

## **WIA Title II Information for Grant Applicants**

The Adult Education and Family Literacy Act is Title II of the Workforce Investment Act of 1998. The Workforce Investment Act combines federal legislation for employment, adult education, and vocational rehabilitation programs to create an integrated, "one-stop" system of workforce development for adults and youth. Entities funded under the Adult Education and Family Literacy Act (AEFLA) are mandatory partners in this one-stop delivery system. The act replaces the Adult Education Act (AEA), the National Literacy Act of 1991, and other previous adult education and literacy legislation.

Kansas adult education is guided by a state plan developed and approved by the Kansas Board of Regents and the U. S. Department of Education. The Kansas Adult Education State Plan was developed cooperatively with adult education center directors and coordinators who provide services to citizens in Kansas. Input was solicited and incorporated from other adult education partners and stakeholders. The questions and answers below provide an overview of the goals, key components, and funding as outlined in the full Kansas Adult Education State Plan.

### **What are the goals of the Adult Education and Family Literacy Act?**

The act requires specified performance measures and levels of performance to assess the progress of the state agency in enhancing and developing more fully the literacy skills of its adult population. The state agency is required to use AEFLA grant funds to award multi-year grants to eligible providers to develop, implement, and improve adult education and literacy activities. These activities include basic skills instruction for the workforce and family life, English-as-a-second-language and citizenship skills classes, and adult secondary education classes leading to an adult high school diploma.

The central focus of AEFLA is on serving those adults designated most in need, including adults with the lowest skill levels, with disabilities, or with other significant barriers to employment and self-sufficiency. Eligible providers are expected to provide intensive, quality instructional and support services to adults and to meet state levels of performance.

### **Who does the Adult Education and Family Literacy Act serve?**

AEFLA programs in Kansas serve adults and out-of-school youth age 16 and over. An individual who qualifies for services must meet one of the following conditions:

- does not have a secondary credential;
- does not have basic reading, writing, or math skills; or
- does not have proficiency in the English language necessary to function in the multiple adult roles of citizen, employee, and family member.

### **What are the expected outcomes of Adult Education and Family Literacy Act activities?**

AEFLA-funded providers in Kansas report their levels of performance in eight measures. These eight measures demonstrate the following adult learners' accomplishments:

1. Learning gains measuring completion of an educational functioning level in reading, math, and/or writing for adult basic education and adult secondary education participants and in reading, listening, and/or writing for English-as-a-second-language participants
2. Entry into employment
3. Retention or improvement of employment
4. Completion of GED Testing and receipt of the Kansas State High School Diploma

5. Placement in postsecondary education or training
6. Achievement of skills necessary to pass the U.S. citizenship examination
7. Increased involvement of parents in school-age children's education through participation in family literacy
8. Increased involvement of parents in pre-school-age children's literacy activities through participation in family literacy

### **Who may apply for AEFLA funding?**

The following are eligible applicants who, if awarded funding, become eligible providers:

1. Local education agency (LEA)
2. Community-based organization with demonstrated effectiveness at providing adult education/literacy services
3. Volunteer literacy organization with demonstrated effectiveness at providing adult education/literacy services
4. Institution of higher education
5. Public or private nonprofit agency
6. Library
7. Public housing authority
8. Nonprofit institution that is not described in any of the subparagraphs 1 through 7, and has the ability to provide literacy services to adults and families; and
9. Consortium of the agencies, organizations, institutions, libraries, or authorities described in any of the subparagraphs 1 through 8.

All eligible applicants will have direct and equitable access to apply for grants through this *Request for Proposals* and the same grant announcement process and application process (i.e., this *Request for Proposals* process) will be used for all eligible applicants in the State of Kansas, as required by Section 231 [c] of the Adult Education and Family Literacy Act.

### **What elements are evaluated to determine if an eligible applicant receives Adult Education and Family Literacy Act Funding and becomes an eligible provider?**

AEFLA, Section 231 [e] of the Workforce Investment Act of 1998 **requires** the consideration of the following 12 elements in the awarding of grants to eligible applicants:

1. The degree to which the eligible applicant will establish measurable goals for participant outcomes
2. The past effectiveness of an eligible applicant in improving the literacy skills of adults and families, and after the one-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding performance measures, especially with respect to those adults with the lowest levels of literacy
3. The commitment of the eligible applicant to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills
4. Whether or not the program provided by the eligible applicant—
  - (A) is of sufficient intensity and duration for participants to achieve substantial learning gains; and
  - (B) uses instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read