

**Kentucky Adult Education Request for Application
FY 2026-2028
Announcement of AEFLA Sections 231, 225, and/or 243 Funding
Availability & Request for Application Guidelines**

Administrative Agency: Kentucky Labor & Education Cabinet
Office of Adult Education
500 Mero Street, 4th Floor
Frankfort, KY 40601

Funding Authority: Workforce Innovation and Opportunity Act ([WIOA](#)) of 2014,
Title II Adult Education and Family Literacy Act ([AEFLA](#))

Funding Years: July 1, 2025 – June 30, 2028

Application Submission

Deadline: February 21, 2025

Eligible Applicants: An organization that has demonstrated effectiveness in providing adult education and literacy activities that may include:

- a local education agency;
- a community- based literacy organization or faith-based organization;
- a volunteer literacy organization;
- an institution of higher education;
- a public or private nonprofit agency;
- a library;
- a public housing authority;
- a nonprofit institution that is not described previously and has the ability to provide literacy services to eligible individuals;
- a consortium or coalition of agencies, organizations, institutions, libraries, or authorities described previously;
- a partnership between an employer and an entity described above.

All funded providers are expected to meet or exceed the State negotiated target for measurable skill gains. To be considered an eligible applicant, demonstrated effectiveness is required. Demonstrated effectiveness is a requirement for

the [AEFLA - Title II](#), 231/225 and 243 grant. Eligible applicants must submit a fully completed application to be considered for funding.

Inquiries:

All application inquiries must be in writing and emailed to AEFLAGrants2025@ky.gov. The question-and-answer period will begin January 27th, 2025 and run until February 3rd, 2025. A virtual Bidder's Conference will be held February 3rd, 2025. All follow-up necessary will be posted on www.kyae.ky.gov by February 10th, 2025.

OVERVIEW OF FEDERAL AND STATE REGULATIONS

The [Workforce Innovation and Opportunity Act \(WIOA\)](#), 29 USC § 3101, et seq., signed into law on July 22, 2014, created a new vision for how America prepares an educated and skilled workforce that expands opportunities for workers and employers. The 21st century public workforce development system created through WIOA builds closer ties between business leaders, State and Local Workforce Development Boards (LWDB), labor unions, community colleges, nonprofit organizations, youth-serving organizations, and state and local officials to deliver a more job-driven approach to training and skills development.

Adult Education programs need to enhance and develop new, innovative opportunities through increased collaboration with core and non-core partners in creating and accelerating career pathways. By leveraging each agency's strengths and resources, each WIOA partner can do what it does best to contribute to a more robust service delivery that will increase performance and program outcomes. The Commonwealth of Kentucky Combined State Plan articulates these priorities, along with specific goals and objectives for all WIOA title partners. The Kentucky Office of Adult Education, under the guidance of the Education and Labor Cabinet, will award multi-year grants on a competitive basis, laid out in this application, to eligible providers across the Commonwealth. These providers will be required to follow all guidance in the WIOA and [AEFLA](#) laws, within the Combined State Plan, and from the Cabinet to provide, implement new and improved programming, for all adult education and literacy services in Kentucky. Funding from this application is contingent upon the availability of funds from the United States Department of Education.

FEDERAL APPLICATION REQUIREMENTS

All applications must include all parts applicable from the requirements listed below. All should include the demonstrative effectiveness table relevant to the application type, a narrative application addressing the [13 Considerations](#), Budget templates and narrative, and all required signature pages. Please note, the 13

Considerations will satisfy the narrative requirements for [AEFLA](#) 231, Corrections 225, and 243 IELCE grants. Additionally, IELCE section 243 requirements and state supplemental questions must be completed for the 243 IELCE grant funding.

WIOA 13 CONSIDERATIONS

- 1.** The degree to which the eligible provider would be responsive to—
 - i. Regional needs as identified in the local workforce development plan; and
 - ii. Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who:
 - Have low levels of literacy skills; or
 - Are English language learners.
- 2.** The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.
- 3.** The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the eligible agency meeting its State-adjusted levels of performance for the primary indicators of performance described in 116(b)(2)(A) of WIOA and 34 CFR 463.155.
- 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 of WIOA, as well as the activities and services of the one-stop partners.
- 5.** Whether the eligible provider’s program—
 - i. Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
 - ii. Uses instructional practices that include the essential components of reading instruction.
- 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, including scientifically valid research and effective educational practice;
- 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;

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;

9. Whether the eligible provider’s activities are delivered by 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;

10. Whether the eligible provider coordinates 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 WDBs, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways;

11. Whether the eligible provider’s activities offer the flexible schedules and coordination with Federal, State, and local support services (such as childcare, 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;

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(b)(2)(A) of WIOA and 34 CFR 463.155) and to monitor program performance; and

13. Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

STATE-SPECIFIC APPLICATION REQUIREMENTS

Kentucky’s Combined State Plan, Kentucky Revised Statutes, and Program Manual state requirements for eligible providers to abide by in order to meet the minimums for serving adult learners. Within those plans, details on the state-specific requirements below are expanded upon. For the purposes of this application, consider all of the below commitments, and address these in order to fully complete the grant application. Those state-specific requirements include:

YEAR-ROUND SERVICE COMMITMENT

Eligible applicants will commit to providing adult education services year-round, with the only exceptions listed in [KRS 18A.190](#) related to state-recognized holidays.

HIGH-NEED COUNTY COMMITMENT

More than 50% of Kentucky's population without a high school diploma resides in 20 counties. Regular and routine services for providers in these counties shall be delivered on Monday through Friday for no fewer than 37.5 hours per week and at other times based on student demand.

HIGH NEED COUNTIES

Barren	Daviess	Jefferson	Pike
Bullitt	Fayette	Kenton	Pulaski
Boone	Floyd	Knox	Shelby
Christian	Hardin	Laurel	Warren
Clay	Harlan	Madison	Whitley

If applying for one or more high-need counties, providers shall have, at minimum, one publicly accessible primary location to deliver services in each high-need county. At a minimum, services will be responsive to the county area needs identified in the local workforce development plan to enable students to attend and complete programs.

All locations and site hours of operation shall be based on student demand and posted on the provider's website. Services may be delivered any day of the week and during the morning, afternoon, and evening hours. This commitment includes ensuring existing and potential students can access information that informs them of opening and closure periods and that students will be provided with appropriate referrals to staff who may assist them in the interim.

LOCATION/SITE-SPECIFIC SERVICE COMMITMENT

Approved applicants shall have one publicly accessible main location in each service area county to deliver services. At a minimum, services will be responsive to the county area needs as identified in the local workforce development plan to enable students to attend and complete programs.

All location and site hours of operation shall be based on student demand and posted on the provider website. Services may be delivered any day of the week and during the morning, afternoon, and evening hours. This commitment includes ensuring existing and potential students can access information that informs them of opening

and closure time periods and that students will be provided with appropriate referrals to staff who may assist them in the interim.

Approved applicants shall deliver services at any eligible provider type referenced in [AEFLA Title II](#) (a local education agency; a community- based literacy organization or faith-based organization; a volunteer literacy organization; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution that is not described previously and has the ability to provide literacy services to eligible individuals; a consortium or coalition of agencies, organizations, institutions, libraries, or authorities described previously; a partnership between an employer and an entity described above.) That location is responsible for providing services in that county; if the facility meets the minimum expectations listed below:

- Accessible to adult education services based on student demand as determined by the provider and OAE monitoring and assessments.
- Adequate instructional and assessment space that is conducive to learning. The space should have a low noise level, adequate lighting, a comfortable temperature, and appropriate furnishings.
- At no cost.

To maximize the funding amount available for direct instructional services, OAE encourages Local Providers to establish partnerships that result in no cost for space.

SECTION 243 IELCE APPLICATION REQUIREMENTS

IELCE FEDERAL REQUIREMENTS

Integrated English Literacy and Civics Education Program Requirements ([34 CFR 463 Subpart G](#)):

Eligible providers receiving funds through the Integrated English Literacy and Civics Education program must provide services that—

- (a) Include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; and
- (b) Are designed to:
 - 1) Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
 - 2) Integrate with the local workforce development system and its functions to carry out the activities of the program.

An eligible provider that receives funds through the Integrated English Literacy and Civics Education program may meet the requirement to use funds for integrated English

literacy and civics education in combination with integrated education and training activities by:

- (a) Co-enrolling participants in integrated education and training as described in subpart D of this part that is provided within the local or regional workforce development area from sources other than section 243 of the Act; or
- (b) Using funds provided under section 243 of the Act to support integrated education and training activities as described in subpart D of this part.

The Integrated English Literacy and Civics Education program refers to the use of funds provided under section 243 of the Act for education services for English language learners who are adults, including professionals with degrees and credentials in their native countries.

The Integrated English Literacy and Civics Education program delivers educational services as described in [§ 463.33](#). Such educational services must be delivered in combination with integrated education and training activities as described in [§ 463.36](#).

- a. An integrated education and training program must include three components:
 - i. Adult education and literacy activities as described in § 463.30.
 - ii. Workforce preparation activities as described in § 463.34.
 - iii. Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act.

IELCE STATE SUPPLEMENTAL QUESTIONS

- 1.** Program Design and Delivery Integration – Overview of program design related to English literacy, civics education, and workforce preparation activities, including Integrated Education and Training (IET) programming. Program alignment with the Local Workforce Development Board (LWDB) plans, including regional demands and plans for integrating occupationally relevant materials aligned with College and Career Readiness (CCR) Standards and the English Language Proficiency (ELP) Standards.
- 2.** Recruitment, Retention, and Support Strategies – Specifically describing strategies for recruitment and retainment of participants with limited English proficiency or other barriers to employments, including those with professional degrees from their native countries. Orientation, marketing, technology, and local social service (transportation, childcare, food, and nutrition assistance) plans for this population’s success. Projection of number of students to be engaged in IELCE program.
- 3.** Instructional Approaches and Curriculum Alignment – Overview of instructional approaches and curriculum, ensuring basis on rigorous research and alignment

with ELP and CCR Standards. Contextualized instruction plans to meet educational and employment needs for this population. Use of technology to enhance learning and achieve desired outcomes for the IELCE participants.

- 4.** Outcomes and Evaluation – Outline of methods for evaluating IELCE program effectiveness. This should include plans for tracking and reporting on participant progress, educational gains, and transitions to employment or further educational opportunities.
- 5.** Partnerships for Enhanced Opportunities – Description of the partnerships and collaborations established or strengthened to support the IELCE program participants, including but not limited to LWDB, local employers, and service agencies providing support for barriers (including a list of those partners). Explanation of how these partnerships will contribute to the program’s goals, including co-enrollment opportunities in IET programs or job placements.

APPLICATION MATERIALS

For [AEFLA](#) 231 grant and Corrections 225 grant, applicants must submit the following materials:

- Completed Cover and Signature Pages,
- Completed Demonstrated Effectiveness Table,
- Completed Budget Template,
- Budget Narrative,
- 13 Considerations Narrative, including State-Specific Commitment Narrative,
- Completed Internal Risk Assessment.

For Integrated English Literacy and Civics Education 243 grant, applicants must also submit the following materials:

- Completed 243 Budget Template,
- 243 Budget Narrative,
- 243 Federal Questions Narrative,
- 243 State Questions Narrative.

APPLICATION REVIEW PROCESS

The grant applications will be submitted to the Office of Adult Education for distribution to and evaluation by the team of external grant reviewers. Each application will be evaluated using a rubric addressing the thirteen considerations of the WIOA Title II, Adult Education and Family Literacy Act.

A maximum of **200** points may be earned on the 231/225/243 application, including the 13 Considerations, State-specific Considerations, budgetary templates and narratives, Internal risk assessment, and full submission completion. A minimum of **140** points (or 70%) must be earned for the application to be funded. Each application will be read by a team of individuals who are professionals in adult education and literacy from outside the Kentucky Office of Adult Education. These readers will independently review and score each of the applications assigned to them. Their scores will be submitted individually. Next these scores will be averaged by the Office of Adult Education team, arriving at one final score for each 231/225/243 application. Reviewers will also provide written comments about the application responses for consideration at the time of score averaging. The scores arrived at this process are considered final and may not be appealed. The appeal window, from award date to April 2nd, 2025, will only be for official narrative appeals, that should be submitted to the AEFLAGrants2025@ky.gov email account on applicant's letterhead. Any appeals will be read and addressed by the Office of Adult Education, no later than April 16th, 2025.

A maximum of **80** points may be earned on the 243 Integrated English Literacy and Civics Education supplemental questions and budgetary requirements. A minimum of **56** points (or 70%) must be earned for the application to be funded. Each application will be read by a team of individuals who are professionals in adult education and literacy from outside the Kentucky Office of Adult Education. These readers will

independently review and score each of the applications assigned to them. Their scores will be submitted individually. Next these scores will be averaged by the Office of Adult Education team, arriving at one final score for each 243 application. Reviewers will also provide written comments about the application responses for consideration at the time of score averaging. The scores arrived at this process are considered final and may not be appealed. The appeal window, from award date to April 2nd, 2025, will only be for official narrative appeals, that should be submitted to the AEFLAGrants2025@ky.gov email account on applicant’s letterhead. Any appeals will be read and addressed by the Office of Adult Education, no later than April 16th, 2025.

All Title II adult education applications are required to be aligned with all the WIOA Local Workforce Development Board LWDB plans within the workforce development region. The adult education application will be reviewed by the LWDBs in which the adult education provider serves students. The LWDB will review the adult education application to ascertain the extent to which the application addresses the adult education and literacy needs identified in the LWDB plans. An evaluation will be provided by the LWDB, indicating whether or not the applicant addresses the adult education and literacy needs identified in the LWDB’s plan. The evaluation provided by the LWDB will be included as part of the overall review process.

All documents related to the Title II Competitive Grant Application, including the application and review materials, will be maintained for **five years** from the application date in a secure location at the state Office of Adult Education.

AEFLA, TITLE II GRANT APPLICATION TIMELINE FY 2026 – FY 2028

ACTIVITY	DATE
RFA Release Date	January 10, 2025
RFA Bidder’s Question Window	Jan 27 – Feb 3, 2025
RFA Bidder’s Conference (Virtual)	Feb 3, 2025, Follow-up Feb 10
Grant Applications DUE to OAE	February 21, 2025
Eligibility Screening	February 24, 2025
Evaluation of Eligible Applications	Feb 25 – March 11, 2025
Submit to ELC for Final Approval	March 12, 2025
Grant Award Notifications	March 19, 2025
Applicant Appeal Window	April 2, 2025

SECTION 231/225/243 FULL APPLICATION SUBMISSIONS

Application Deadline: An application containing all required materials must be submitted to AEFLAGrants2025@ky.gov by no later than 11:59pm (EST) on February 21st, 2025. Applications not received in the official inbox by the deadline will not be reviewed. A hard copy or other delivery of this grant application will not be accepted.

Application Components: Cover and Signature Pages, Demonstrated Effectiveness Table, Completed Budget Template and Budget Narrative, 13 Considerations Narrative, including State-Specific Commitment requirements, and Internal Risk Assessment.

Establishing Demonstrated Effectiveness:

An eligible provider must demonstrate effectiveness by providing performance data on its record of improving the skills of eligible individuals who have low levels of literacy, in the context of domains of: reading, writing, mathematics, English language acquisition, and any other subject areas relevant to the services contained in the state's applications for funds.

An eligible provider must also provide information regarding its outcomes for participants related to: employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

Two Ways To Demonstrate Effectiveness:

Option 1: An eligible provider that has been previously funded under [Title II of AEFLA](#) must provide FY2024 performance data required under Section 116 to demonstrate past effectiveness. This data is reported annually through the National Reporting System (NRS) and collected via the KAERS management system.

Option 2: An eligible provider that has not been previously funded under [Title II of AEFLA](#) must provide performance data from 7/1/23-6/30/24 and exit indicators from 7/1/21-6/30/22 to demonstrate past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed above per 34 CFR § 463.24.

COVER PAGE AND SIGNATURE ACKNOWLEDGEMENT FOR APPLICATION SUBMISSIONS

Fiscal Agent Name:

Fiscal Agent Contact:

Current Program Manager:

Please list all counties you are applying for in the attached application. Along with the county, include the estimated enrollment for the upcoming Fiscal Year (2026).

County:	Enrollment Estimate:

CERTIFICATION OF THE APPLICATION

I acknowledge that if this application is accepted, the institution will be responsible for all [AEFLA Title II](#) requirements listed here and within the [WIOA](#) laws referenced, as well as abiding by all internal KYAE policies.

I am certifying that all data included is valid, and all services offered in this application will be reflecting in contracts for each year of the grant cycle beginning in Fiscal Year 2026, continuing through Fiscal Year 2028.

I agree that all of the attached application responses and responsibilities will be upheld by the fiscal agent signified, and the Kentucky Office of Adult Education and Education and Labor Cabinet understand that the signatory is signing on behalf of the listed fiscal agent to become the official grantee, if chosen, and will uphold these duties as reflected in the application.

Signed:

Date:

DEMONSTRATED EFFECTIVENESS TABLES

DEMONSTRATED EFFECTIVENESS TABLE INSTRUCTIONS

Per [34 CFR § 463.24](#), applicants must demonstrate effectiveness in providing adult education and literacy activities to individuals with low levels of literacy or English language learners. Each applicant must complete the Demonstrated Effectiveness Table by providing valid and reliable data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the following content domains for the reporting period of 7/1/23-6/30/24:

- Reading,
- Writing,
- Mathematics,
- English language acquisition (if the applicant will offer an English language acquisition program)
- Other subject areas relevant to the services contained in the State's application for funds.

An applicant must also provide information regarding its exit outcomes for participants who exited related to:

- Employment after exit (exit date between 7/1/21-6/30/22),
- Attainment of secondary school diploma or its recognized equivalent, and
- Transition to postsecondary education and training (with reporting period 7/1/23-6/30/24).

Data to support the exit outcomes have been made public by KYStats, and county-by-county data for those can be found on our website for reference.

Option 1: Past Performance Data Table

An eligible provider that has been previously funded under Title II of the Adult Education and Family Literacy Act

	Reporting Period 7/1/2023 to 6/30/2024		
Performance Outcomes	Number Enrolled	Number Completing Level	Percentage Completing Level
ABE Level 1 (0-1)			
ABE Level 2 (2-3)			
ABE Level 3 (4-5)			
ABE Level 4 (6-8)			
ASE Level 5 (9-10)			
ASE Level 6 (11-12)			
ESL 1 (0-1)			
ESL 2 (2)			
ESL 3 (3)			
ESL 4 (4)			
ESL 5 (5)			
ESL 6 (6-8)			
TOTAL (ABE+ESL)			
Exit Outcomes	Number Enrolled	Number Achieving Outcome	Percentage Achieving Outcome
Reporting Period: 7/1/2023 to 6/30/2024			
Attainment of Secondary School Diploma or its Recognized Equivalent			
Transition to Postsecondary Education and Training			
Exit Date: 7/1/2021 to 6/30/2022			
Employment			

Option 2: Past Performance Data Table

An eligible provider that has not been previously funded under Title II of the Adult Education and Family Literacy Act

Applicant Name:	Reporting Period: 7/1/2023 to 6/30/2024		
Effectiveness Area Improving skills of eligible individuals who have low levels of literacy in reading, writing mathematics, English language acquisition, and other subject areas relevant to the services contained in the application.	Performance Indicator	# of Students Served	% of Students Demonstrating Progress
	Reading		
	Writing		
	Math		
	English Language Acquisition		
	MSG Type 3: Secondary or Postsecondary Transcript or Report Card		
	MSG Type 4: Progress Toward Milestones		
MSG Type 5: Passage of an Exam or Progress in Attaining Skills			
Outcomes for participants related to:	Number Enrolled	Number Achieving outcome	Percentage Achieving Outcome
Reporting Period: 7/1/2023 to 6/30/2024			
Attainment of Secondary School Diploma or its Recognized Equivalent			
Transition to Postsecondary Education and Training			
Exit Date: 7/1/2021 to 6/30/2022			
Employment			

FISCAL MANAGEMENT REQUIREMENTS

Eligible applicants are responsible for developing budgets that accurately reflect the planned activities for the grant period. Only expenditures that support approved [AEFLA](#) activities that are in accordance with [2 CFR 200](#) and comply with OAE's Policies, may be budgeted.

The "RFA Budget Template" for Section 231 (includes section 225, instructions for section 243 can be found [here](#)) can be found on the [Kentucky Office of Adult Education website](#). Applicants will use these templates to provide a budget and budget narrative for the total allocation requested in Section 231/Section 225. A detailed budget narrative (in "RFA Budget Template") must be completed. When completing the "Main Detailed Budget worksheet" in the RFA Budget Template, please use the "Budgeting Instructions" spreadsheet in the RFA Budget Template for additional guidance. Each worksheet (below) has its own instructions.

All awarded funds will be allocated on a cost reimbursement basis. Grantees will be reimbursed for expenditures, as approved, by requesting reimbursement through Kentucky's electronic financial management system, which is the Finance Module, at this time. All documentation of expenditures must be available upon request and retained for a minimum of five years from the date of submission of the final expenditure report. All approved applicants will receive an official award notification, which will include the approved funding amount.

In accordance with [2 CFR 200.403](#) Factors Affecting Allowability of Costs, costs must be **necessary and reasonable** for the performance of the Federal award and be **allocable** thereto under these principles.

- A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. ([2 CFR 200.404](#))

Budgeting Instructions	A. Main Detailed Budget	B. Personnel Worksheet	Additional Personnel	C. Budget Narrative
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- A cost is allocable to a particular Federal award or other cost objective if the goods or services involved are chargeable or assignable to that Federal award or cost objective in accordance with relative benefits received. ([2 CFR 200.405](#))

LOCAL APPLICATIONS

In accordance with [Title II of WIOA](#), each eligible provider desiring a grant shall submit an application to the eligible agency containing such information and assurances as the eligible agency may require, including **a description of how funds awarded will be spent and a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.**

LOCAL ADMINISTRATIVE COSTS LIMITS

In accordance with [Title II of WIOA](#), of the amount made available to local providers under this RFP, not less than 95% shall be expended for carrying out adult education and literacy activities, and the remaining amount, not to exceed 5%, shall be used for planning, administration, professional development, and interagency coordination. (Special Rule: In cases where the cost limits described are too restrictive to allow for adequate planning, administration, professional development, and interagency coordination, the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for non-instructional purposes.)

SUPPLEMENT, NOT SUPPLANT

In accordance with [Title II of WIOA](#), funds made available for adult education and literacy activities under this RFP shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

GRANT AWARDS

The content and funding of proposals are subject to negotiation prior to the final grant. Notification of the grant award will be issued by the Education and Labor Cabinet. The level of funding and effective dates of the service will be set forth in the notification of the grant award.

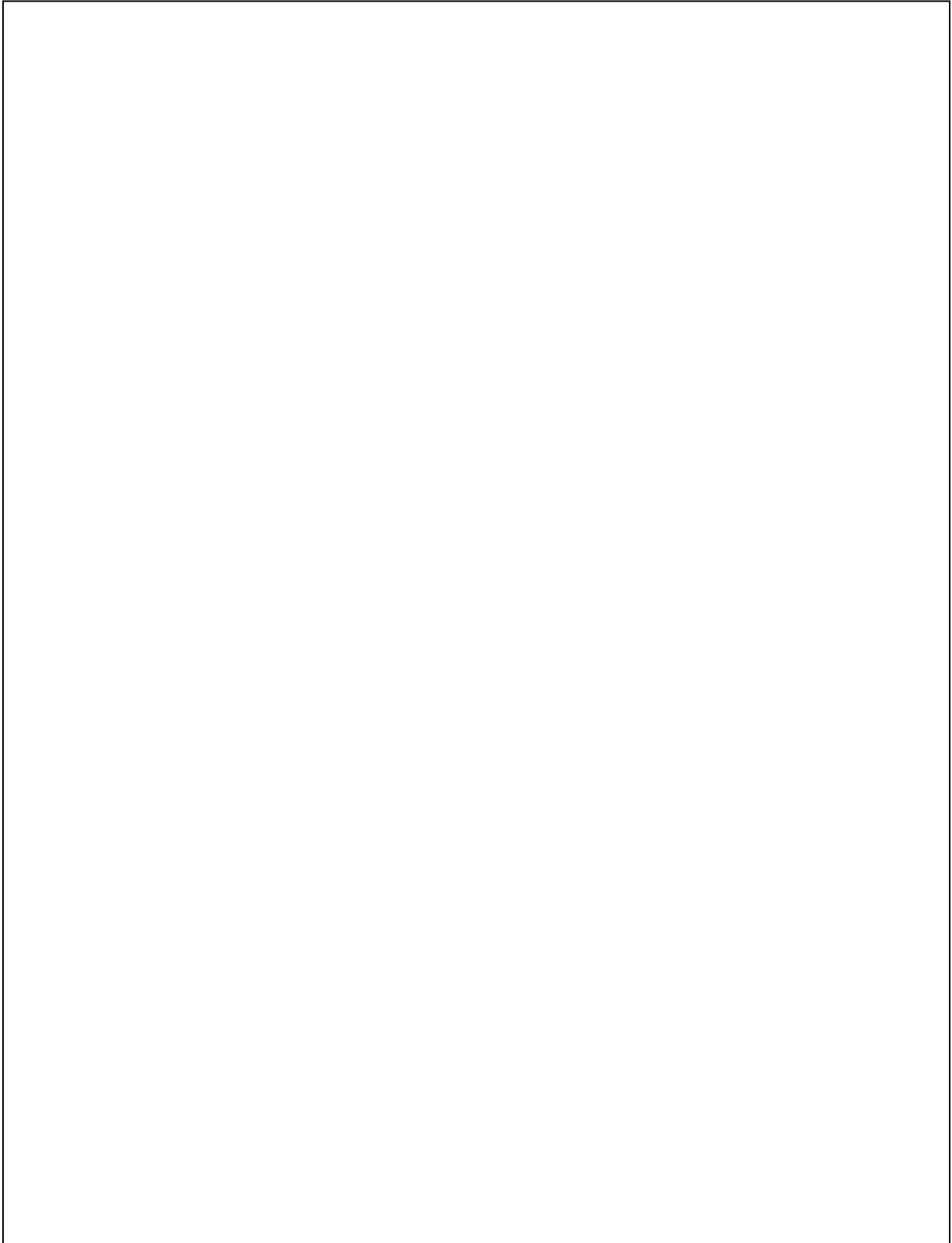
The Education and Labor Cabinet reserves the right to make grant awards under this program without discussion with the applicants. All awards are subject to the availability of federal funds. Grants are not final until the award letter is executed.

13 CONSIDERATIONS NARRATIVE

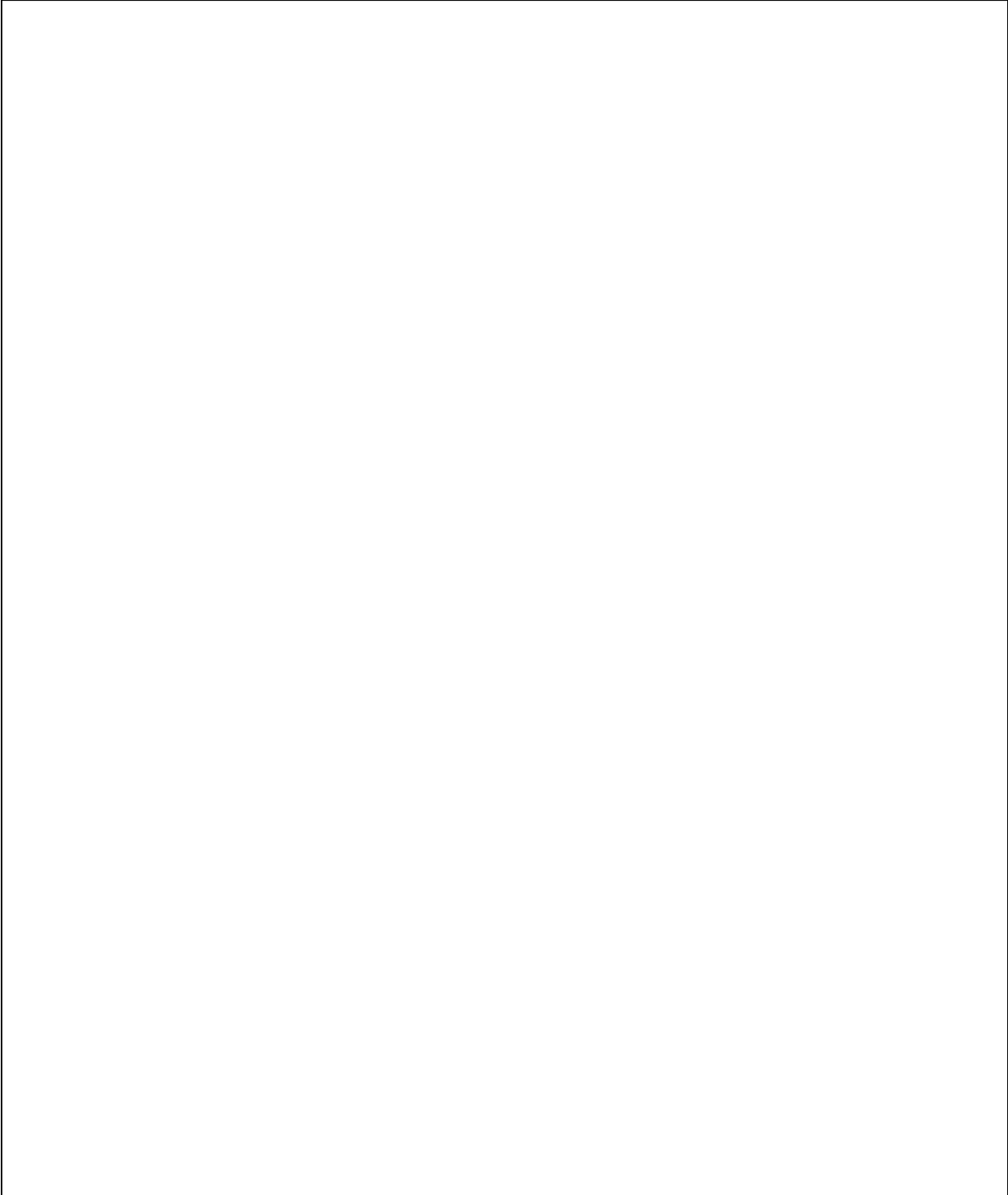
To address the [WIOA 13 Considerations](#) in narrative format, please follow along with the rubric in Appendix A. The 13 Considerations Rubric will provide guidance for all the required parts that will be scored, and how it fits into the full scope of each of the 13 considerations. The details and scoring levels will serve as the outline for the expectations of each of the narrative answers.

- 1.** The degree to which the eligible provider would be responsive to—
 - i.** Regional needs as identified in the local workforce development plan;
and
 - ii.** Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who:
 - Have low levels of literacy skills; or
 - Are English language learners.

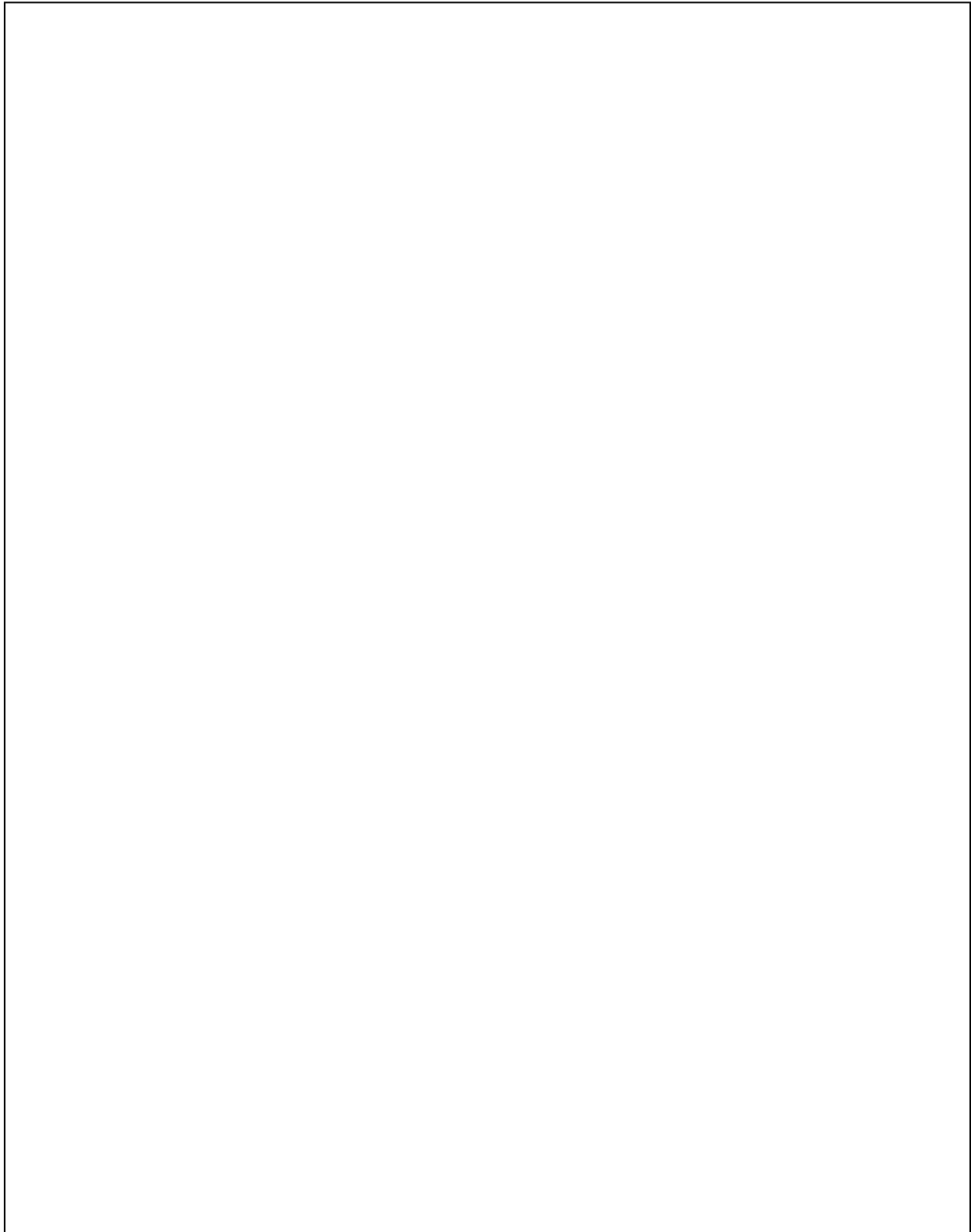
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.



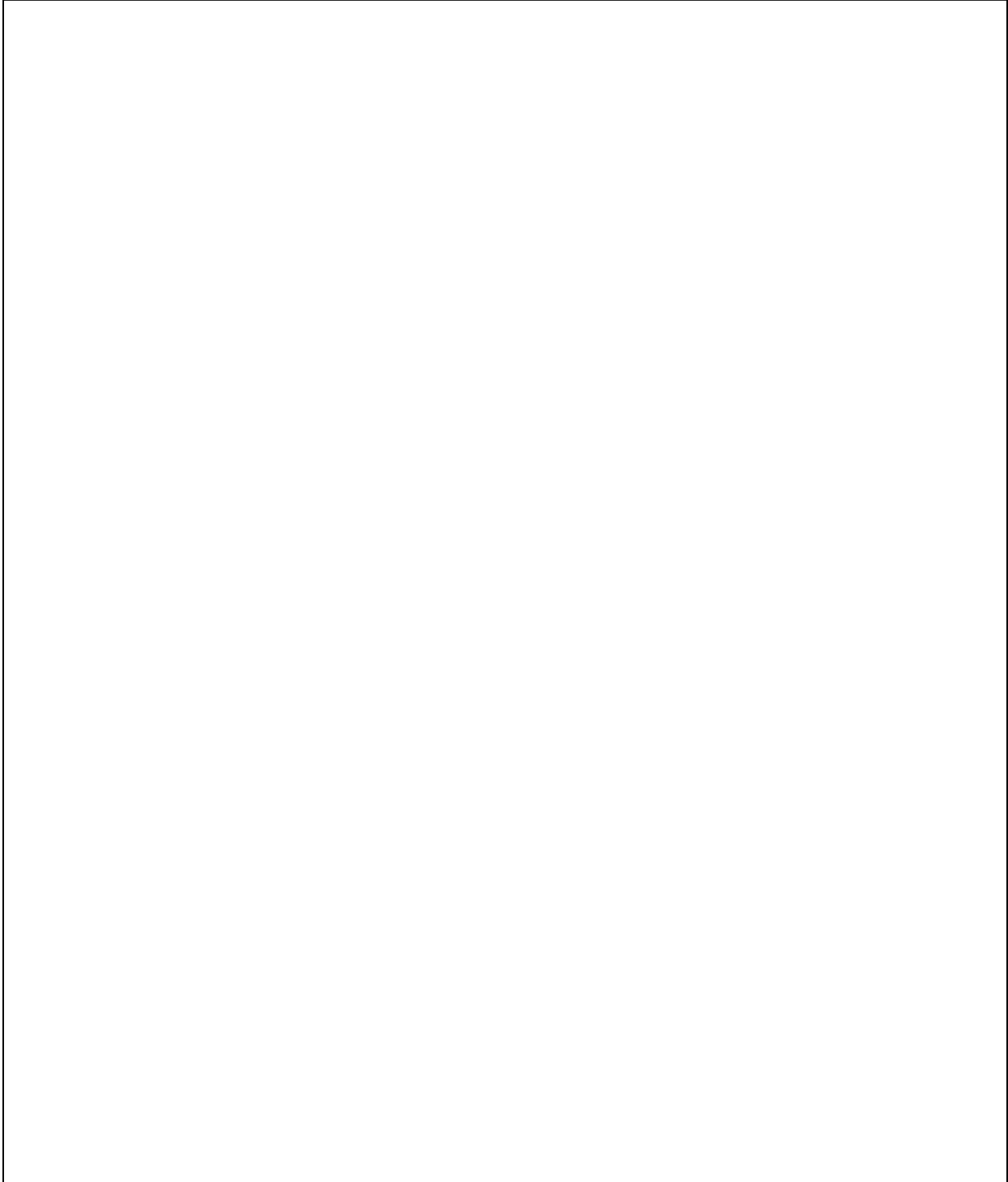
3. The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the eligible agency meeting its State-adjusted levels of performance for the primary indicators of performance described in Section 116(b)(2)(A) of WIOA and 34 CFR 463.155.



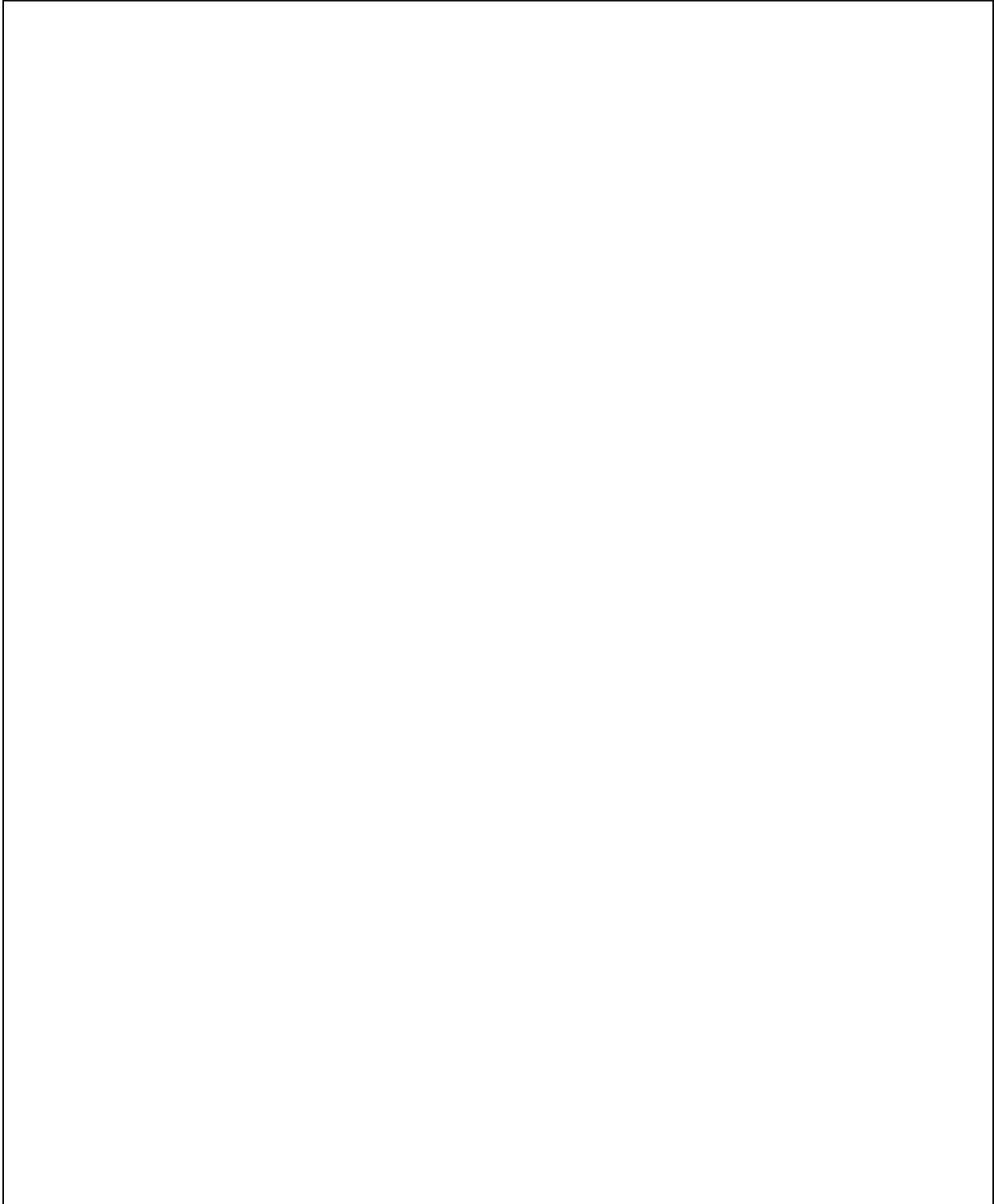
4. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of WIOA, as well as the activities and services of the one-stop partners.



- 5.** Whether the eligible provider’s program—
- i.** Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
 - ii.** Uses instructional practices that include the essential components of reading instruction.



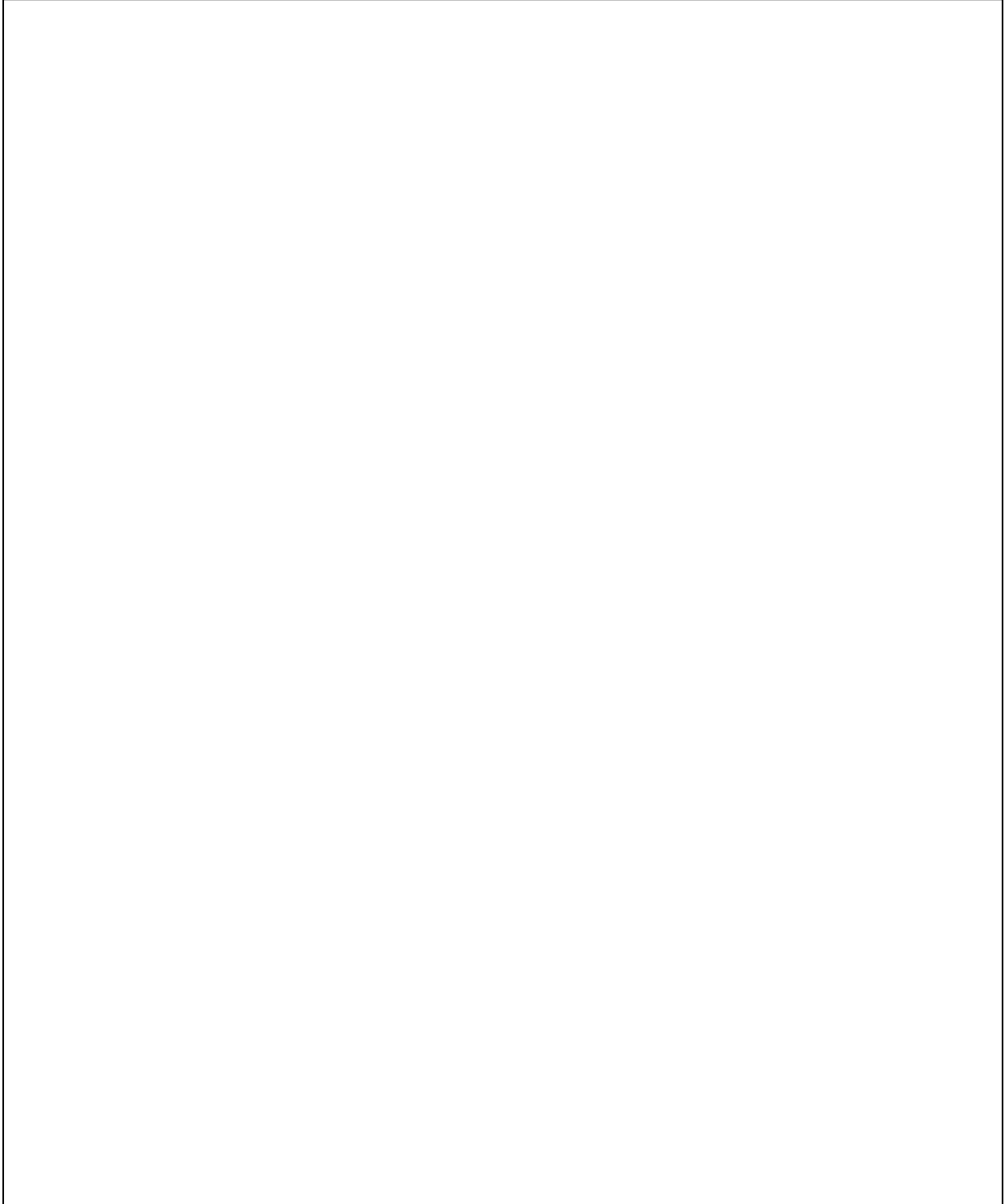
6. Whether the eligible provider’s activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid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



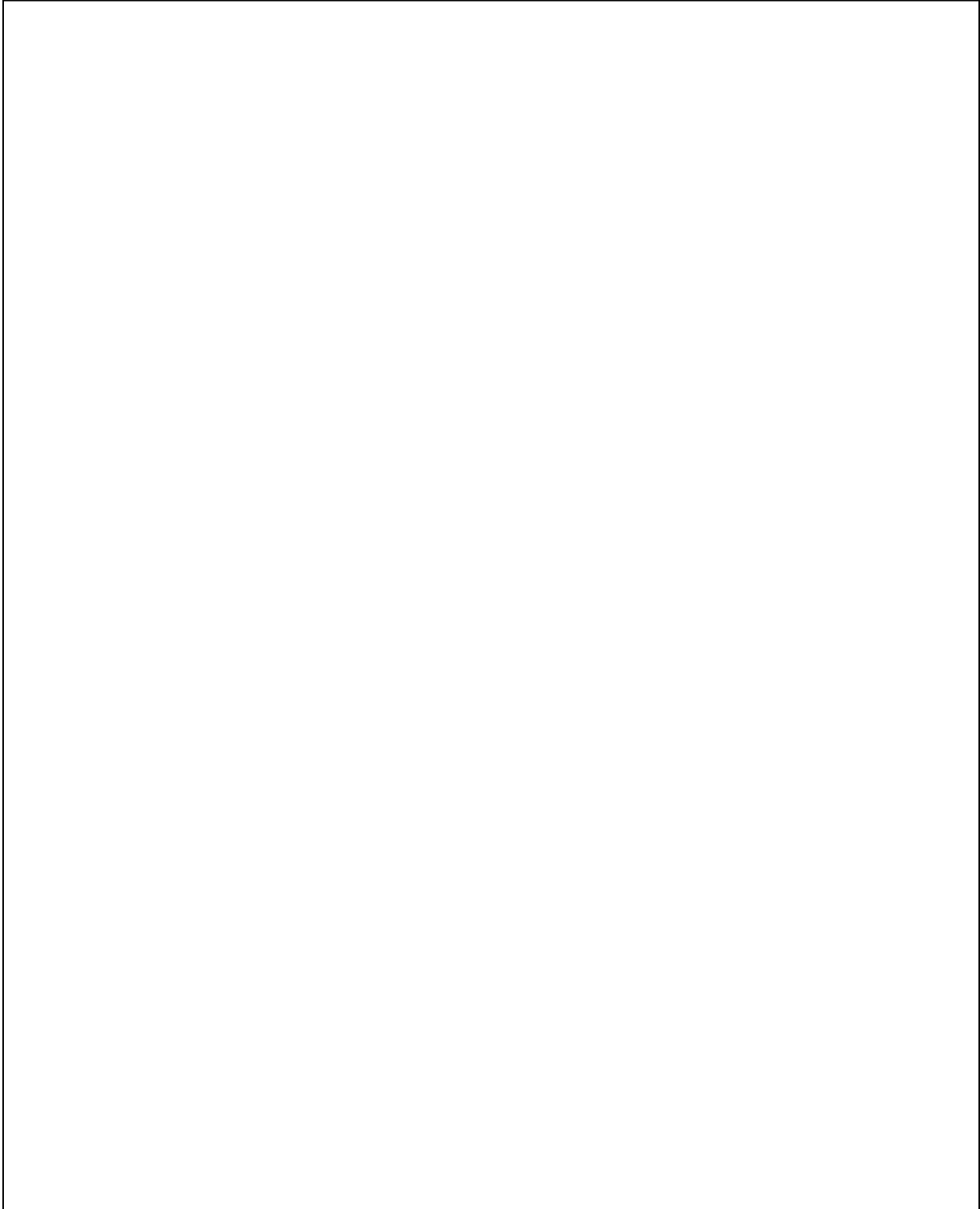
7. Whether the eligible provider's activities effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning, and how such technology, services, and systems lead to improved performance;



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;



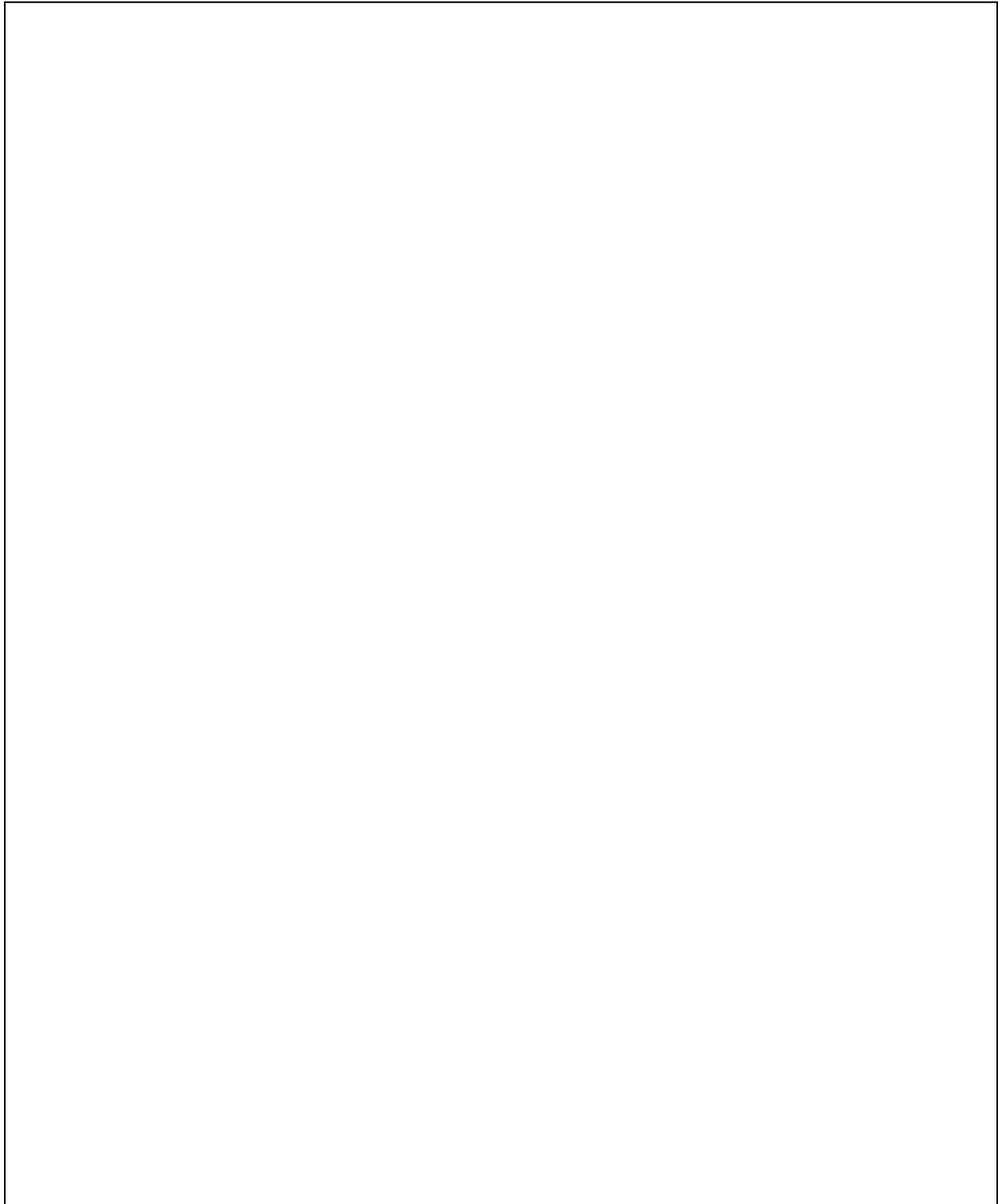
9. Whether the eligible provider’s activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high-quality professional development, including through electronic means;



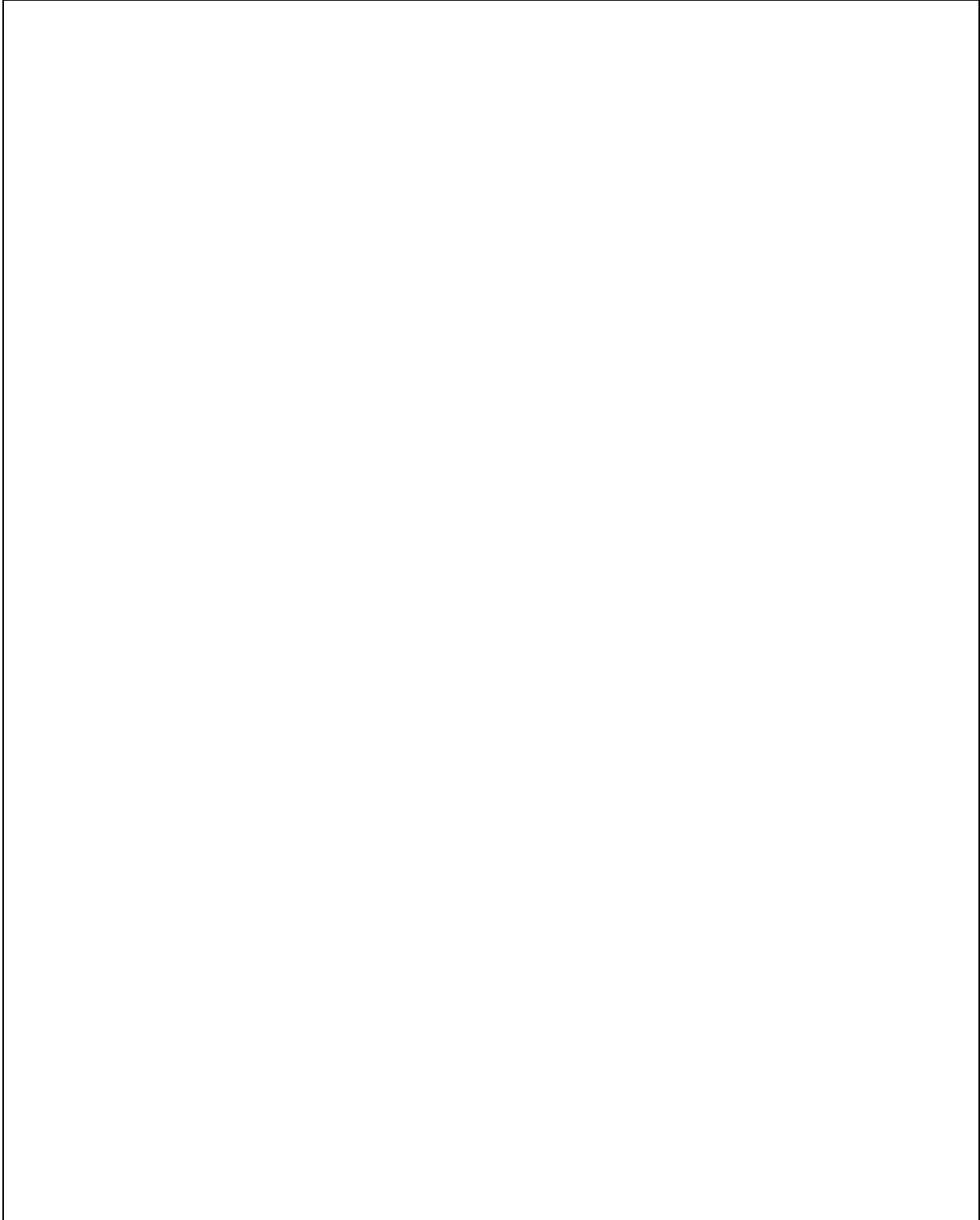
10. Whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local WDBs, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways;

****Note:** if any Adult Education center location is identified by the KY Education and Labor Cabinet as a one-stop center, official guidance from the Cabinet authority will provide that to the local director. ******

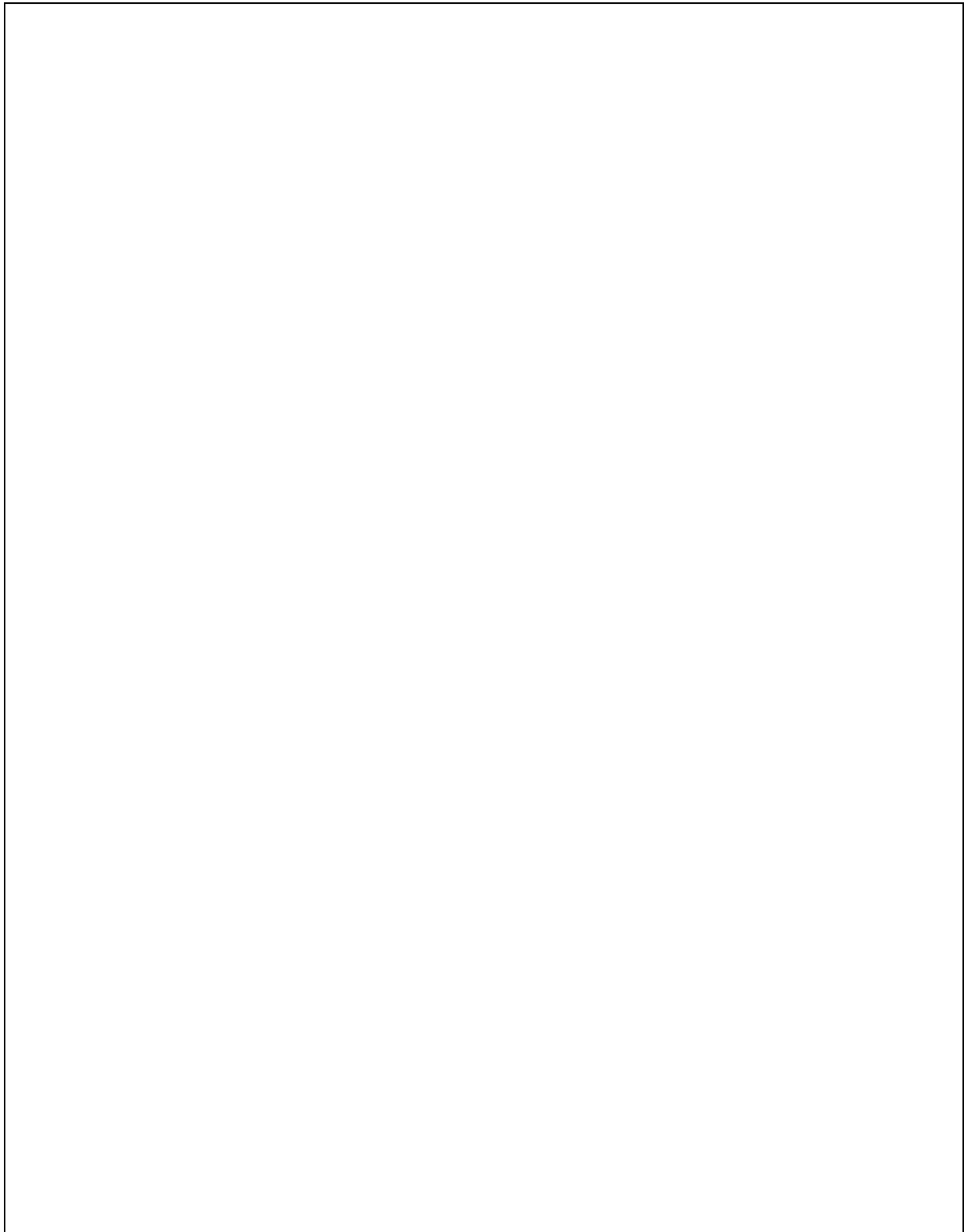
11. Whether the eligible provider’s activities offer the flexible schedules and coordination with Federal, State, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities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



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(b)(2)(A) of WIOA and 34 CFR 463.155) and to monitor program performance; and



13. Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.



STATE-SPECIFIC COMMITMENT NARRATIVE

To address the State-Specific Commitments in narrative format, please follow along with the rubric in Appendix B. The State-Specific Commitment Rubric will provide guidance for all the required parts that will be scored, and how it fits into the full scope of the state-specific commitments that the application should show evidence of. The details and scoring levels will serve as the outline for the expectations of each of the narrative answers.

YEAR-ROUND SERVICE COMMITMENT

How does the applicant program plan to meet the Kentucky requirements for year-round services? Refer to policy above or in the FY25 Program Manual.

HIGH-NEED COUNTY COMMITMENT

How does the applicant program plan to meet the Kentucky requirements for serving high-need counties, if they are applying for one of the counties referred to above or in the FY25 Program Manual?

[Empty response box]

LOCATION/SITE-SPECIFIC SERVICE COMMITMENT

How does the applicant program plan to meet the Kentucky requirements for location/site-specific service commitments? Refer to policy above or in the FY25 Program Manual.

[Empty response box]

INTERNAL RISK ASSESSMENT

Every eligible applicant and consortium member is required to complete this Risk Assessment when applying for AEFLA and KYAE State funding.

Name of Applicant/Consortium:

If consortium, name of consortium member:

PURPOSE

To assist state staff in effectively monitoring potential risk factors associated with potential grantees funded by AEFLA and state funds, a risk assessment must be completed and submitted as part of the grant application.

PROCEDURE

Based on an evaluative review of the eligible applicants' submissions, the risk assessment shall be included as part of and assessed as part of the RFA.

The risk assessment provides the State with information to determine the level of potential risk associated with an applicant. Applicants will be assessed as (High, Medium, or Low Risk) based on responses to the below questions.

- High Risk - Requires intensive follow-up and improvement based on a thorough evaluation of the grant project and execution of the approved action plan.
- Medium Risk - Requires evaluation of areas that need improvement and improving those areas based on the approved action plan.
- Low Risk - Generally identifies that the program is at lower risk for potential waste, mismanagement, non-compliance or fraud.

Please indicate the appropriate response and/or check/place an "X" in the blank assigned to the appropriate response.

1. Is the applicant organization, its principals, or its agents/employees currently or previously suspended or debarred?

Yes

No

(If currently yes, no need to proceed further.)

2. How many years has the organization been in existence? Indicate the appropriate number of years:

Less than two years

2-5 years

6-10 years

11-14 years

15+ years

COMMENTS:

3. Is this Title II and state funding application program new to the organization? Indicate the appropriate number of years:

Less than two years

2-5 years

6-10 years

11-14 years

15+ years

COMMENTS:

4. Does the organization have experience administering other federal- and/or state-funded grants? Please provide details in the comments related to the federal or state-funded grant programs with which the organization has experience.

No prior experience

Less than 2 years of experience

2-5 years of experience

6-10 years of experience

More than 10 years of experience

COMMENTS:

LEGAL ASSESSMENT

1. Within the last five (5) years, has the organization been involved with a lawsuit?

Yes No

If yes, list all pending and/or previous lawsuits with information regarding who filed the lawsuit, the reason for filing, and the final judgment rendered.

EXPLAIN: Lawsuits/litigations related to program administration, fiscal integrity; personnel; contract disputes.

2. Has the organization ever had a government contract, project, or agreement terminated? If yes, please describe contract, project, or agreement that was terminated and explain the reasons for termination in the comments.

Yes No

COMMENTS

MONITORING ASSESSMENT

1. Within the last five (5) years, has the organization received a state audit from the Auditor of Public Accounts (APA) and/or federal single audit?

Yes No

If yes, were there findings and/or recommendations and/or flagged questionable costs)?

None

Recommendations

Findings

Questioned costs

Disallowed costs

Any combination of the four (4)

COMMENTS:

2. Please identify the individual primarily responsible for the fiscal and administration oversight of grant funds, that person's familiarity with grant management rules, principles and regulations, and his/her individual qualifications and experience in grant funds oversight.

COMMENTS:

FINANCIAL ASSESSMENT

- 1. Does the organization have a formal financial management system in place to track and record program expenditures? (Example: QuickBooks, Visual Bookkeeper, Socrates Media, Peachtree or a Custom Proprietary System.)

Yes No

- 2. A time and accounting system to track effort by cost objective?

Yes No

- 3. Does the organization’s financial management system identified above match actual grant program expenditures with budgeted amounts?

Yes No

COMMENTS:

- 4. Will the organization account for grant program funds separately and distinctly from other sources of the organization’s revenue streams or funding?

Yes No

- 5. Provide a brief description of the organization’s written accounting policies and procedures that ensure grant program funds will be tracked appropriately.

COMMENTS:

- 6. Please describe the organization’s internal controls put in place to ensure grant program funds are used solely for authorized program purposes.

COMMENTS:

ADDITIONAL REQUIREMENTS FOR SECTION 243 APPLICATION SUBMISSIONS

243 Application Deadline: An application containing all required materials must be submitted to AEFLAGrants2025@ky.gov by no later than 11:59pm (EST) on February 21, 2025. Applications not received in the official inbox by the deadline will not be reviewed. A hard copy or other delivery of this grant application will not be accepted.

Application Components: Completed 243 Budget Template,
243 Budget Narrative,
243 Supplemental Questions Narrative.

**Integrated English Literacy
and Civics Education:**

Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

****If you are not applying for Section 243, you do not need to include the following pages or responses beyond the Risk Assessment.****

SECTION 243-SPECIFIC FISCAL MANAGEMENT REQUIREMENTS

Eligible applicants are responsible for developing budgets that accurately reflect the planned activities for the grant period. Only expenditures that support approved Section 243 AEFLA activities that are in accordance with 2 CFR 200 and comply with OAE's Policies, may be budgeted.

The "RFA Budget Template" for Section 243 can be found on the [Kentucky Office of Adult Education website](#). Applicants will use these templates to provide a budget and budget narrative for the total allocation requested in Section 243. A detailed budget narrative (in "RFA Budget Template") must be completed. When completing the "Main Detailed Budget worksheet" in the RFA Budget Template, please use the "Budgeting Instructions" spreadsheet in the RFA Budget Template for additional guidance. Each worksheet (below) has its own instructions.

Budgeting Instructions	A. Main Detailed Budget	B. Personnel Worksheet	Additional Personnel	C. Budget Narrative
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All awarded funds will be allocated on a cost reimbursement basis. Grantees will be reimbursed for expenditures, as approved, by requesting reimbursement through Kentucky's electronic financial management system, which is the Finance Module, at this time. All documentation of expenditures must be available upon request and retained for a minimum of five years from the date of submission of the final expenditure report. All approved applicants will receive an official award notification, which will include the approved funding amount.

In accordance with [2 CFR 200.403](#) Factors Affecting Allowability of Costs, costs must be **necessary and reasonable** for the performance of the Federal award and be **allocable** thereto under these principles.

- A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. ([2 CFR 200.404](#))
- A cost is allocable to a particular Federal award or other cost objective if the goods or services involved are chargeable or assignable to that Federal award or cost objective in accordance with relative benefits received. ([2 CFR 200.405](#))

LOCAL APPLICATIONS

In accordance with [Title II of WIOA](#), each eligible provider desiring a grant shall submit an application to the eligible agency containing such information and assurances as the eligible agency may require, including **a description of how funds awarded will be spent and a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.**

SUPPLEMENT, NOT SUPPLANT

In accordance with [Title II of WIOA](#), funds made available for adult education and literacy activities under this RFP shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

GRANT AWARDS

The content and funding of proposals are subject to negotiation prior to the final grant. Notification of the grant award will be issued by the Education and Labor Cabinet. The level of funding and effective dates of the service will be set forth in the notification of the grant award.

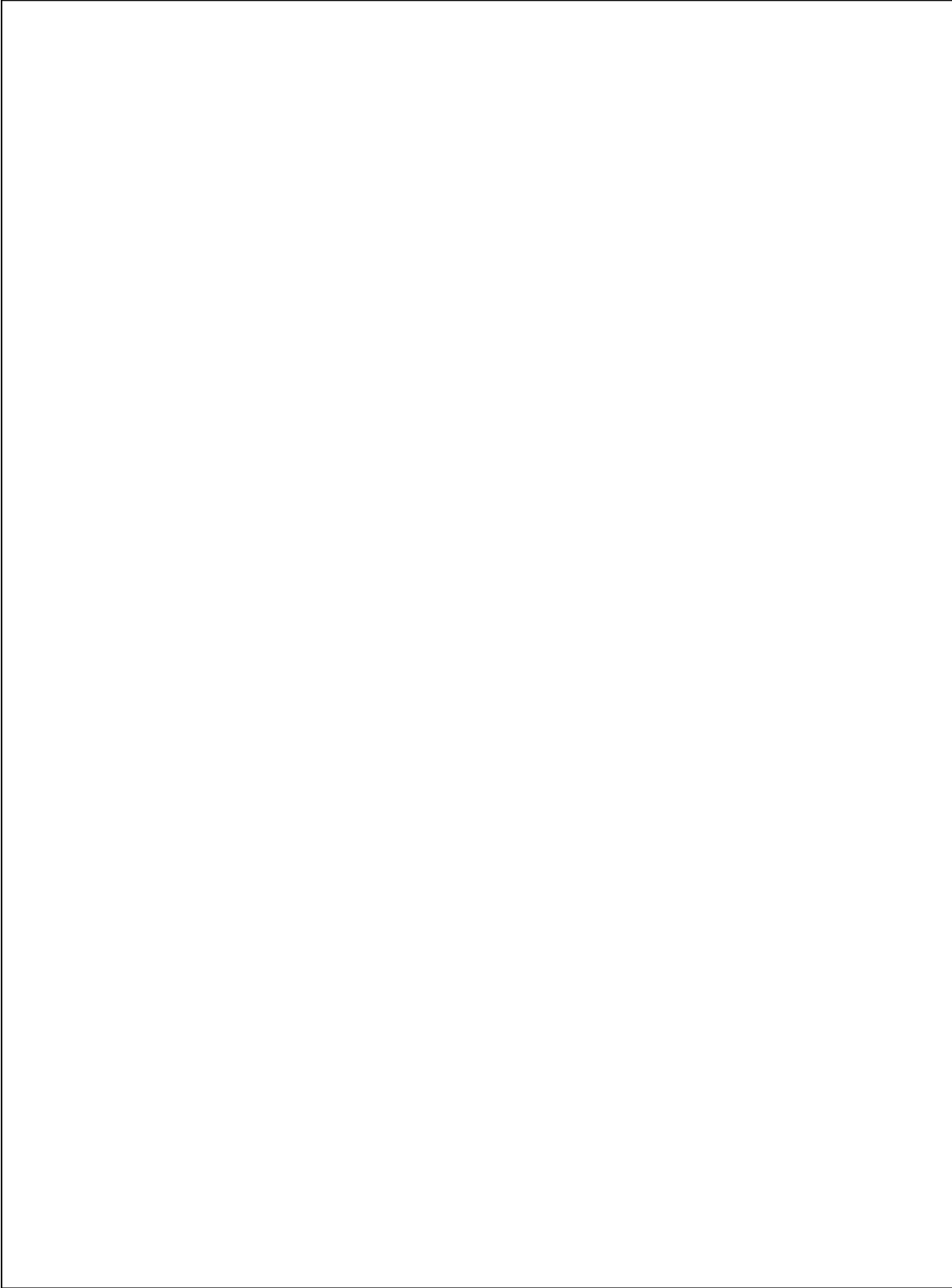
The Education and Labor Cabinet reserves the right to make grant awards under this program without discussion with the applicants. All awards are subject to the availability of federal funds. Grants are not final until the award letter is executed.

SECTION 243 - IELCE FEDERAL NARRATIVE

Eligible providers receiving funds through the Integrated English Literacy and Civics Education program must provide services that—

- (a) Include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; and
- (b) Are designed to:
 - 1) Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
 - 2) Integrate with the local workforce development system and its functions to carry out the activities of the program.

How does the applicant program plan to provide these services?



An eligible provider that receives funds through the Integrated English Literacy and Civics Education program may meet the requirement to use funds for integrated English literacy and civics education in combination with integrated education and training activities by:

- (a) Co-enrolling participants in integrated education and training as described in subpart D of this part that is provided within the local or regional workforce development area from sources other than section 243 of the Act; or
- (b) Using funds provided under section 243 of the Act to support integrated education and training activities as described in subpart D of this part.

How does the applicant program plan to meet requirements for co-enrollment and integrated education and training activities?

The Integrated English Literacy and Civics Education program refers to the use of funds provided under section 243 of the Act for education services for English language learners who are adults, including professionals with degrees and credentials in their native countries.

The Integrated English Literacy and Civics Education program delivers educational services as described in § 463.33. Such educational services must be delivered in combination with integrated education and training activities as described in § 463.36.

- a. An integrated education and training program must include three components:
 - iv. Adult education and literacy activities as described in § 463.30.
 - v. Workforce preparation activities as described in § 463.34.
 - vi. Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act.

How does the applicant program plan to provide all three required components of integrated education and training programming, for the specific IELCE learners?

SECTION 243 - IELCE STATE NARRATIVE

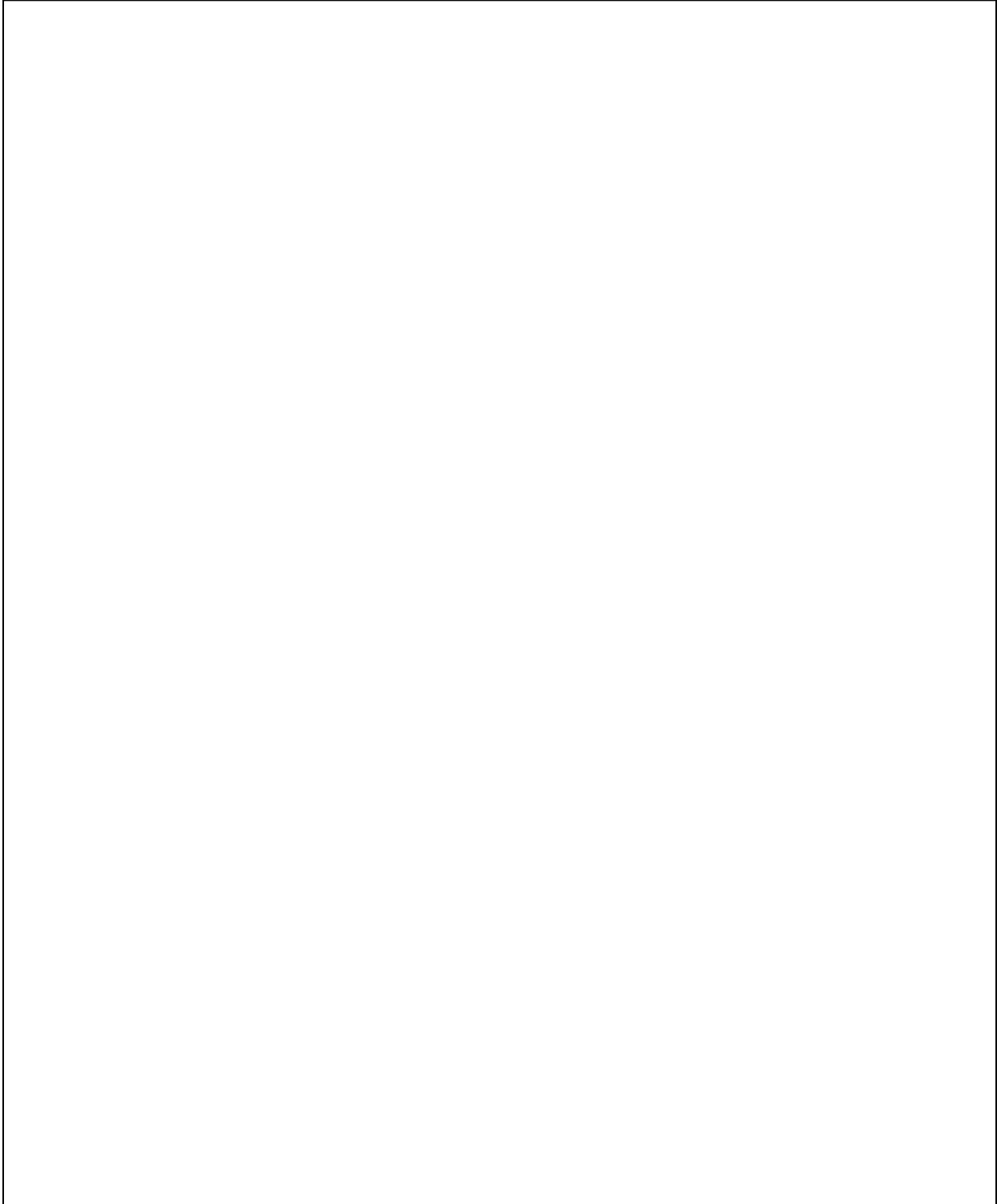
To address the IELCE Supplemental Questions in narrative format, please follow along with the rubric in Appendix C. The IELCE Narrative Rubric will provide guidance for all the required parts that will be scored, and how it fits into the full scope of the IELCE programming. The details and scoring levels will serve as the outline for the expectations of each of the narrative answers.

Program Design and Delivery Integration – Overview of program design related to English literacy, civics education, and workforce preparation activities, including Integrated Education and Training (IET) programming. Program alignment with the Local Workforce Development Board (LWDB) plans, including regional demands and plans for integrating occupationally relevant materials aligned with College and Career Readiness (CCR) Standards and the English Language Proficiency (ELP) Standards.

Recruitment, Retention, and Support Strategies – Specifically describing strategies for recruitment and retainment of participants with limited English proficiency or other barriers to employments, including those with professional degrees from their native countries. Orientation, marketing, technology, and local social service (transportation, childcare, food and nutrition assistance) plans for this population’s success. Projection of number of students to be engaged in IELCE program.

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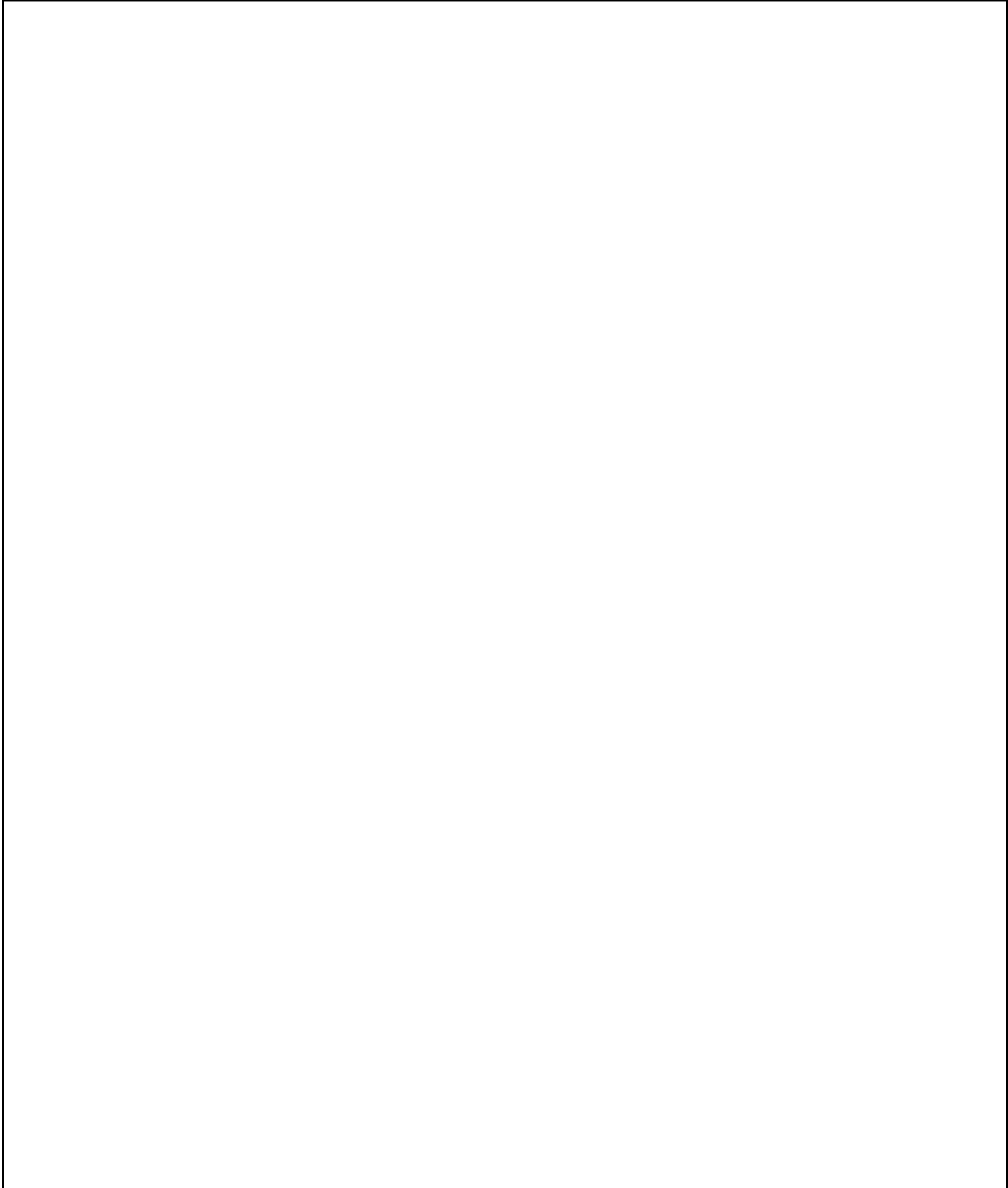
Instructional Approaches and Curriculum Alignment – Overview of instructional approaches and curriculum, ensuring basis on rigorous research and alignment with ELP and CCR Standards. Contextualized instruction plans to meet educational and employment needs for this population. Use of technology to enhance learning and achieve desired outcomes for the IELCE participants.



Outcomes and Evaluation – Outline of methods for evaluating IELCE program effectiveness. This should include plans for tracking and reporting on participant progress, educational gains, and transitions to employment or further educational opportunities.

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Partnerships for Enhanced Opportunities – Description of the partnerships and collaborations established or strengthened to support the IELCE program participants, including but not limited to LWDB, local employers, and service agencies providing support for barriers (including a list of those partners). Explanation of how these partnerships will contribute to the program’s goals, including co-enrollment opportunities in IET programs or job placements.



RESOURCE LIST

Resource A	Section 231/225 Budget Template
Resource B	Section 243 Budget Template
Resource C	13 Considerations & State Narrative Rubric
Resource D	243 IELCE Narrative Rubric
Resource E	Fiscal Management Commitment Rubric
Resource F	IELCE Fiscal Management Commitment Rubric
Resource G	231 Funding Allocation by County
Resource H	243 Funding Allocation by County
Resource I	FY22 Exit Outcome Data from KYStats
Resource J	Applicant Checklist
Resource K	FY25 Program Manual (incl. Glossary)

****All resources are available at [Kentucky Adult Education Website landing page for the 2026-2028 Request for Application](#), for download. Please utilize any of the above as public resources for application support.****