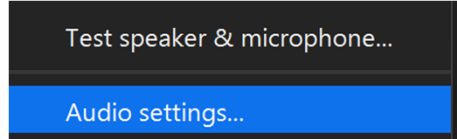
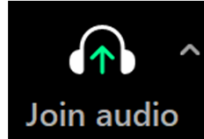


# Welcome!

- You have entered the webinar.
- We will start soon.
- Please connect your audio. You should hear music playing.
- To connect to audio, find the picture of headphones (usually at the bottom of the screen) and click on the arrow. Select the speakers you want to use.
- If technical difficulties prevent you from joining today, please view the recording at [https://kansasregents.org/workforce\\_development/adult-education-rfp](https://kansasregents.org/workforce_development/adult-education-rfp), available within three (3) business days.



Music: "Corporate Creative" by [Krylo Momot](#) from [Pixabay](#), free for use under the [Pixabay Content License](#)

(music)

# Kansas Adult Education Multiyear Grant Request for Proposals (RFP)

WIOA Sections 231, 225, and 243  
July 1, 2025 – June 30, 2030

(Hector Martinez) Good morning/afternoon/evening. Thank you for joining this virtual session. The purpose of this session is to review materials for the Kansas Adult Education Multiyear Grant for WIOA Sections 231, 225, and 243. These grants run from July first 2025, through June thirtieth 2026, and are renewable every year for five years.

## Session Information

- This session is being recorded.
- The recording and slides, including transcript, will be available within three (3) business days at [https://kansasregents.org/workforce\\_development/adult-education-rfp](https://kansasregents.org/workforce_development/adult-education-rfp)
- This session runs for approximately one (1) hour.
- All attendees are muted. Video and Chat are disabled. Please do not use the “Raise Hand” feature as audio cannot be unmuted.
- Questions should be submitted to [AdultEd\\_RFP@ksbor.org](mailto:AdultEd_RFP@ksbor.org) after reviewing application materials.
- Questions can be submitted in the Q&A and will be answered on the webpage within three (3) business days. All attendees can view questions. Questions can be submitted anonymously if preferred.

3

(Hector Martinez) This session is being recorded. The session recording and materials will be available on the RFP webpage. This session will be about one hour long. Videos and microphones for attendees are off.

The preferred method of submitting questions is by emailing Adult Ed underscore RFP at ksbor dot org. Potential applicants are advised to first review application materials carefully, which might provided the needed information.

Attendees can submit questions in the Q and A in the meeting window. Questions will not be answered during this session but will be published on the webpage within three business days. The purpose of answering questions on the webpage is to ensure all potential applicants have access to the same information.

Presenters will pause at the beginning and end of each slide to allow attendees time to read. Remember these slides will also be available after the session. (PAUSE)

## Agenda and Presenters

- Overview of Parts 1 - 3, Application Information and Applicant Eligibility
- Overview of Parts 4 - 6 (WIOA Section 231), Parts 7 - 9 (WIOA Section 225), and Parts 10 - 12 (WIOA Section 243)
- Overview of Other Materials
  - Scoring Rubrics
  - LWDB Evaluation
  - Supplemental Information
- Presenters
  - Hector Martinez, Director for Adult Education
  - Susanna Lee, Associate Director for Adult Education
  - Eric Tincher, Associate Director for Adult Education
  - Julie Clark, Associate Director for High School Equivalency

4

(Hector Martinez) (PAUSE) This session will review application materials, starting with parts one through three. Then parts four through six, parts seven through nine, and parts ten through twelve will be reviewed together. Finally, other materials will be briefly reviewed.

Presenters today include myself, Hector Martinez, Kansas State Director for Adult Education with the Kansas Board of Regents. I am joined by the KBOR Adult Education team, who will introduce themselves throughout the session. (PAUSE)

## Background – Adult Education

- Adult Education helps eligible individuals obtain a high school equivalency diploma, build foundational skills, and increase English language proficiency.
- Adult Education also helps eligible individuals build necessary skills for college and careers, including assisting students in transitioning to postsecondary education and training and working with employers to help employees build workplace skills.
- Eligible individuals are those who—
  - Are 16 years of age or older
  - Are not enrolled or required to be enrolled in K-12 education
  - Need at least one of the following:
    - A high school equivalency diploma
    - English language skills
    - Foundational skills

5

(Hector Martinez) (PAUSE) What is Adult Education? Adult Education serves adults who are 16 years or older and who are not enrolled in school. Adult Education helps individuals in gaining a secondary diploma; building math, reading, and other skills; and learning English. Adult Education also helps participants transition to college and/or a career, which includes building workplace skills. (PAUSE)

## Background – Grants

- Grants are funded under the United States Department of Education.
- The Workforce Innovation and Opportunity Act (WIOA) describes the services provided under Title II, the Adult Education and Family Literacy Act (AEFLA).
- Applicants can apply for funding to provide Adult Education services under WIOA Section 231, Corrections Education services under WIOA Section 225, or Integrated English Literacy and Civics Education (IELCE) services under WIOA Section 243.
- In Kansas, the Kansas Board of Regents (KBOR) is the pass-through entity for federal funding for WIOA Title II.

6

(Hector Martinez) (PAUSE) The available grants in this RFP are funded through the U.S. Department of Education. WIOA Title II describes the services we can provide. There are three grants available: WIOA Section 231, WIOA Section 225, and WIOA Section 243.

The Kansas Board of Regents is the pass-through agency for federal funding for Adult Education in Kansas and is accepting applications to provide WIOA Title II services.  
(PAUSE)

## Overview

- Grant materials are available to download [https://kansasregents.org/workforce\\_development/adult-education-rfp](https://kansasregents.org/workforce_development/adult-education-rfp)
- All applicants will complete Parts 1 – 3.
- Applicants will complete one or more of the following: Parts 4 – 6, Parts 7 – 9, Parts 10 – 12.
- Grant applications and supporting materials are due to [AdultEd\\_RFP@ksbor.org](mailto:AdultEd_RFP@ksbor.org) on or before January 31, 2025, no later than 5:00pm Central Time.

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](mailto:AdultEd_RFP@ksbor.org) (note the underscore between "Adult Ed" and "RFP")

7

(Hector Martinez) (PAUSE) All grant materials are available on the RFP webpage. All applicants must complete parts one through three. Applicants will then select one or more funding streams and will complete the parts for each funding stream.

Applications are due by January thirty-first 2025, by five o'clock PM Central Time.  
(PAUSE)

# Applicant Cover Page

- Complete all fields
- Parts 1 – 3, Page 6
- Parts 4 – 6, Page 4
- Parts 7 – 9, Page 4
- Parts 10 – 12, Page 4

Kansas WIOA Title II Grant Application Parts 1 – 3 Page 6  
[Home to Table of Contents](#)

**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:	

(Hector Martinez) (PAUSE) Each application section has a cover page. Applicants must complete all fields. Contact information on the cover page will be used to send notifications to applicants. (PAUSE)



# Applicant Checklists

- Checklists are NOT required to be completed.
- Checklists are a tool for applicants.
- Checklists are in Parts 1 – 3 for all application parts.

## 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

(Hector Martinez) (PAUSE) Parts one through three have a tool that might be helpful. Checklists can be used to help applicants remember to complete every section. These checklists are not required and will not be reviewed. They are an optional tool to assist applicants with application materials. (PAUSE)

## Parts 1.1 – 1.4

- Part 1.1, Background – Information about the Workforce Innovation and Opportunity Act (WIOA), the Office of Career, Technical, and Adult Education (OCTAE), and the Division of Adult Education and Literacy (DAEL)
- Part 1.2, Legislation and Resources – Links to applicable laws, regulations, and statutes
- Part 1.3, Purpose – The purpose of the Adult Education and Family Literacy Act (AEFLA)
- Part 1.4, Timeline
  - January 31, 2025, no later than 5:00pm Central Time – Application materials due
  - March 3, 2025 – Notification of eligibility or non-eligibility
  - April 14, 2025 – Notification of award or non-award
  - July 1, 2025 – Start of grant period

10

(Susanna Lee) (PAUSE) Good morning/afternoon/evening. My name is Susanna Lee, and I am an Associate Director for Adult Education with the Kansas Board of Regents. I will briefly review parts one and two.

Part one is informational. No responses are required anywhere in part one.

Part one point one provides background information about the Workforce Innovation and Opportunity Act, or WIOA, and the federal agencies that oversee Adult Education.

Part one point two has links to laws, regulations, and statutes relevant to Adult Education in Kansas.

Part one point three briefly describes the purpose of the Adult Education and Family Literacy Act, or AEFLA, which is title two of WIOA.

Part one point four has the application timeline. January thirty-first is the deadline for application materials. The grant period begins July first 2025. Review application materials for more information about the timeline. (PAUSE)

## Part 1.5, Application Instructions

- Applications are PDF files. Complete the required fields and save as PDFs using the naming conventions described in Part 1.5.
- Attachments
  - Some attachments are requested.
  - Applicants can include additional attachments that will provide significant support to the narrative response.
  - Save attachments in groups (all attachments for Parts 1 – 3, all attachments for Parts 4 – 6, etc.).
- Writing Narratives – Remember that reviewers might be from outside Kansas or outside Adult Education. Write with the assumption the reviewer might not be familiar with Kansas or might not be extremely familiar with the details of Adult Education.
- Acronyms and Abbreviations – Write out the full word or term the first time it is used in each response.
- Response Length – No limit is imposed. Provide clear, complete, and concise responses.
- Proofreading and Checking – Before submitting, proofread documents. Check to ensure ALL materials are complete and included.

11

(Susanna Lee) (PAUSE) You will notice the applications are fillable PDFs. Please complete all required fields and save. Save groups of attachments for each application.

When responding to questions, write as clearly as possible. Reviewers might not be from Kansas or might be from partner agencies not extremely familiar with Adult Education. Write so anyone reading could understand.

Similarly, write out full terms before using acronyms or abbreviations. Do not expect reviewers to remember an acronym or abbreviation that was used several pages ago.

No limit is enforced for response length. Keep responses direct and clear. Include all necessary information but do not include unnecessary information.

Before submitting, be sure all materials are complete and all responses are clear.  
(PAUSE)

## Parts 1.6 – 1.8

- Part 1.6, Submission Process – Follow the process detailed in Part 1.6.
  - 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 – Applications will be checked for completeness and measures of Demonstrated Effectiveness will be evaluated. (More information in Part 2.2.)
- Part 1.8, Application Review Process – Applications that have met the threshold for Demonstrated Effectiveness will be reviewed. Parts 4 – 6, Parts 7 – 9, and Parts 10 -12 will be scored separately, each on a 100-point scale. A minimum of 50 points is required to be awarded.

12

(Susanna Lee) (PAUSE) Submit applications by emailing Adult Ed underscore RFP at ksbor dot org. Please note that application materials MUST be received no later than five o'clock PM Central Time on January thirty-first 2025.

Applications will first be reviewed for eligibility by meeting the threshold of Demonstrated Effectiveness.

Applications meeting eligibility requirements will be reviewed and scored. Multiple reviewers will score each application, and scores will be averaged for the applicant's final score. (PAUSE)

## Parts 1.9 – 1.11

- Part 1.9, Funding Process – A brief description of estimated awards and Grant Award Notifications (GANs) for awardees
- Part 1.10, Application Process Summary – A brief summary of application steps
- Part 1.11, Grant Duration – The grant period and circumstances which might cause grant termination
  - Failure to Commence Project
  - Discontinued Funding
  - Termination for cause by KBOR
  - Termination by the grantee

13

(Susanna Lee) (PAUSE) Awardees will be funded according to the funding formulas described in part three. Part one point nine briefly describes when estimated awards and Grant Award Notifications, or GANs, will be sent to awardees.

Part one point ten is a brief summary of the application process that is described in detail in previous sections.

Part one point eleven describes the grant period and possible reasons for grant termination. (PAUSE)

## Part 1.12, Federal and State Requirements

- **Carefully review all requirements**
- One-Stop Partnership and Memorandum of Understanding (MOU) with One-Stop System
- Federal Reports
- Audits
- Record Retention
- National Reporting System (NRS) Tables
- Follow-Up Surveys
- Assessment Policy
- State Reports
- Continuation Application
- Risk Assessment
- Monitoring
- Confidentiality Agreement
- Initial Training
- Professional Development and Travel
- College and Career Readiness Standards (CCRS)
- Digital Literacy Instruction
- Distance Education
- Cross-Teaching Remote Education in Kansas (Cross-TREK)
- High School Equivalency (HSE) Preparation
- Managed Enrollment
- Attendance Policy
- Provider Website
- Created Resources
- Statewide Collaboration

14

(Susanna Lee) (PAUSE) Part one point twelve briefly describes federal and state requirements of awardees. Applicants should carefully review all requirements to be sure requirements can be met if the applicant is awarded. (PAUSE)

## Part 1.13, Primary Indicators of Performance

- WIOA Core Programs report six primary outcomes
- Employment 2<sup>nd</sup> Quarter After Exit
- Employment 4<sup>th</sup> Quarter After Exit
- Median Earnings
- Credential Attainment
- Effectiveness in Serving Employers
- Measurable Skill Gains (MSGs)
  - MSG 1 = Educational Functioning Level (EFL) Gain
    - MSG 1a = Level gain from pretest to posttest
    - MSG 1c = Entry into a postsecondary institution within the fiscal year
    - MSG 1d = Passage of one (1) GED® subject test
  - MSG 2 = Attainment of a high school equivalency diploma
  - 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

15

(Susanna Lee) (PAUSE) Part one point thirteen describes WIOA's primary indicators of performance, including all types of Measurable Skill Gains, or MSGs. Awardees will report these indicators to the state, and the state will report aggregated state data to the U.S. Department of Education's Office of Career, Technical, and Adult Education, or OCTAE. (PAUSE)

## Part 1.14, Educational Functioning Levels (EFLs)

- Adult Basic Education = ABE
- Adult Secondary Education = ASE
- English as a Second Language = ESL
- ABE Levels 1 – 4
- ASE Levels 5 – 6
- ESL Levels 1 – 6
- Alternative ABE Placement
- Alternative ESL Placement

16

(Susanna Lee) (PAUSE) Part one point fourteen briefly describes the Educational Functioning Levels, or EFLs, served by Adult Education providers. There are six levels for ABE and ASE and six levels for ESL. In addition, there is an Alternative ABE Placement level and an Alternative ESL Placement level. (PAUSE)



## Parts 1.15 – 1.18

- Part 1.15, Accountability Practices and the National Reporting System (NRS) – A brief overview of some data accountability practices. Note that all sites, locations, classes, and/or consortium members aggregate data to submit to the state. All state data are aggregated to submit federally.
- Part 1.16, Common Acronyms – A list of some common acronyms. These acronyms can be used in narrative responses without first writing out the full term.
- Part 1.17, Application Inquiries and Assistance – Submit questions to [AdultEd\\_RFP@ksbor.org](mailto:AdultEd_RFP@ksbor.org) and watch for answered questions at [https://kansasregents.org/workforce\\_development/adult-education-rfp](https://kansasregents.org/workforce_development/adult-education-rfp).
- Part 1.18, Statement of Assurances – Assurances provided by the applicant upon submission of the application.

17

(Susanna Lee) (PAUSE) Part one point fifteen describes some data accountability practices.

Part one point sixteen lists a few common acronyms, such as WIOA, that can be used in narrative responses without first writing the full term.

Part one point seventeen describes how to obtain assistance with the application. Please submit questions to Adult Ed underscore RFP at ksbor dot org.

Part one point eighteen is assurances provided by the applicant by submitting the application – for example, the assurance of complying with Title IX, which prohibits discrimination on the basis of sex. (PAUSE)

## Part 2.1, Organization Type

- Select the organization type that best describes the applicant.
- If selecting “Other,” please describe.
- If selecting “(i) A consortium or coalition,” complete Part 2.1.1.

Kansas WIOA Title II Grant Application Parts 1 - 3 Page   38	
2.1) Mark the one (1) organization type below that best describes the applicant.	
Mark One (1)	Organization Type
<input type="checkbox"/>	(a) A local educational agency
<input type="checkbox"/>	(b) A community-based organization or faith-based organization
<input type="checkbox"/>	(c) A volunteer literacy organization
<input type="checkbox"/>	(d) An institution of higher education
<input type="checkbox"/>	(e) A public or private nonprofit agency
<input type="checkbox"/>	(f) A library
<input type="checkbox"/>	(g) A public housing authority
<input type="checkbox"/>	(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
<input type="checkbox"/>	(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 <a href="#">Part 2.1.1</a> )
<input type="checkbox"/>	(j) A partnership between an employer and an entity described in any of paragraphs (a) through (i) of this section
<input type="checkbox"/>	Other (please describe): <input style="width: 150px; height: 20px;" type="text"/>

(Susanna Lee) (PAUSE) Each section of part two requires responses from applicants. However, fields that do not apply might be left blank, as we will see.

Part two point one requires one response. Select the organization type that best describes the applicant. (PAUSE)

## Part 2.1.1, Consortium Members

- ONLY consortium applicants complete Part 2.1.1 – all other applicants can skip this section.
- Designate a Lead Agency and list all consortium members.

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.

19

(Susanna Lee) (PAUSE) If the organization type was a consortium or coalition, applicants must list the lead agency and consortium members in part two point one point one. Applicants that are not a consortium or coalition can leave this section blank. (PAUSE)

## Part 2.2, Demonstrated Effectiveness

- Mark previously funded, not previously funded, OR a consortium with some members previously funded and some members not previously funded.
- “Previously funded” means Adult Education program receiving WIOA Title II funds from KBOR as the pass-through entity in 2021 – 2025.
- Include the number of consortium members; enter “1” if a single applicant.

Kansas WIOA Title II Grant Application Parts 1 – 3 Page | 41  
[Jump to Table of Contents](#)

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:

20

(Susanna Lee) (PAUSE) In part two point two, applicants must select one option: if the applicant or all consortium members are current recipients of WIOA Title II funding, if the applicant or all consortium members are NOT currently receiving WIOA Title II funding, or if the consortium or coalition has some previously funded members and some non-funded members. The applicant must include the number of applicants or consortium members.

Please note that in these materials, “previously funded” means during fiscal years 2021 through 2025. Applicants funded under WIOA Title II before that should mark “not previously funded.” (PAUSE)

## Part 2.2.1, Previously Funded Applicants

- Include the name of the applicant or consortium member.
- Complete all fields. Entering “0” is acceptable for levels with no participants in a fiscal year.
- Data can be found in the Adult Education Student Information System (AESIS) or in federal reporting tables sent to each program.
- Complete the information for each previously funded consortium member.

Kansas WIOA Title II Grant Application Parts 1 - 3 Page | 45  
[Jump to Table of Contents](#)

Name of Applicant or Consortium Member #1: \_\_\_\_\_

Improving Skills Outcomes	Participants Served <i>(Federal Table 4, Column B)</i>			MSG Percentage <i>(Federal Table 4, Column M)</i>		
	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						
<b>Totals</b>				<i>A)</i>	<i>B)</i>	<i>C)</i>

Employment Outcomes	Number Exited <i>(Federal Table 5, Column B)</i>			Percentage Achieving Outcome <i>(Federal Table 5, Column G)</i>		
	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 <i>(report each individual only once)</i>			Method(s) Used to Calculate <i>(mark all that apply):</i>
	FY2022	FY2023	FY2024	
Secondary School Diploma or Equivalent	<i>J)</i>	<i>K)</i>	<i>L)</i>	<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 <i>(report each individual only once)</i>			Method(s) Used to Calculate <i>(mark all that apply):</i>
	FY2022	FY2023	FY2024	
Transition to Postsecondary Education and Training	<i>M)</i>	<i>N)</i>	<i>O)</i>	<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.](#)

21

(Susanna Lee) (PAUSE) Part two point two point one is for applicants or consortium members that were previously funded. Tables must be completed for each consortium member. If the applicant has no previously funded members or less than ten previously funded members, the unused pages can be left blank.

Previously funded applicants will use AESIS or shared federal tables to complete these fields.

Please refer to the scoring rubrics for the thresholds of Demonstrated Effectiveness. (PAUSE)

## Part 2.2.2, Not Previously Funded Applicants

- Include the name of the applicant or consortium member.
- Describe the data collection and reporting methods used.
- Describe the individuals served. Review the definition of “eligible individuals” on page 40.
  - 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.

Kansas WIOA Title II Grant Application Parts 1 - 3 Page 54 [Jump to Table of Contents](#)

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.

22

(Susanna Lee) (PAUSE) Part two point two point two is for applicants or consortium members that were NOT previously funded. Pages must be completed for each consortium member. If the applicant has no non-previously-funded members or less than ten non-previously-funded members, the unused pages can be left blank.

Each applicant or consortium member must describe the data collection and reporting methods, as well as describing the individuals served. (PAUSE)

## Part 2.2.2, Not Previously Funded Applicants, cont.

- Complete the tables. It is acceptable to enter “0” if no participants were served in a specific subject in a fiscal year.
- Calculate totals and percentages. Eligible individuals served in multiple subjects will be counted multiple times.
- Explain each type of outcome. Refer to the examples on pages 55 – 56. Lists of example are not exhaustive.

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

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

23

(Susanna Lee) (PAUSE) Each applicant or consortium member will then include the number of individuals served in each row, the number of outcomes, and a brief description of the types of outcomes measured. Example outcomes are provided in application materials, but examples do not exclude other possible measures.

In the “Data on Improving Skills” table, individuals served in multiple subjects will be listed multiple times. If the individual achieved an outcome in one area but not another, the outcome will only be listed in the appropriate row. If the individual achieved outcomes in multiple subjects, the outcomes will be listed in all appropriate rows. Calculate percentages of outcomes in fields A, B, and C.

Please refer to the scoring rubrics for the thresholds of Demonstrated Effectiveness. (PAUSE)

## Part 2.3, Service to Eligible Individuals

- Respond to all five (5) questions to complete the application
- Eligible individuals in the labor force
  - Employed—Participants who work as paid employees, work at their own business or farm, or work 15 hours or more per week as unpaid workers at a farm or business operated by a member of their family. Also included are participants who are not currently working but who have jobs or businesses from which they are temporarily absent.
  - Employed but received notice of termination of employment or military separation is pending—Participant has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or participant is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement)
  - Unemployed—Participants who are not employed but are seeking employment, are making specific efforts to find a job, and are available for work
  - *Not in the labor force—Participants who are not employed and are not seeking employment (e.g., stay-at-home parents, retirees, etc.)*
- Eligible individuals by age (18 – 64, 16 – 17, 65+)
- Eligible individuals who lack a high school diploma or equivalent, who are basic-skills deficient, and/or who are English language learners
- Eligible individuals with low levels of literacy, including the method of determining the level of literacy
- Eligible individuals who are culturally and linguistically diverse (CLD)

24

(Susanna Lee) (PAUSE) Part two point three has five questions about the individuals served.

The first question relates to individuals in the labor force. Full information about labor force status is available in the NRS Technical Assistance Guide. Definitions are included here for convenience. Three categories of individuals are included in the labor force: if they are employed, employed but received notice of termination of employment or military separation is pending, or unemployed. (PAUSE)



## Part 2.4, General Education Provisions Act (GEPA)

- Respond to all five (5) questions to complete the application
- How the existing mission, policies, or commitments ensure equitable access to and participation in proposed activities
- Barriers that might impede equitable access and participation
- Steps to address these barriers
- Timeline and milestones for addressing barriers
- Nondiscrimination statement or assurance of nondiscriminatory practices

25

(Susanna Lee) (PAUSE) Part two point four has five questions for the General Education Provisions Act, or GEPA. Please note in the first question that the applicant is not required to have an existing mission statement or existing policies that align with equity in order to submit an application. (PAUSE)

## Part 3.1, Funding Sources

- Federal Funding
- State Funding
- Local Match Funding
  - Kansas requires a minimum 10% cash match of WIOA Section 231 funding and a total 50% match (in cash or in kind) of WIOA Section 231 funding.
  - Kansas requires Maintenance of Effort – the same or greater dollar amount each year of the grant period (while also meeting the matching requirement).
- Program Income – respond to three (3) questions to complete the application
  - Any anticipated costs to participants
  - Methods of reducing or waiving participant fees
  - Uses of Program Income within the same fiscal year
- Funding outside WIOA Title II

26

(Eric Tincher) (PAUSE) Good morning/afternoon/evening. My name is Eric Tincher, and I am an Associate Director for Adult Education with the Kansas Board of Regents. I will briefly review part three.

Part three point one describes sources of funding, including federal funding, state funding, local match funding, and program income. A section is also included to describe funding not under WIOA Title II.

Kansas has specific requirements for Local Match funding. Sponsoring institutions must provide a 10 percent cash match to WIOA Section 231 funding and a total 50 percent match, either in cash or in kind. Maintenance of Effort means in future years of the grant period, the dollar amount of Local Match funding must never be less than the previous year. Please note Maintenance of Effort does not apply in the first year of the grant, July 2025 through June 2026, but will apply in future years.

Applicants must respond to three questions under Program Income to describe expected costs to participants, if any, and how that income will be used. (PAUSE)

## Part 3.2, WIOA Section 231 Funding Formula

- Funding for grantees is divided into each section and then distributed among grantees
  - Institutional Grant
  - Need in Service Area
  - System Services
  - Enrollment
  - Past Effectiveness
- Example: If \$4,000,000 is available, 10% (\$400,000) is set aside for the Institutional Grant. This \$400,000 is then divided evenly among all WIOA Section 231 grantees.

WIOA Section 231 (AEFLA) FY2026 – FY2030 Funding Formula		
Category	Percentage	Description
<b>Base Funding</b>	<b>18%</b>	
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.
<b>Performance Funding</b>	<b>82%</b>	
Enrollment	40%	Enrollment is calculated annually at the end of the third (3 <sup>rd</sup> ) 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 <sup>rd</sup> ) quarter and averaged by quarter.
Employment 2 <sup>nd</sup> Qtr After Exit		The number of exited participants achieving this outcome.
Employment 4 <sup>th</sup> 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.

27

(Eric Tincher) (PAUSE) Part three point two describes the funding formula for WIOA Section 231. This is the largest amount of federal funding received and thus has the most detailed funding formula.

Please review application materials for details on the implementation of the funding formula. (PAUSE)

## Part 3.3, WIOA Section 225 Funding Formula

WIOA Section 225 (Corrections) FY2026 – FY2030 Funding Formula		
<i>Category</i>	<i>Percentage</i>	<i>Description</i>
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 <sup>rd</sup> ) quarter and averaged by quarter.

- Note for all funding formulas, calculations are conducted at the end of the third (3<sup>rd</sup>) quarter to determine funding for the next fiscal year.
- See the application materials for detailed explanations of how funding is calculated each year of the grant period.

28

(Eric Tincher) (PAUSE) Part three point three describes the funding formula for WIOA Section 225.

Please review application materials for details on the implementation of the funding formula. (PAUSE)

## Part 3.4, WIOA Section 243 Funding Formula

WIOA Section 243 (IELCE) FY2026 – FY2030 Funding Formula		
<i>Category</i>	<i>Percentage</i>	<i>Description</i>
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.

- For WIOA Section 243 only, enrollment is based on projections each year.
- IELCE enrollment is most likely to experience swift changes due to the addition or dissolution of Integrated Education and Training (IET) pathways.

29

(Eric Tincher) (PAUSE) Part three point four describes the funding formula for WIOA Section 243.

Please review application materials for details on the implementation of the funding formula. (PAUSE)

## Part 3.5, Cost Guidelines

- Local Administrative Cost Limit – No more than 5% of federal funding for administrative costs unless the local program negotiates a higher percentage with the state and has an approved waiver.
- Supplement, Not Supplant – Federal funds are used to support activities. “Supplanting” is using federal monies to fund activities previously funded by state or local monies.
- Allowable Costs
- Fiscal Management
- Inventory and Tracking
- Property Use, Management, and Disposition

30

(Eric Tincher) (PAUSE) Part three point five describes some cost guidelines, including the administrative cost limit of 5% and the requirement NOT to use federal funds to supplant other funding. (PAUSE)

## Part 3.6, Budget Categories

### **Administrative**

- Administrative Salaries & Benefits
- Professional Development
- One-Stop Infrastructure
- Indirect Costs
- Other Administrative Costs

### • **Also track:**

- Career Services
- Training Services
- Program Income

### **Non-Administrative**

- Instructor Salaries & Benefits
- Other Instructional Costs
- Career Navigator Salaries & Benefits
- Paraprofessional Salaries & Benefits
- Facilities
- Equipment
- Supplies
- Outreach
- Support Services

31

(Eric Tincher) (PAUSE) Part three point six describes the budget categories applicants will report. Some categories might not be used by all awardees. (PAUSE)

## Parts 3.7 – 3.11

- Part 3.7, Special Project Funding
- Part 3.8, Fiscal Reporting Timelines
- Part 3.9, Proofs of Expenditures
- Part 3.10, Controls and Spending
  - Respond to two (2) questions to complete the application.
  - Internal controls
  - How funds will be spent
- Part 3.11, Acknowledgements
  - Mark all 21 acknowledgements.
  - Each statement is detailed elsewhere in application materials.

32

(Eric Tincher) (PAUSE) Part three point seven briefly describes the possibility of special project funding in addition to funding received by formula.

Part three point eight provides an example year of deadlines for fiscal reporting.

Part three point nine gives some examples of acceptable and unacceptable proofs of expenditures.

Part three point ten has two questions. Applicants should describe internal fiscal controls and describe how WIOA Title II funds will be spent.

Part three point eleven is an opportunity to review some of the requirements described throughout parts one through three. Applicants must mark all twenty-one acknowledgements to complete the application. (PAUSE)



## Part 3.12, Pre-Award Risk Assessment Tool

- Respond to all 15 questions (except where noted).
- The Pre-Award Risk Assessment Tool will determine whether conditions will be imposed, if the applicant is awarded.
- Possible conditions are listed on page 113.
- **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.

33

(Eric Tincher) (PAUSE) Part three point twelve is the pre-award risk assessment tool, which has fifteen questions. If an applicant is assessed as a high risk, conditions are likely to be imposed when awarding, if the applicant is awarded. Possible conditions are listed in application materials. Examples of conditions include requiring more detailed financial reports and requiring additional project monitoring. (PAUSE)

## Part 3.13, Signatures

- Two (2) signatures are required in Parts 1 – 3.
  - Head of Sponsoring Institution (e.g., President, CEO, Superintendent, Owner)
  - Chief Financial Officer
- Electronic signatures are strongly preferred. Ink signatures will be accepted if only the signature page is scanned (do not scan all pages).

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	

34

(Eric Tincher) (PAUSE) Part three point thirteen requires two signatures. Electronic signatures are preferred. If ink signatures are used, print and scan only the signature page and include as an attachment. Please do not print and scan all pages of the application. (PAUSE)

## Applications Overview

- In addition to completing Parts 1 – 3, applicants will complete one, two, or three of the following applications:
  - Parts 4 – 6, WIOA Section 231 Adult Education and Family Literacy Act (AEFLA)
  - Parts 7 – 9, WIOA Section 225, Corrections and Other Institutionalized Individuals (Corrections)
  - Parts 10 – 12, WIOA Section 243, Integrated English Literacy and Civics Education (IELCE)
- All application materials will be submitted together on or before January 31, 2025, no later than 5:00pm Central Time.
- The application part is listed on page 2 and in the header of each application.

This document contains Application Parts 4 – 6, WIOA Section 231 Adult Education and Family Literacy Act (AEFLA).

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

This document contains Application Parts 7 – 9, WIOA Section 225 Corrections and Other Institutionalized Individuals (Corrections).

Applicants applying for funding under WIOA Section 225 (Corrections) must complete this document.

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

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

35

(Julie Clark) (PAUSE) Good morning/afternoon/evening. My name is Julie Clark, and I am the Associate Director for High School Equivalency with the Kansas Board of Regents. I will briefly review parts four through six, parts seven through nine, and parts ten through twelve. Because all three applications follow the same format, all three will be reviewed together in this session. (PAUSE)

## Part 4, Part 7, Part 10

- Part 4.1, Part 7.1, Part 10.1, Budgets
  - Projected Cost per Participant, including reasoning
  - Estimated Expenditures for each budget category, including brief descriptions

Budget Category	Projected Expenditures	Description
Professional Development		
One-Stop Infrastructure		
Indirect Costs		
Other Administrative Costs		
Instructor Salaries & Benefits		
Other Instructional Costs		
Career Navigator Salaries & Benefits		

- Part 4.2, Part 7.2, Part 10.2, Signatures
  - The signature of the Head of the Sponsoring Institution is required.
  - Electronic signatures are strongly preferred. Ink signatures will be accepted if only the signature page is scanned (do not scan all pages).

36

(Julie Clark) (PAUSE) The first part of each application includes budgets and signatures.

Under budgets, applicants will be asked to estimate the cost per participant and to estimate expenditures in each budget category. It is acceptable to estimate a budget category as zero dollars if it is not applicable or if it will not be used by the applicant. The screenshot here is provided as an example but is not the complete list of budget categories.

One signature is required from the head of the sponsoring institution. (PAUSE)

## Part 5.1, Part 8.1, Part 11.1, Sponsoring Institution

- Respond to all five (5) questions
- Mission or vision statement or organization's purpose, ideals, or core beliefs
- Activity alignment with mission
- Non-financial support for staff
- Non-financial support for learners
- Local Match for WIOA Section 231; additional financial support, if any, for WIOA Section 225 and WIOA Section 243

37

(Julie Clark) (PAUSE) Parts five point one, eight point one, and eleven point one include five questions for the applicant to describe the support of the sponsoring institution. Please note one question for WIOA Section 231 is different from other applications due to the state's local match requirements. (PAUSE)

## Part 5.2, Part 8.2, Part 11.2, Service Area

- Respond to all five (5) questions.
- WIOA Section 231 – Use the supplemental Service Area Census Data to include the need in each proposed county of service.
- WIOA Section 225 – List proposed facilities of service.
- WIOA Section 243 – List counties of service and describe the need.
- Depending on applications received, it is possible some proposed counties of service might be divided.
- Depending on applications received, it is possible the state will request that awardees serve additional nearby counties.
- Attach a map of proposed counties of service or facilities of service. Use [mapchart.net](http://mapchart.net) or another method to quickly create a map of Kansas with service areas marked or highlighted.

38

(Julie Clark) (PAUSE) Parts five point two, eight point two, and eleven point two include five questions for the applicant to describe the service area. WIOA Section 231 applicants will need to use the supplemental census data spreadsheet for this section. All applicants are asked to attach a map of Kansas with counties or facilities marked or highlighted. (PAUSE)

## Part 5.3, Part 8.3, Part 11.3, Service Activities

- Respond to all five (5) questions.
- Carefully review allowable and unallowable activities.
- Describe services that will be provided.
- Describe the method of delivery of services.
- Describe how service activities will begin within the first quarter of the grant (July – September 2025).
- Describe how eligible individuals will be informed of services and will be placed in relevant services.
- Describe how services address need in the area or, for WIOA Section 225 only, how priority of service is given to eligible individuals who are likely to leave the institution within five (5) years of participation.

39

(Julie Clark) (PAUSE) Parts five point three, eight point three, and eleven point three include five questions for the applicant to describe proposed service activities.

In the fourth question, “informing eligible individuals of services” might include outreach but is more specifically about discussing options with potential learners to help learners select the services that will best help them reach their goals.

Please note one question for WIOA Section 225 is different from other applications due to the WIOA requirement to prioritize service to eligible individuals likely to leave the institution within five years of participation. (PAUSE)

## Part 5.4, Part 8.4, Part 11.4, Personnel

- Respond to all five (5) questions.
- Refer to the supplemental Practitioner Roles Descriptions for more information.
- Complete the personnel table.
- Attach résumés for all existing Program Leaders and no more than three (3) résumés for existing staff in other positions.
- Attach job descriptions.
- Describe the projected timeline for filling positions.
- Describe how adequate time and personnel will be devoted to each role.
- Describe how time and effort will be tracked.

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

40

(Julie Clark) (PAUSE) Parts five point four, eight point four, and eleven point four include five questions for the applicant to describe personnel. Attachments for this section include resumes and job descriptions. Applicants should complete this section as fully as possible, but it is understood that not all personnel will be in place, and that personnel needs might change as Adult Education programs grow. (PAUSE)



## Part 5.5, Part 8.5, Part 11.5, Locations

- Respond to all five (5) questions.
- Provide information about each known physical site/location.
- Describe space for records and files, including security and privacy considerations.
- Describe space for classes and other services, including accessibility, security, and privacy considerations.
- Describe space for administrative services, if applicable.
- Describe physical access for staff and learners.

41

(Julie Clark) (PAUSE) Parts five point five, eight point five, and eleven point five include five questions for the applicant to describe known locations for services. Space considerations include accessibility, security, and privacy. (PAUSE)

## Part 5.6, Part 8.6, Part 11.6, Physical and Digital Resources

- Respond to all five (5) questions.
- Describe instructional materials the applicant has or will obtain.
- Describe physical resources the applicant has or will obtain.
- Describe software the applicant has or will obtain.
- Describe hardware the applicant has or will obtain.
- For WIOA Section 231 and WIOA Section 243, describe maintenance provided.
- For WIOA Section 225, describe access to testing delivery.

42

(Julie Clark) (PAUSE) Parts five point six, eight point six, and eleven point six include five questions for the applicant to describe the physical and digital resources the applicant has or plans to obtain. Review application materials for examples in each question. (PAUSE)

## Part 5.7, Part 8.7, Part 11.7, Projected Enrollment

- Project enrollment for the first year of the grant (July 1, 2025 – June 30, 2026).
- Consider the need in the service area, proposed service activities, available personnel, known locations, and available resources.
- Provide the reasoning for the projection.

43

(Julie Clark) (PAUSE) Parts five point seven, eight point seven, and eleven point seven are for the applicant to project enrollment for the first year of the grant, considering information already provided. (PAUSE)

## Part 6, Part 9, Part 12, WIOA 13 Considerations

- Each of the 13 Considerations has five (5) questions.
- For applicants completing multiple applications, notes are included about similar and different questions – copying and pasting is acceptable, but make needed updates for each application.
- WIOA Consideration 1, Regional Needs
- WIOA Consideration 2, Disabilities Services
- WIOA Consideration 3, Past Effectiveness
- WIOA Consideration 4, Local Plan – attach the one-stop Memorandum of Understanding (MOU)
- WIOA Consideration 5, Instruction
- WIOA Consideration 6, Educational Practices
- WIOA Consideration 7, Technology
- WIOA Consideration 8, IET
- WIOA Consideration 9, Staff
- WIOA Consideration 10, Partners – attach letters of support for WIOA Sections 231 and 243
- WIOA Consideration 11, Support Services
- WIOA Consideration 12, Data Management
- WIOA Consideration 13, English Language and Civics or IELCE

44

(Julie Clark) (PAUSE) Parts six, nine, and twelve contain the 13 Considerations from WIOA. Each consideration has five questions. For applicants submitting multiple applications, notes are included about how questions are similar or different. Copying from one application and pasting to another is acceptable, but applicants should carefully review the response and make any updates necessary. (PAUSE)

## Hybrid and HyFlex

- WIOA Consideration 7, Technology, mentions “hybrid” and “HyFlex.”
- The state is not providing standard definitions of these terms.

### ***Hybrid Example Usage***

- A course is offered with part of the course provided face-to-face and part of the course provided remotely.
- Remote coursework might be synchronous or asynchronous.

### ***HyFlex Example Usage***

- A course is offered face-to-face, with remote students able to join virtually.
- Students can choose each day whether to attend face-to-face or remotely.

- Provided examples are not exhaustive. Applicants should describe the type(s) of distance education that will be provided, which might be different from above examples.

45

(Julie Clark) (PAUSE) The terms “hybrid” and “HyFlex” are mentioned in WIOA Consideration 7. Because these terms might not be familiar to all applicants, here are some examples.

“Hybrid” might be a course that includes both a face-to-face component and a remote or distance component.

“HyFlex” might be a course offered face-to-face and virtually simultaneously, with students able to select the attendance option best for them each day.

These examples are not standard definitions. Applicants might have other examples of “hybrid” or “HyFlex” courses. This is acceptable. (PAUSE)

## Other Materials

- Scoring Rubrics
  - Applicants will not enter information in these spreadsheets.
  - Scoring Rubrics are available to applicants for informational purposes.
- Local Workforce Development Board (LWDB) Evaluation
  - Applicants will not enter information in this evaluation.
  - LWDB representatives will evaluate applications and advise if adjustments or special conditions are needed for applicants, if awarded.
- Practitioner Roles Descriptions
  - This is a supplemental resource, principally for Part 5.4, Part 8.4, and Part 11.4.
  - This resource might also be helpful for Part 6.9, Part 9.9, and Part 12.9.
- Section 231 Service Area Census Data – for WIOA Section 231

46

(Susanna Lee) (PAUSE) Good morning/afternoon/evening. This is Susanna Lee again, and I will give a brief overview of the other materials available on the RFP webpage.

Scoring Rubrics are available for informational purposes. Applicants are welcome to view the scoring rubrics but will not submit them with application materials.

The LWDB evaluation is also available for informational purposes. Again, applicants are welcome to view this evaluation but will not submit it.

The Practitioner Roles Descriptions are a resource for questions about personnel. This will not be submitted with application materials.

The Census Data spreadsheet is a resource for WIOA Section 231 applicants. This will not be submitted with application materials. (PAUSE)

## Questions

- Send questions to [AdultEd\\_RFP@ksbor.org](mailto:AdultEd_RFP@ksbor.org).
- Use the numbering system in the application materials to reference specific parts (e.g., “question 9.2.4,” “part 3.13”).
- Please do not include personal or identifying information in questions. Such information will be redacted if needed before questions are published.
- Both questions and answers will be available at [https://kansasregents.org/workforce\\_development/adult-education-rfp](https://kansasregents.org/workforce_development/adult-education-rfp) per the published schedule.

47

(Susanna Lee) (PAUSE) Remember that questions can be submitted to Adult Ed underscore RFP at ksbor dot org. Each application is uniquely numbered so questions can reference specific parts. For example, question nine point two point four is found in only one location in the materials.

Please phrase questions as clearly and completely as possible without including personal information. Questions and answers will be published on the RFP webpage.  
(PAUSE)

## Summary

- Grant application materials are available at [https://kansasregents.org/workforce\\_development/adult-education-rfp](https://kansasregents.org/workforce_development/adult-education-rfp)
- Review materials carefully before beginning the application process.
- All applicants must complete Parts 1 – 3.
- Applicants will also complete one, two, or three of the following: Parts 4 – 6, Parts 7 – 9, Parts 10 – 12.
- Questions can be submitted to [AdultEd\\_RFP@ksbor.org](mailto:AdultEd_RFP@ksbor.org) and will be answered on the webpage according to the published schedule.
- All application materials, including attachments, must be submitted to [AdultEd\\_RFP@ksbor.org](mailto:AdultEd_RFP@ksbor.org) on or before January 31, 2025, no later than 5:00pm Central Time.

48

(Hector Martinez) (PAUSE) Good morning/afternoon/evening. This is Hector Martinez again, and I will give a brief summary of our topics today.

Application materials are available on the RFP webpage. Please review all materials.

All applicants must complete parts one through three. Applicants will also complete one or more of the applications for WIOA Sections 231, 225, and/or 243.

Please submit questions at any time.

Application materials must be submitted on or before January thirty-first 2025, no later than five o'clock PM Central Time. (PAUSE)

Thank you for attending this session. We hope you found this information useful. Have a great day.