

**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**

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# **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 7 – 9, WIOA Section  
225 Corrections and Other Institutionalized Individuals  
(Corrections).**

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

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## Section 225 (Corrections) Applicant Cover Page

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

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

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

## Part 7, Section 225, Corrections and Other Institutionalized Individuals (Corrections) Overview, Budget, and Signature

This application should only be completed by applicants applying for funding under WIOA Section 225, Corrections and Other Institutionalized Individuals. Parts 7 – 9 will only be reviewed and scored for applicants that have met the eligibility requirements in Parts 1 – 3.

A maximum of 100 points are possible for the Section 225 Corrections application. A minimum score of 50 is required for the applicant to be awarded Section 225 funding. Average scores of zero (0) for any response will remove the applicant from funding consideration. If multiple applicants have scores of 50 or higher and have applied to serve the same facilities 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 facilities with the same or similar services have identical scores, the applicant with higher Demonstrated Effectiveness will be awarded.

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

### Part 7.1, Section 225 (Corrections) Budget

This section is designed for applicants to anticipate costs for WIOA Section 225 (Corrections). Applicants might find it helpful to complete other sections in this application before this section to determine the best estimates possible. Responses are required for two (2) tables below.

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

Projected Cost per Participant	Reasoning for Projected Cost

**Based on projected enrollment, estimate expenditures for each applicable category in the table below and describe expenditures.** It is acceptable to enter \$0 if no WIOA Title II funds will be used to support a specific category under Section 225 – explain in the description field.

WIOA Section 225 (Corrections)		
Budget Category	Projected Expenditures	Description
Administrative Salaries & Benefits		

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

If awarded, funding will be calculated using the funding formula described in Part 3.3. Upon receipt of estimated award, grantees will submit an updated budget on the forms provided by the state.

**Part 7.2, Section 225 (Corrections) Signatures**

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

***Signature Page File Name:***

[Applicant Name] Parts 7 – 9 Signature Page.pdf

The head of the sponsoring institution, named on the [Applicant Cover Page](#), must sign this application.

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

**Parts 7 – 9, WIOA Section 225 Corrections and Other Institutionalized Individuals  
Signature Page**

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

<b>Name of Applicant</b>	
<b>Name of Head of Sponsoring Institution</b>	
<b>Title of Head of Sponsoring Institution</b>	
<b>Signature of Head of Sponsoring Institution</b>	
<b>Date of Signature</b>	

## **Part 8, Section 225 (Corrections), Applicant Information**

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

### **Part 8.1, Section 225 (Corrections), Sponsoring Institution**

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

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

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



**8.1.2) Describe how the activities provided by the proposed Corrections Education program align with the mission, vision, purpose, ideals, or core beliefs of the sponsoring institution.**

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

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

**8.1.5) Local match is not required for WIOA Section 225 federal funds, but sponsoring institutions have the option to provide additional financial support. If the sponsoring institution intends to provide additional financial support for Corrections Education learners, staff, or activities, describe this financial support and how it will be used. It is acceptable to state the sponsoring institution does not intend to provide additional financial support or that intentions are not yet known.**

**Part 8.2, Section 225 (Corrections), Service Facilities**

This section is designed for applicants to describe proposed facilities of service under WIOA Section 225. Clearly and completely respond to all five (5) questions in this section.

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—
  - a. is basic skills deficient;
  - b. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
  - c. is an English language learner.

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

The term “correctional institution” means any—

- (a) prison;
- (b) jail;
- (c) reformatory;
- (d) work farm;
- (e) detention center; or
- (f) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

[29 U.S. Code 3305](#)

The term “criminal offender” means any individual who is charged with or convicted of any criminal offense.

[29 U.S. Code 3305\(e\)\(2\)](#)

**8.2.1) Complete the table below with each Kansas facility name and type, including additional relevant information such as “minimum security,” as applicable. Enter the average number of adults in each proposed service facility during a fiscal year. Include the method(s) of obtaining these numbers or the source of these numbers. This information will be used in the calculation of funding, if awarded (see Part 3.3).**

Facility Name	Facility Type	Average Number of Adults in Facility	Data Source(s)

**8.2.2) Describe how the identified facilities were selected.**

**8.2.3) Describe the partnerships that exist to enable the applicant to access these facilities and provide service to eligible individuals.**

**8.2.4) Describe the support, both financial and non-financial, that will be provided by partners to provide service to eligible individuals in these facilities.**

**8.2.5) Attach a map of the state with proposed facilities of services noted on the map. The attachment should be labeled “Question 8.2.5.” Applicants can use <https://www.mapchart.net> or another method to create a digital map of Kansas.**

### **Part 8.3, Section 225 (Corrections), Service Activities**

This section is designed to detail the types of services the proposed Adult Education program will provide to eligible individuals under WIOA Section 225.

#### ***Part 8.3.1, Corrections Education Service Activities Definitions***

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

#### **Educational Services**

Educational programs for criminal offenders in correctional institutions and other institutionalized individuals include:

- (1) Adult education and literacy activities;
- (2) Special education, as determined by the eligible agency;
- (3) Secondary school credit;
- (4) Integrated education and training;
- (5) Career pathways;
- (6) Concurrent enrollment;
- (7) Peer tutoring; and
- (8) Transition to re-entry initiatives and other post-release-services with the goal of reducing recidivism.

[34 CFR 463.60](#)

#### **Transition to Re-Entry Activities**

Funds under Programs for Corrections Education and the Education of Other Institutionalized Individuals may be used to support educational programs for transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. Such use of funds may include educational counseling or case work to support incarcerated individuals' transition to re-entry and other post-release services. Examples include assisting incarcerated individuals to develop plans for post-release education program participation, assisting students in identifying and applying for participation in post-release programs, and performing direct outreach to community-based program providers on behalf of re-entering students. Such funds may not be used for costs for participation in post-release programs or services.

[34 CFR 463.63](#)

#### **Priority of Service**

Each eligible agency using funds provided under Programs for Corrections Education and Education of Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to programs serving individuals who are likely to leave the correctional institution within five years of participation in the program.

[34 CFR 463.62](#)

***Part 8.3.2, Corrections Education Unapproved Activities***

This section provides examples of unapproved activities under WIOA Section 225. No responses are required in this section.

Grant recipients cannot use Section 225 funds to participate in, support, or encourage unapproved activities. Examples of unapproved activities include, but are not limited to:

- Providing continuing education or enrichment classes that do not promote the objectives of the Workforce Innovation and Opportunity Act (WIOA) to assist eligible individuals in meeting education and career goals
- Providing religious instruction, conducting worship services, or engaging in any form of proselytization
- Assisting, promoting, or deterring union organizing
- Financing directly or indirectly any activity designed to influence the outcome of an election to any public office
- Impairing existing contracts for services or collective bargaining agreements
- Conducting high school equivalency testing, including using Section 225 funds to support costs associated with the testing proctor, the testing location, official test fees, or the delivery of tests to test-takers

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

***Part 8.3.3, Corrections Education Service Activities Questions***

This section is designed for the applicant to describe proposed service activities under WIOA Section 225. Clearly and completely respond to all five (5) questions in this section.

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

- 8.3.3.1) Describe the services the applicant intends to provide to criminal offenders in correctional institutions and other institutionalized individuals. If awarded, grantees can add service activities not listed in this application at any time that need in the facilities requires, as resources are available. However, grantees must not remove service activities listed in this application until the reasons for the change and plans for the service provider are shared with the state.**



**8.3.3.2) Describe the method of delivery of services.**

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

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

**8.3.3.5) Describe how the applicant will give priority of service to eligible individuals who are likely to leave the correctional institution within five (5) years of participation in the program.**

**Part 8.4, Section 225 (Corrections), Corrections Education Personnel**

This section is designed to identify key personnel needed for the operation of the proposed Corrections Education program under WIOA Section 225 and to detail personnel qualifications. Carefully review the attached Practitioner Roles Descriptions document.

Funding from sources outside WIOA Title II that is not used as matching funds will not be reported to the state, but all personnel working with WIOA Section 225 participants will be required to abide by all applicable federal, state, and local policies, including state requirements for professional development, to ensure high-quality service to eligible individuals.

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

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

**8.4.1) Complete the table below with current or anticipated staff. Indicate when résumés are attached for existing staff and provide the page number of each attachment.**

**Attachments will be titled “Question 8.4.1, Fig. 1,” “Question 8.4.1, Fig. 2,” etc.**

- a. Résumés for all existing Program Leaders must be attached.
- b. For all other categories, applicants are permitted to attach up to three (3) résumés of existing staff in each role.
- c. Résumés should be clearly labeled with the individual’s role(s), including clearly demonstrating division of duties if the individual has multiple roles.
- d. If the number of hours per week varies for roles filled by multiple personnel, such as Instructors, enter the range of hours.
- e. Report all personnel in the roles listed, even if personnel will be paid from sources outside federal, state, or local match funding.

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

**8.4.2) Attach job descriptions for Program Leaders, Instructors, Data Specialists, Career Navigators, and Administrative Assistants. Attachments will be titled “Question 8.4.2, Fig. 1,” “Question 8.4.2, Fig. 2,” etc.**

- a. Multiple job descriptions might exist for Program Leaders (e.g., Director, Assistant Director) and Instructors. Include each description with substantial differences (e.g., a job description for a GED preparation instructor might differ substantially from the description of an ELA instructor, but ELA instructors at two different locations might not substantially differ).
- b. Include job descriptions even if the position is currently filled.
- c. It is understood job descriptions might alter slightly over time.
- d. Optionally, provide information about attached job descriptions below. If no additional information is needed, it is acceptable to leave this field blank.

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

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

**8.4.5) Describe how time and effort of personnel will be accurately tracked to determine time devoted to WIOA Section 225 activities.**

**Part 8.5, Section 225 (Corrections), Locations**

This section is designed to identify the known locations of the proposed Corrections Education program for services under WIOA Section 225.

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

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

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

- 8.5.1) List all known Corrections Education locations and addresses (street, city, state, ZIP code). List the services that will be provided at each location. Enter the full name of the county (no abbreviations) in which the facility is located, and the workforce area in which the facility is located (see <https://ksworksstateboard.org/local-boards> for help). Enter information for the facility’s primary contact person for the WIOA Title II program.**

<b>Corrections Education Location</b>	<b>County:</b>	<b>Workforce Area:</b>
<b>Contact Name:</b>	<b>Contact Email:</b>	<b>Contact Phone:</b>
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

<b>Corrections Education Location</b>	<b>County:</b>	<b>Workforce Area:</b>
<b>Contact Name:</b>	<b>Contact Email:</b>	<b>Contact Phone:</b>
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

<b>Corrections Education Location</b>	<b>County:</b>	<b>Workforce Area:</b>
<b>Contact Name:</b>	<b>Contact Email:</b>	<b>Contact Phone:</b>
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

<b>Corrections Education Location</b>	<b>County:</b>	<b>Workforce Area:</b>
<b>Contact Name:</b>	<b>Contact Email:</b>	<b>Contact Phone:</b>
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

<b>Corrections Education Location</b>	<b>County:</b>	<b>Workforce Area:</b>
<b>Contact Name:</b>	<b>Contact Email:</b>	<b>Contact Phone:</b>
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

<b>Corrections Education Location</b>	<b>County:</b>	<b>Workforce Area:</b>
<b>Contact Name:</b>	<b>Contact Email:</b>	<b>Contact Phone:</b>
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

<b>Corrections Education Location</b>	<b>County:</b>	<b>Workforce Area:</b>
<b>Contact Name:</b>	<b>Contact Email:</b>	<b>Contact Phone:</b>
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>

<b>Corrections Education Location</b>	<b>County:</b>	<b>Workforce Area:</b>
<b>Contact Name:</b>	<b>Contact Email:</b>	<b>Contact Phone:</b>
<i>Name of Location</i>	<i>Address</i>	<i>Services at Location</i>



**8.5.2) Describe the space available for Corrections Education records and files to be kept, whether at the facility or an offsite location. Include security and privacy considerations.**

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

**8.5.4) Describe the space available for Adult Education offices and administrative services, if applicable. Include information about accessibility and physical accommodations. Include security and privacy considerations.**

**8.5.5) Describe access to the facility for staff and access to instruction for learners.** This might include, but is not limited to, procedures for notifying staff of lockdowns that bar access, procedures for escorting residents to secure classrooms, and/or the time needed for staff to enter the facility or for learners to enter a classroom.

## **Part 8.6, Section 225 (Corrections), Physical and Digital Resources**

This section is designed to describe the physical and digital resources available to the proposed Corrections Education program for services under WIOA Section 225. Clearly and completely respond to all five (5) questions in this section.

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

- 8.6.1) Describe the teaching materials the Corrections Education program has or can obtain within the first quarter of the grant to provide services under WIOA Section 225.** This includes, but is not limited to, books, educational software licenses, other curricula, and other instructional supplies.

- 8.6.2) Describe the physical resources the Corrections Education program has or can obtain within the first quarter of the grant for both students and staff in the facilities where services will be provided under WIOA Section 225.** This includes, but is not limited to, tables/desks and chairs, boards or screens for visually sharing information, and office supplies.
- 8.6.3) Describe the types of software the Corrections Education program has or can obtain within the first quarter of the grant.** The state requires this to include, at minimum, email, an office suite (e.g., Google, Microsoft), a PDF reader, a means to provide electronic signatures, and stable internet with sufficient speed to participate in virtual meetings. Ideally, the email system will be capable of sending and receiving encrypted email. Additional examples include, but are not limited to, a PDF editor, means to upload or share videos, one or more video conferencing platforms, and a secure faxing system.

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

**8.6.5) Describe the available delivery of testing, which might include initial assessment of skill levels for literacy, numeracy, and English language proficiency, progress or posttesting to measure skill levels after instruction, high school equivalency or GED® testing, and/or postsecondary entry testing.**

**Part 8.7, Section 225 (Corrections), Projected Enrollment**

This section is designed to project the number of participants the applicant will serve in the first year of the grant (July 1, 2025 – June 30, 2026) under WIOA Section 225. Projections should be based on need in the service facilities, service activities, available personnel, and available locations.

This projection will be used for calculations in the WIOA Section 225 funding formula for the first year of the grant (see Part 3.3). Count each participant only once.

<p><b>Projected Number of Participants* Receiving Corrections Education Services from Applicant under WIOA Section 225 (Corrections) for Fiscal Year 2026</b></p>	
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*\*Participants are eligible individuals receiving services from the program who remain with the program for a minimum of 12 hours and have an entry level based on a valid, approved pretest or a valid, approved alternative placement method.*

**Briefly explain the reasoning for this projection:**

## **Part 9, Section 225 (Corrections), 13 Considerations**

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

### **Part 9.1, Section 225 (Corrections), WIOA Consideration 1, Regional Needs**

*In awarding grants or contracts under this section, the eligible agency shall consider—*

*(1) the degree to which the eligible provider would be responsive to—*

*(A) regional needs as identified in the local plan under section 108; and*

*(B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—*

*(i) who have low levels of literacy skills; or*

*(ii) who are English language learners;*

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

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

**9.1.1) Describe the needs in the proposed facilities that are relevant to Corrections Education as identified in the local plan and how the applicant will respond to such needs.**

**9.1.2) Describe how the Corrections Education services will be provided to eligible individuals in the facilities, including individuals who have low levels of literacy skills and/or individuals who are English language learners.**

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



**9.1.4) Describe how the applicant will adjust services on an ongoing basis in response to needs in the facilities.**

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

**Part 9.2, Section 225 (Corrections), WIOA Consideration 2, Disabilities Services**

*In awarding grants or contracts under this section, the eligible agency shall consider—*

*(2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;*

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

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

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

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

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

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

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

### **Part 9.3, Section 225 (Corrections), WIOA Consideration 3, Past Effectiveness**

*In awarding grants or contracts under this section, the eligible agency shall consider—*

*(3) past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;*

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

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

- 9.3.1) Describe the applicant’s past effectiveness in improving the literacy of eligible individuals in facilities. Describe past effectiveness in assisting eligible individuals attain employment-related outcomes, if applicable. Use data from Part 2.2.**

**9.3.2) Describe the applicant’s past effectiveness in assisting with re-entry or post-release transition, including any available data on the impact of services in decreasing recidivism. Use data from Part 2.2 as applicable.**

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

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

**9.3.5) Describe the applicant's past experience serving eligible individuals in facilities.**

## **Part 9.4, Section 225 (Corrections), WIOA Consideration 4, Local Plan**

*In awarding grants or contracts under this section, the eligible agency shall consider—*

*(4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;*

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

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

- 9.4.1) Attach the area one-stop Memorandum of Understanding (MOU) or attach a letter of support from the area one-stop that indicates intention to enter into a local MOU. The attachment will be titled “Question 9.4.1.” Describe how the applicant will participate in the operation of the one-stop system, including how access to adult education and literacy activities through the one-stop system will be provided.**



**9.4.2) Describe the strategies and goals of the local plan and how the applicant’s proposed activities and services align with these strategies and goals.**

**9.4.3) Describe how the applicant’s proposed activities and services align with the activities and services of other one-stop partners.**

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

**9.4.5) Describe how the applicant will fulfill one-stop partner responsibilities described in [34 CFR 463.420](#), including supporting the infrastructure costs for the one-stop centers.**

**Part 9.5, Section 225 (Corrections), WIOA Consideration 5, Instruction**

*In awarding grants or contracts under this section, the eligible agency shall consider—*

*(5) whether the eligible provider’s program—*

*(A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and*

*(B) uses instructional practices that include the essential components of reading instruction;*

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

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

**9.5.1) Describe the intensity and duration of planned instructional services.**

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

**9.5.3) Describe how the applicant will coordinate with facilities to manage enrollment while giving priority of service to eligible individuals who are likely to leave the correctional institution within five (5) years of participation in the program.**

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

**9.5.5) Describe how instruction will aid the applicant in meeting performance targets for the Measurable Skill Gains (MSG) indicator, addressing MSG types 1a, 1c, 1d, and 2.**

MSG 1a = Level gain from pretest to posttest

MSG 1c = Entry into a postsecondary institution within the fiscal year

MSG 1d = Passage of one (1) GED® subject test

MSG 2 = Attainment of a high school equivalency diploma

**Part 9.6, Section 225 (Corrections), WIOA Consideration 6, Educational Practices**

*In awarding grants or contracts under this section, the eligible agency shall consider—*

*(6) whether the eligible provider’s activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;*

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

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

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

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

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

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

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



**Part 9.7, Section 225 (Corrections), WIOA Consideration 7, Technology**

*In awarding grants or contracts under this section, the eligible agency shall consider—*

*(7) whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;*

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

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

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

**9.7.2) Describe the use of technology for facility partner outreach, communication, coordination, and planning for the purposes of increasing program efficiency and enhancing service delivery to eligible individuals.**

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

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

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

## **Part 9.8, Section 225 (Corrections), WIOA Consideration 8, IET**

*In awarding grants or contracts under this section, the eligible agency shall consider—*

*(8) whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;*

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

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

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

**9.8.2) Describe how the applicant will assist IET participants in completing both secondary and postsecondary credentials, including supporting the transition to postsecondary education and training. Address the ways IET participants will achieve Measurable Skill Gains (MSGs) through one or more of the IET MSG types (MSGs 3, 4, and 5).**

MSG 3 = For IET participants only, the completion of 12 or more postsecondary credits

MSG 4 = For IET participants only, the attainment of employer-defined milestones

MSG 5 = For IET participants only, the attainment of an industry-recognized credential

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

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

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

## **Part 9.9, Section 225 (Corrections), WIOA Consideration 9, Staff**

*In awarding grants or contracts under this section, the eligible agency shall consider—*

*(9) whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;*

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

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

- 9.9.1) Describe the applicant’s plans to hire and retain qualified individuals, especially individuals with diverse backgrounds, for administrative, instructional, and career navigation positions, including how Corrections Education services will proceed during times of staff transition.**

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

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



**9.9.4) Describe the training staff will receive regarding the safety, policies, and procedures of each facility.**

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

**Part 9.10, Section 225 (Corrections), WIOA Consideration 10, Partners**

*In awarding grants or contracts under this section, the eligible agency shall consider—*

*(10) whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;*

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

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

- 9.10.1) Describe how the applicant will coordinate with available education and training agencies for the purpose of assisting Corrections Education participants in pursuing postsecondary education and training.**

**9.10.2) Describe how the applicant will coordinate with available workforce partners for the purpose of assisting Corrections Education participants in building workplace skills and entering or preparing for employment.**

**9.10.3) Describe other existing or potential partnerships that will provide additional support to eligible individuals.**



## **Part 9.11, Section 225 (Corrections), WIOA Consideration 11, Support Services**

*In awarding grants or contracts under this section, the eligible agency shall consider—*

*(11) whether the eligible provider’s activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;*

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

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

- 9.11.1) Describe how the applicant will provide schedule flexibility within the bounds of facility requirements and will ensure that instruction is provided at sufficient intensity for participants to make substantial learning gains.**

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

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

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

**9.11.5) Describe the applicant’s plan to continue assessing barriers impacting individuals in the facilities, and the plan to continue increasing and enhancing partnerships for providing support services.**

**Part 9.12, Section 225 (Corrections), WIOA Consideration 12, Data Management**

*In awarding grants or contracts under this section, the eligible agency shall consider—*

*(12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance;*

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

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

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

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



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

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

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

**9.12.5) Describe the ways the applicant and facility partners will mutually share information regarding facility residents who are receiving services under WIOA Section 225.**

## **Part 9.13, Section 225 (Corrections), WIOA Consideration 13, English Language and Civics**

*In awarding grants or contracts under this section, the eligible agency shall consider—*

*(13) whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.*

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

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

- 9.13.1) Describe the need in the proposed facilities for English language acquisition services, if applicable.**

**9.13.2) Describe the need in the proposed facilities for civics education services, if applicable, which might include, but are not limited to, instruction regarding U.S. history and government, instruction about the rights and responsibilities of citizenship, and information about community services or agencies.**

**9.13.3) Describe the need in the proposed facilities for financial literacy education, if applicable, for the purposes of exercising the rights and responsibilities of citizenship and increasing civic engagement. Financial literacy skills can be defined as the confidence, knowledge, and skills needed to make financial decisions that promote financial self-sufficiency, stability, and well-being.**

**9.13.4) Describe the need in the proposed facilities for health literacy education, if applicable, for the purposes of exercising the rights and responsibilities of citizenship and increasing civic engagement. Health literacy skills can be defined as the knowledge, skills, and ability to ask questions; obtain, apply, and evaluate information; communicate effectively; and make critical decisions to promote one’s own health and well-being and that of one’s family and community. This might include “life skills” topics such as personal hygiene and interpersonal relationships.**

**9.13.5) Describe the need in the proposed facilities for digital skills education and metacognitive skill-building for the purposes of exercising the rights and responsibilities of citizenship and increasing civic engagement.**