be adequately documented. See also §§ 200.300 through 200.309 of this part.
- (h) Cost must be incurred during the approved budget period. The federal awarding agency is authorized, at its discretion, to waive prior written approvals to carry forward unobligated balances to subsequent budget periods pursuant to § 200.308(e)(3).

[2 CFR 200.403](#)

See [2 CFR 200.404](#) for more information about reasonable costs and [2 CFR 200.405](#) for more information about allocable costs. For more guidance regarding the allowability of specific costs, see [2 CFR 200.420](#) et seq.

Part 3.5.4, Fiscal Management

This section briefly describes some fiscal management requirements. No responses are required in this section.

Accounting System

The grantee must maintain a record of actual expenditures of federal, state, and local match funds, including program income, for reasonable, allowable, and allocable costs under WIOA Title II. Federal, state, and local match funds must be maintained as separate line items to maintain their separate identities for reporting and auditing purposes. Commingling of these separate sources of funding is not allowed. The accounting system must be capable of tracking these separate sources for individual line items and of generating required reports.

Cash Management Policies

Written cash management policies and procedures must comply with [2 CFR Part 200](#), including 2 CFR 200.302 and 2 CFR 200.305 (excerpts below).

Each state must expend and account for the federal award in accordance with state laws and procedures for expending and accounting for the state's own funds. In addition, the state's and the other non-federal entity's (i.e., RFP awardees) financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.

[2 CFR 200.302\(a\)](#)

For non-federal entities other than states, payments methods must minimize the time elapsing between the transfer of funds from the United States Treasury or the pass-through entity and the disbursement by the non-federal entity whether the payment is made by electronic funds transfer, or issuance or redemption of checks, warrants, or payment by other means. See also § 200.302(b)(6). Except as noted elsewhere in this part, federal agencies must require recipients to use only OMB-approved, governmentwide information collection requests to request payment.

[2 CFR 200.305\(b\)](#)

Reimbursement

It is normal practice for each grantee in Kansas awarded WIOA Title II funds to drawdown funds from the Kansas Higher Education Data System (KHEDS) each month to reimburse itself for allowable expenses incurred in the period. This is to ensure expenses have both been incurred and paid for before funds are drawn. See [2 CFR 200.305\(b\)\(3\)](#).

Advance Payment

While it is normal practice to drawdown funds from the Kansas Higher Education Data System (KHEDS) to reimburse for payments already made, there may be situations in which the grantee may draw funds in advance of making payments. In this case, the grantee is drawing funds to pay for its obligations. To remain in compliance with [2 CFR 200.305\(b\)](#), the grantee must ensure the following:

- The amount drawn from the system as an advance payment is limited to the minimum amount needed for actual, immediate cash required to pay for invoices that are due and payable.
- The timing and amount of advance payments must be as close as administratively feasible to the actual disbursements of the funds. For WIOA Title II funds, Kansas limits the time elapsing between the advance of the funds to the disbursement of the funds to no more than three (3) business days.

In addition, grantees must comply with the requirements for advance payments of federal funds and have prior written approval from the state.

1. Funds must be deposited and maintained in insured accounts whenever possible. ([2 CFR 200.305\(b\)\(7\)](#))
2. Funds must be maintained in interest-bearing accounts, unless:
 - a. The grantee receives less than \$250,000 in federal awards per year.
 - b. The best reasonable available interest-bearing account would not be expected to earn interest in excess of \$500 per year on federal cash balances. (Interest earned amounts up to \$500 per year may be retained by the grantee for administrative expense. If the grantee

earns any additional interest on federal advance payments deposited in interest-bearing accounts, it shall follow procedures stated in [2 CFR 200.305\(9\)](#) to remit interest earned in excess of \$500.00.)

- c. The depository (bank) would require an average or minimum balance so high that it would not be feasible within the expected federal and non-federal cash resources.

[2 CFR 200.305\(b\)\(8\)](#)

Grant Fund Availability

No grant funds can be disbursed until official budgets for the fiscal year have been received and approved, which is after Grant Award Notifications (GANs) are received. Funds cannot be used to pay for expenses resulting from budget modifications of 10% or more unless and until the budget modification has been approved by the state.

See [Part 3.8](#) for more information about timelines for budgets, modifications, and drawdowns.

Part 3.5.5, Inventory and Tracking

This section briefly describes some of the major requirements related to inventory, tracking, and labeling equipment and supplies (see [Part 3.6](#) for definitions). No responses are required in this section.

Physical Inventory

A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years ([2 CFR 200.313\(d\)\(2\)](#)), unless more stringent requirements exist, to verify account balances in the accounting records. In addition, there must be follow-up if any equipment is missing.

Equipment Property Records

Specific records must be maintained to document the location and use of equipment, not supplies, purchased with federal funds. In accordance with [2 CFR 200.313\(d\)\(1\)](#), property records must include:

- 1) A description of the property;
- 2) A serial number or other identification number;
- 3) The source of funding for the property, including the Federal Award Identification Number (FAIN);
- 4) Who holds title;
- 5) The acquisition date and cost of the property;
- 6) The percentage of federal participation in the project costs for the federal award under which the property was acquired;
- 7) The location, use, and condition of the property; and
- 8) Any ultimate disposition data, including the date of disposal and sale price of the property.

It is essential that all of this information is maintained for equipment purchased with federal funds. The equipment tag itself does not need to include all of this information; rather, the identifying tag could be scanned to an online system that maintains the detailed data. Grantees must ensure inventory records are updated and accurate to account for all items purchased with federal funds at any given time.

Supplies Property Records

Generally, supplies do not cost much and are used fairly quickly because they are consumable items (e.g., books, pens, paper, and printer toner). As a result, supplies do not need to be recorded in an inventory management system and do not require formal inventory. However, grantees must maintain

information about purchases and protect and use the supplies in the program that paid for them in order to prove all costs are necessary, reasonable, and allocable to the grant.

Labeling and Safeguarding

Internal Control Property Management requires equipment purchased with federal funds to be labeled with grant source, grant year, school name, and program name. An identification tag crosswalk may be used for small items.

It is highly recommended that grantees tag “small and attractive” or “easily stolen” items that fall below the equipment threshold, such as tablets, laptops, cameras, etc. The tag should consist of a physical label with an inventory number, funding source, and name of the entity that holds title to the property. This would be an effective mechanism for demonstrating proper recordkeeping when monitors or auditors conduct onsite visits. If tagging and inventorying do not occur, these “easily walkable” items must be otherwise safeguarded. Other options to safeguard computing devices include, but are not limited to, sign in/sign out sheets for devices; maintaining devices in a secured (locked) location when not in use; and adding technology safeguards, such as tracking the device location via GPS and enabling external controls over the device that limit functionality, review use, and/or access stored data. If these supplies are not properly safeguarded and are regularly lost or stolen, it will be questioned whether the items are reasonable and necessary since the grantee will go without the items for a considerable period of time unless replacements are purchased. Safeguarding of items helps ensure that purchasing the items is considered allowable.

Control System

A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of property. Any loss, damage, or theft must be investigated ([2 CFR 200.313\(d\)\(3\)](#)). This means there must be procedures in place in the event of any loss, damage, or theft. For example, procedures should identify who to contact if loss, damage, or theft occurs and provide necessary forms to complete. Procedures can vary depending on the value of the item lost or stolen. For example, items above a certain cost threshold could be referred to insurance and/or the police for investigation.

Part 3.5.6, Property Use, Maintenance, and Disposition

This section briefly describes some of the major requirements related to the use and maintenance of equipment and the disposition of equipment and supplies. No responses are required in this section.

Use of Equipment

Equipment must be used by the non-federal entity in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the non-federal entity must not encumber the property without prior approval of the federal awarding agency. The federal awarding agency may require the submission of the applicable common form for equipment. When no longer needed for the original program or project, the equipment may be used in other activities supported by the federal awarding agency, in the following order of priority:

- (i) Activities under a federal award from the federal awarding agency which funded the original program or project, then
- (ii) Activities under federal awards from other federal awarding agencies. This includes consolidated equipment for information technology systems.

[2 CFR 200.313\(c\)\(1\)](#)

During the time that equipment is used on the project or program for which it was acquired, the non-federal entity must also make equipment available for use on other projects or programs currently or previously supported by the federal government, provided that such use will not interfere* with the work on the project or program for which it was originally acquired. First preference for other use must be given to other programs or projects supported by the federal awarding agency that financed the equipment and second preference must be given to programs or projects under federal awards from other federal awarding agencies. Use for non-federally-funded programs or projects is also permissible. User fees should be considered if appropriate.

[2 CFR 200.313\(c\)\(2\)](#)

**“Interfere” is interpreted broadly by the U.S. Department of Education and generally includes regular, planned use by another program or project, even if there is no overlap in time. For example, if equipment purchased with federal funds for an after-school federal program is regularly used during the school day for non-federal purposes, this regular use “interferes” with the federally funded project by shortening the lifespan of the equipment. Therefore, this type of regular use should contribute to the purchase price so that the programs all contribute proportionally according to use.*

Maintenance of Equipment

Adequate maintenance procedures must be developed to keep the property in good condition ([2 CFR 200.313\(d\)\(4\)](#)). Assuming they are necessary, reasonable, and properly allocated, maintenance costs can generally be charged to federal grants if they:

- Keep property in efficient operating condition;
- Do not add to the permanent value of the property or appreciably prolong its intended life; and
- Are not otherwise included in rental fees or other charges for space.

[2 CFR 200.452](#)

Trade-In and Sales Procedures

When acquiring replacement equipment or computing devices, the grantee may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

[2 CFR 200.313\(c\)\(4\)](#)

Disposition of Equipment

If required by the terms and conditions of the federal award, the grantee must request disposition instructions from the federal awarding agency. When a grantee no longer needs equipment for the original program for which it was purchased, the grantee may use the equipment for other programs that are currently, or were previously, supported with federal funds, unless otherwise provided in federal statutes, regulations, or federal awarding agency disposition instructions. If such a disposition is made, the transfer must be recorded in the property management system. If there are no federally supported programs that need the equipment, the disposal rules depend on the current fair market value of equipment. If the equipment has a current per-unit fair market value of \$10,000 or less, the grantee may keep equipment, sell it, or otherwise dispose of it with no further obligation to the federal awarding agency. If the equipment has a current per-unit fair market value in excess of \$10,000, the grantee may keep or sell the equipment but must pay the federal awarding agency a share based on the percentage of federal funds used in the initial acquisition.

[2 CFR 200.313\(e\)](#)

Disposition of Supplies

If a grantee has unused supplies that, in the aggregate, have a fair market value of more than \$10,000 at the end of grant award period, including computing devices and equipment no longer over the market value of \$10,000 per unit, the grantee should use the supplies for another project that is supported with federal funds. If the supplies are not needed for another federally supported project, the grantee must compensate the federal awarding agency for its share of the value of supplies.

[2 CFR 200.314](#)

Part 3.6, Budget Categories

This section briefly describes the budget categories that will be reported for WIOA Section 231 (AEFLA), WIOA Section 225 (Corrections), and WIOA Section 243 (IELCE). Not all categories will be applicable to all funding streams. No responses are required in this section.

Personnel with multiple roles or responsibilities within the Adult Education program might be split among multiple “salaries and benefits” categories. These splits should be by percentage of time spent performing the duties of each role.

Administrative Salaries & Benefits

This is an administrative cost and is subject to the 5% maximum of federal funding (see [Part 3.5.1](#)).

This includes federal, state, and local match funding used for salaries and benefits for administrative staff, including the Program Director, Assistant Program Director(s), Data Specialist(s), and Administrative Assistant(s). This includes gross salary amounts paid for personnel services for permanent full- and part-time personnel, including personnel substituting for those in permanent positions. Employee benefits might include health benefits, retirement benefits, life and other insurance, tuition assistance, paid leave and holidays, and/or other benefits.

Professional Development

This is an administrative cost and is subject to the 5% maximum of federal funding (see [Part 3.5.1](#)).

This includes allowable, reasonable, and allocable costs for training and professional development of staff, including, but not limited to, conferences, workshops, webinars, online modules, and other training relevant to the employee’s position in Adult Education.

One-Stop Infrastructure

This is an administrative cost and is subject to the 5% maximum of federal funding (see [Part 3.5.1](#)).

This includes the allowable, reasonable, and allocable costs of the one-stop delivery system described in [34 CFR Subpart J](#).

What are the one-stop infrastructure costs?

(a) Infrastructure costs of one-stop centers are nonpersonnel costs that are necessary for the general operation of the one-stop center, including:

- (1) Rental of the facilities;
- (2) Utilities and maintenance;
- (3) Equipment (including assessment-related products and assistive technology for individuals with disabilities); and

(4) Technology to facilitate access to the one-stop center, including technology used for the center's planning and outreach activities.

(b) Local WDBs may consider common identifier costs as costs of one-stop infrastructure.

(c) Each entity that carries out a program or activities in a local one-stop center, described in §§ 463.400 through 463.410, must use a portion of the funds available for the program and activities to maintain the one-stop delivery system, including payment of the infrastructure costs of one-stop centers. These payments must be in accordance with this subpart; federal cost principles, which require that all costs must be allowable, reasonable, necessary, and allocable to the program; and all other applicable legal requirements.

[34 CFR 463.700](#)

Indirect Costs

This is an administrative cost and is subject to the 5% maximum of federal funding (see [Part 3.5.1](#)).

Indirect costs are those that have been incurred for common or joint purposes. These costs benefit more than one cost objective and cannot be readily identified with a particular final cost objective without effort disproportionate to the results achieved. After direct costs have been determined and assigned directly to federal awards and other activities as appropriate, indirect costs are those remaining to be allocated to benefitted cost objectives. A cost may not be allocated to a federal award as an indirect cost if any other cost incurred for the same purpose, in like circumstances, has been assigned to a federal award as a direct cost.

[2 CFR 200.414](#)

Other Administrative Costs

This is an administrative cost and is subject to the 5% maximum of federal funding (see [Part 3.5.1](#)).

For allowable, reasonable, and allocable administrative costs not associated with other categories, grantees will have the opportunity to describe other expenditures in budgets.

What activities are considered local administrative costs?

An eligible provider receiving a grant or contract under this part may consider costs incurred in connection with the following activities to be administrative costs:

- (a) Planning;
- (b) Administration, including carrying out performance accountability requirements;
- (c) Professional development;
- (d) Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate; and
- (e) Carrying out the one-stop partner responsibilities described in § 678.420, including contributing to the infrastructure costs of the one-stop delivery system.

[34 CFR 463.26](#)

Instructor Salaries & Benefits

This includes federal, state, and local match funding used for salaries and benefits for instructional staff. This includes gross salary amounts paid for personnel services for permanent full- and part-time personnel, including personnel substituting for those in permanent positions. Employee benefits might include health benefits, retirement benefits, life and other insurance, tuition assistance, paid leave and holidays, and/or other benefits.

Other Instructional Costs

For allowable, reasonable, and allocable instructional costs not associated with other categories, grantees will have the opportunity to describe other expenditures in budgets.

Career Navigator Salaries & Benefits

This includes federal, state, and local match funding used for salaries and benefits for counseling staff. This includes gross salary amounts paid for personnel services for permanent full- and part-time personnel, including personnel substituting for those in permanent positions. Employee benefits might include health benefits, retirement benefits, life and other insurance, tuition assistance, paid leave and holidays, and/or other benefits.

Paraprofessional Salaries & Benefits

This includes federal, state, and local match funding used for salaries and benefits for paraprofessionals. This includes gross salary amounts paid for personnel services for permanent full- and part-time personnel, including personnel substituting for those in permanent positions. Employee benefits might include health benefits, retirement benefits, life and other insurance, tuition assistance, paid leave and holidays, and/or other benefits.

Facilities

This includes costs associated with facilities used for Adult Education, which might include rental costs, maintenance costs, safety costs, and other related costs.

Equipment

This includes allowable, reasonable, and allocable costs for the purchase, lease, or rental of equipment. *Equipment* means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the recipient or subrecipient for financial statement purposes, or \$10,000. See also the definitions in [2 CFR 200.1](#) of *capital expenditures*, *equipment*, *special purpose equipment*, *general purpose equipment*, *acquisition cost*, and *capital assets*. Programs must maintain a current and accurate inventory of equipment. See [2 CFR 200.313](#) for more information.

Supplies

This includes allowable, reasonable, and allocable costs for supplies. The state has set an annual limit of a maximum of 25% of funding to be expended on supplies, unless a higher percentage is negotiated with the state prior to spending. *Supplies* means all tangible personal property other than those described in the definition of *equipment* in this section. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the recipient or subrecipient for financial statement purposes, or \$10,000, regardless of the length of its useful life. See also the definitions in [2 CFR 200.1](#) of *computing devices* and *equipment*. See [2 CFR 200.314](#) for more information.

Outreach

This includes allowable, reasonable, and allocable costs associated with outreach for the Adult Education provider for the purpose of informing eligible individuals of program activities and increasing enrollment.

Support Services

This includes allowable, reasonable, and allocable costs associated with providing support services to eligible individuals, including costs related to transportation and childcare as described in [Program Memorandum OCTAE 24-3](#).

Career Services

This includes allowable, reasonable, and allocable costs associated with providing the activities described in WIOA Sec. 134(c)(2). See [34 CRF 463.430](#) for more details.

Career Services may include:

- (a) Outreach, intake, and orientation information
- (b) Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs
- (c) Referrals to and coordination of activities with other programs and services
- (d) Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider
- (e) Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; child support; medical or child health assistance available through the state's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)

[Program Memorandum OCTAE 17-2](#)

Training Services

This includes allowable, reasonable, and allocable costs associated with providing the activities described in WIOA Sec. 134(c)(3)(D). The training component of Integrated Education and Training (IET) programs funded using WIOA Title II funds would be categorized as a training service.

[Program Memorandum OCTAE 17-2](#)

Program Income

This includes allowable, reasonable, and allocable expenditures of Program Income received by the grantee.

Part 3.7, Special Project Funding

This section briefly describes the opportunity for additional funding for grantees beyond allocations received through the calculation of the funding formula(s). No responses are required in this section.

The state may provide opportunities for additional funding for special projects, additional professional development, or other activities. These opportunities are dependent upon funding availability and are at the sole discretion of the state. Information about applying for additional funding will be provided to grantees if and when such opportunities are available.

Additional funding, if available, is not long-term or regular funding and should not be depended upon for normal activities or services. In determining locations, staff, and services, applicants are advised to budget as though additional funding will not be available.

Part 3.8, Fiscal Reporting Timelines

This section provides approximate annual timelines for fiscal matters, using the first year of the grant period as an example. No responses are required in this section.

Fiscal years run from July through June of the following year (e.g., July 2025 – June 2026). Action dates are not exact and are subject to change.

FY2026 = July 1, 2025 – June 30, 2026

FY2027 = July 1, 2026 – June 30, 2027

State funding is sent to grantees via ACH (Automated Clearing House). Federal funding is available through the drawdown system to which grantees will have access.

OCTAE = Office of Career, Technical, and Adult Education

GAN = Grant Award Notification

SoE = Statement of Expenditures

| Approximate Date | For Fiscal Year | State Action | Grantee Action |
|--|--------------------------|--|---|
| July 2025 (FY2026) | FY2026 (current year) | Receive official GAN from OCTAE and send GANs to grantees, using funding formula to update if GANs are different from estimated awards | Receive GANs from state; if different from estimated awards, update budget and submit updated FY2026 budget |
| July 2025 - May 2026 (approximately 15 th of the month) | FY2026 (current year) | | Deadline to drawdown funds for the month |
| August 2025 | FY2026 (current year) | Send state funding to grantees | |
| October 2025 | FY2026 (current year) | | Submit Quarter 1 SoE with expenditure detail |
| January 2026 | FY2026 (current year) | | Submit Quarter 2 SoE with expenditure detail |
| April 2026 | FY2026 (current year) | | Submit Quarter 3 SoE with expenditure detail |
| April 2026 | FY2027 (next year) | Receive estimated awards from OCTAE and send estimated award letters to grantees | |
| May 2026 | FY2026 (current year) | | Final opportunity to submit budget modification requests for FY2026 |
| June 2026 | FY2027 (next year) | | Submit initial FY2027 budget based on estimated award |

| Approximate Date | For Fiscal Year | State Action | Grantee Action |
|--|---------------------------|--|---|
| June 2026 (approximately 17 th of the month) | FY2026 (current year) | | Final drawdown opportunity for the fiscal year |
| July 2026 (NOW IN FY2027) | FY2026 (previous year) | | Return unexpended and unencumbered funds from FY2026 |
| July 2026 | FY2026 (previous year) | | Submit final budget report and final SoE with expenditure details |
| July 2026 | FY2027 (current year) | Receive official GAN from OCTAE and send GANs to grantees, using funding formula to update if GANs are different from estimated awards | Receive GANs from state; if different from estimated awards, update budget and submit updated FY2027 budget |

Part 3.9, Proofs of Expenditures

This section briefly describes acceptable and unacceptable proofs of expenditures. These examples are not exhaustive lists. No responses are required in this section.

Acceptable Proofs of Expenditures

Acceptable proofs of expenditures include sufficient detail to determine the use and purpose of WIOA Title II funds. They include relevant personnel, dates, descriptions, and costs.

Examples of acceptable proofs include, but are not limited to:

- Detailed receipts that include, as applicable, a description of the product/service purchased, the cost, the date, the supplier's name, and canceled check copies or credit card receipts.
- Timesheets, detailed pay stubs, and/or payroll reports that include name, position, pay period, hours, gross pay, deductions, taxes paid, and employer costs.
- Travel receipts that include the traveler's name, the event name, the event dates, the event locations, and the event purpose.

This is not an exhaustive list of acceptable proofs of expenditures.

Unacceptable Proofs of Expenditures

Unacceptable proofs of expenditures lack information necessary to determine the use and purpose of WIOA Title II funds.

Documents that are unacceptable on their own as proof of expenditure might be combined with other documents for acceptable proof. Examples of documents unacceptable on their own include, but are not limited to:

- Purchase orders (does not prove items purchased were received)
- Purchase requests (does not prove items purchased were received)
- Quotes (does not prove items purchased were received)

- Order confirmations (does not prove items purchased were received)
- Travel reservations (does not prove travel occurred)
- Hotel receipts with the same name for multiple rooms on the same days (does not indicate the specific employee using the cost)
- Travel receipts lacking trip details (lacks information)
- Non-detailed credit card receipts (lacks information)
- Credit card statement without detailed receipts (lacks information)
- Airline receipts without travel details (lacks information)
- Balance forward statements (lacks information)

This is not an exhaustive list of unacceptable proofs of expenditures.

Part 3.10, Controls and Spending

This section is designed for the applicant to describe the internal controls that will be used and how spending will be consistent with requirements. Two (2) responses are required in this section. This section must be completed for the application to be considered complete, but completion of this section is not a guarantee of award.

Internal controls for non-federal entities means:

- (1) Processes designed and implemented by non-federal entities to provide reasonable assurance regarding the achievement of objectives in the following categories:
 - (i) Effectiveness and efficiency of operations;
 - (ii) Reliability of reporting for internal and external use; and
 - (iii) Compliance with applicable laws and regulations.
- (2) Federal awarding agencies are required to follow internal control compliance requirements in [OMB Circular No. A-123](#), Management's Responsibility for Enterprise Risk Management and Internal Control.

[2 CFR 200.1](#)

Clearly and completely respond to the two (2) questions in this section.

3.10.1) Describe the internal controls the WIOA Title II program and its sponsoring institution use or will use. Include how such controls will follow all federal requirements. *NOTE:* Some overlap in response may exist with question [3.12.9](#).

3.10.2) Describe how funds awarded under WIOA Title II will be spent, consistent with the requirements of this title.

Part 3.11, Acknowledgements

This section is designed for the applicant to acknowledge major requirements detailed in application materials. This is not an exhaustive list of all requirements; applicants are responsible for reviewing all materials and will need to meet all requirements to be awarded initial and continued funding.

This section must be completed for the application to be considered complete, but completion of this section is not a guarantee of award.

| Mark | Acknowledgements |
|------|--|
| | The applicant agrees to be the fiscal agent for the WIOA Title II grant award received. |
| | The applicant agrees that funding is contingent on federal and state allocations and might change from year to year throughout the life of the grant and that the state will share information regarding funding at the earliest opportunity. (Part 1.11) |
| | The applicant agrees to maintain and submit time-and-effort reports for all employees that provide services through Adult Education or who are funded wholly or in part through WIOA Title II funds, following the schedule that will be provide by the state. (Part 1.12) |
| | The applicant agrees to retain all local program records and supporting documents for a minimum of three (3) years from the date of submission of the final expenditure report. (Part 1.12) |
| | The applicant agrees not to use WIOA Title II funds to travel outside the United States of America and to seek prior approval from the state for travel outside Kansas before using WIOA Title II funds. (Part 1.12) |
| | The applicant agrees to abide by the state's Local Match expectation, which is a minimum of 10% of WIOA Section 231 federal funding matched in cash, and a total of 50% of WIOA Section 231 federal funding matched in cash or in kind. (Part 3.1.3) |
| | The applicant agrees to abide by the state's requirement of Maintenance of Effort, which is that the dollar amount of Local Match will not be less than the previous year, while also meeting the minimum of 10% cash match and total 50% match of WIOA Section 231 federal funding. (Part 3.1.3) |
| | The applicant agrees that any funds received from individuals receiving Adult Education services, or from entities on behalf of individuals receiving Adult Education services, are considered "Program Income" and are subject to the same regulations as all other WIOA Title II funding. (Part 3.1.4) |
| | The applicant agrees that funds received from sources outside WIOA Title II, if any, must not interfere with the applicant's ability to abide by WIOA Title II regulations. (Part 3.1.5) |
| | The applicant agrees to the funding formulas that will be used to allocate WIOA Section 231 (AEFLA), WIOA Section 225 (Corrections), and WIOA Section 243 (IELCE) funds. (Part 3.2 , Part 3.3 , and Part 3.4) |
| | The applicant agrees to abide by the maximum of 5% of federal funds that may be used for administrative costs, unless the provider has an approved waiver from the state negotiated prior to the expenditure of funds greater than 5% of federal funds for administrative costs. (Part 3.5.1) |
| | The applicant understands that federal funds are to supplement and not supplant other funds and agrees to take action to ensure supplanting does not occur. (Part 3.5.2) |
| | The applicant understands allowable versus unallowable costs and agrees to ensure that all expenditures using federal, state, local match, or program income funds are allowable, allocable, and reasonable as described in 2 CFR 200. (Part 3.5.3) |

| Mark | Acknowledgements (continued) |
|------|---|
| | The applicant agrees to maintain records of actual expenditures separately for federal, state, and local match funds. (Part 3.5.4) |
| | The applicant agrees to minimize the time elapsing between the drawdown of funds and expenditure of fund to no more than three (3) business days and to use the practice of reimbursement whenever possible. (Part 3.5.4) |
| | The applicant agrees all budget modifications of 10% or greater must be approved by the state. (Part 3.5.4) |
| | The applicant agrees to maintain accurate inventory, to track and label equipment and supplies as required, and to safeguard equipment and supplies. (Part 3.5.5) |
| | The applicant agrees to use equipment and supplies for the program for which they were acquired and to follow federal requirements for disposition of equipment and supplies. (Part 3.5.6) |
| | The applicant agrees to abide by the state maximum limit of 25% of annual funding used for supplies, unless the provider has an approved waiver from the state prior to expending greater than 25% of funds for supplies. (Part 3.6) |
| | The applicant agrees to track certain categories of spending for federal reporting, including Career Services, Training Services, One-Stop Infrastructure contributions, and Program Income. The applicant will ensure processes are in place to report this information annually. (Part 3.6) |
| | The applicant agrees to submit financial reports to the state regularly, including budgets, requests for reimbursement, and budget modification requests, following the schedule that will be provided by the state. (Part 3.8) |

Part 3.12, Pre-Award Risk Assessment Tool

This section is designed to assist state staff in effectively monitoring potential risk factors associated with grants funded by federal pass-through to grantees. The focus is to ensure that grant programs adhere to the grantor's guidelines and agreements, remain within budget, and are able to carry out the scope of service, and to ensure that proper internal controls are in place. Low risk is not a guarantee of award.

Evaluation of the pre-award risk assessment tool will determine what conditions, if any, are imposed if the applicant is awarded. Award conditions may include items such as the following:

- (1) Requiring payments as reimbursements rather than advance payments;
- (2) Withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given performance period;
- (3) Requiring additional, more detailed financial reports;
- (4) Requiring additional project monitoring;
- (5) Requiring the non-federal entity to obtain technical or management assistance; or
- (6) Establishing additional prior approvals.

[2 CFR 200.208](#)

Reviewers will score each question on a scale of zero (0) through three (3) points. See the attached rubric for more information about scoring of the pre-award risk assessment tool.

Clearly and completely respond to all 15 questions in this section, unless otherwise specified.

3.12.1) If the applicant is on the Federal or State Debarment List, the applicant is disqualified from award and no further assessment will be conducted. No response is required for this item.

3.12.2) Has the agency or principals thereof ever been suspended or debarred from receiving state or federal grants or contracts? If yes, provide additional applicable information, including which principals, the dates of suspension or debarment, the length of suspension, and other relevant information.

3.12.3) Has the agency ever had a government contract, project, or agreement terminated? If yes, provide additional applicable information, including the type of contract or project or agreement, the dates of termination, the circumstances surrounding the termination, and other relevant information.

3.12.4) Describe the agency's most recent single audit results as described in [2 CFR 200.516](#), whether no findings, significant deficiency findings, and/or material weakness findings. If no single audit has been performed, explain why.

3.12.5) Describe complaints against the agency or incidents resulting in investigations from the U.S. Department of Education's Office of the Inspector General (OIG).

3.12.6) Describe any legal issues involving staff that would have an effect on fiscal results.

3.12.7) Describe any lawsuits filed against the agency.

**3.12.8) How many years has the organization been in existence as of the application date?
Provide the founding or inception date and describe gaps, if any, in continuous
existence.**

3.12.9) Describe the organization’s written financial procedures, if any, that ensure proper internal controls are in place. *NOTE: Some overlap in response may exist with question [3.10.1](#).*

3.12.10) Other than WIOA Title II, does the agency have experience managing other federal, state, local, or private funds? Describe the agency’s experience.

3.12.11) Does the agency have experience administering WIOA Title II funds or other grants that provide funds for services for a comparable target population? Describe the agency's experience.

3.12.12) In administering WIOA Title II funds or other federal, state, local, or private funds, has the agency been under budget or over budget? Describe funds returned or methods of supplementing costs over budget.

3.12.13) How many years has the Program Administrator been in the position as of the application date?

3.12.14) Does the agency employ a finance director with at least three years of experience in accounting and experience with federal or state grants? Describe the finance director's experience.

3.12.15) Describe the agency's average staff turnover rate for the past three (3) years and any staffing reductions in that time.

Pre-Award Risk Assessment Tool Scoring Scale

0 – 10 points = High Risk. If awarded, applicant will be awarded with conditions.

11 – 20 points = Moderate Risk. If awarded, applicant is likely to be awarded with conditions.

21 – 34 points = Potential Risk. If awarded, applicant may be awarded with conditions.

35 – 45 points = Low Risk. If awarded, applicant is unlikely to be awarded with conditions. Low risk is not a guarantee of award.

Part 3.13, Signatures

This section is for applicant signatures. Two (2) signatures are 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 1 – 3 Signature Page.pdf

The head of the sponsoring institution, named on the [Applicant Cover Page](#), must sign this application. The Chief Financial Officer or other authorized fiscal representative, named on the [Applicant Cover Page](#), must also sign.

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

**Parts 1 – 3, Application Information and Applicant Eligibility
Signature Page**

The undersigned affirm the accuracy of this document and submit this application in good faith. The undersigned agree 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 | |
| Name of Chief Financial Officer | |
| Title of Chief Financial Officer | |
| Signature of Chief Financial Officer | |
| Date of Signature | |