

WIOA State Plan Portal

Office of Career, Technical, and Adult Education

Welcome Jacqueline Korengel | 5025735114

[Format for printing](#)

[Save to MS Word](#)

[Return to Data Entry](#)

Adult Education and Family Literacy Act Program State Plan for the Commonwealth of Kentucky - March 29, 2016

Program-Specific Requirements for Adult Education and Family Literacy Act Programs

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).

A. Aligning of Content Standards

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

Kentucky was one of the first states to adopt the National Governors Association, Council of Chief State School Officers' Common Core State Standards at all educational levels (P-12), postsecondary and adult education. Kentucky Adult Education (KYAE) recognizes the critical need for aligning adult education curricula to meet the higher demands of College and Career Ready Standards (CCRS), a subset of state standards recognized by the Office of Career, Technical and Adult Education (OCTAE).

CCRS offer a common, consistent, and clear understanding of what students are expected to learn. Designed to be robust and relevant to real-world expectations, the CCRS reflect and afford adult students the foundational knowledge, skills, and abilities (which have evolved substantially over the last decade) to pursue postsecondary education and training, as well as career aspirations.

*English Language Learner is an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language and (1) whose native language is a language other than English; or (2) who lives in a family or community environment where a language other than English is the dominant language.

KYAE's standards-based instruction and integration of digital literacy align with the content and format of the fifth edition of the GED test used to award Kentucky's High School Equivalency Diploma. Together, these provide KYAE's students the same opportunities for college and career readiness as graduating high school seniors.

Consequently, KYAE is part of an effort to create a seamless system for students to move from adult education to earning their high school equivalency diplomas and transitioning to postsecondary

education and training and/or living wage jobs, ultimately contributing to the economic vitality of the Commonwealth.

To ensure successful instructional effectiveness, KYAE employs comprehensive and intense professional development (PD) (providing offerings required by policy, as well as elective options for professional growth) that encapsulates standards-based andragogy, academic content, contextualization of instruction, digital literacy integration (e.g., Kentucky Educational Television's Fast Forward), effective instructional strategies, and instructional leadership. KYAE PD offerings are available via face-to-face, online, and blended formats.

Additionally, KYAE has forged PD partnerships with: the Collaborative Center for Literacy Development (CCLD) at the University of Kentucky (UK) to provide reading and English Language Arts (ELA) PD, including essential components of reading instruction; the Adult Education Academy at Morehead State University to provide instructional leadership PD and facilitate online programming; and the National Center for Families Learning (NCFL) to provide curricula development and facilitation of online courses, including English Language Acquisition (ELA).

B. Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

- Adult education;
 - Literacy;
 - Workplace adult education and literacy activities;
 - Family literacy activities;
 - English language acquisition activities;
 - Integrated English literacy and civics education;
 - Workforce preparation activities; or
 - Integrated education and training that—
1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
 2. Is for the purpose of educational and career advancement.

(b) Local Activities. Modification requests: “The Commonwealth did not describe ‘how’ it will use the 13 considerations in section 231(e) of WIOA in making funding decisions consistent with Title II of WIOA. The Commonwealth did not identify what activities would be provided concurrently with other activities, if any. The list of local activities is inaccurate in that ‘career pathways’ is not itself a local AEFLA activity consistent with the definition of ‘adult education and literacy activities’ in section 203(2) of WIOA.”

Note to Review: The language directly below was included under joint section III(b)5.B.(i). AEFLA modifications reference this language. Therefore, to facilitate the process of reviewing and approving modifications, the joint language was placed here to make referencing it easier. Both the 13 considerations and funding decisions are included in this modification.

Competitive process [added under joint section III(b)5.B.(i)]: During grant year 2016-17, KYAE will implement a new competitive application process for all federal AEFLA funding that will determine the eligible providers that will be awarded funds starting July 1, 2017. The review of proposals will include rating responses addressing the 13 considerations in Title II of WIOA and

other factors that indicate applicants' ability to produce measurable skill gains and other defined metrics. Through this process, KYAE will identify, assess, and award multi-year grants (four-year awards) to eligible providers throughout the State. An eligible provider is an organization that has demonstrated effectiveness in providing adult education activities to eligible individuals. Eligible grant awardees may include: institutions of higher education; public or private nonprofit agencies; libraries; local educational agencies, including educational cooperatives; community-based organizations; public housing authorities; nonprofit institutions, not aforementioned; consortia or coalitions of agencies described above; or partnerships between an entity(ies) described above and an employer(s). Funding will be distributed based on population needs and performance.

Direct and equitable access [added under joint section III(b)5.B.(ii)]:All KYAE RFPs for grant/contract awards will be competed (as described above) and adhere to direct and equitable provisions to award funds under WIOA sections 225 (Corrections Education), 231 (Grants and Contracts for Eligible Providers), and 243 (Integrated English Literacy and Civics Education). All RFPs issued under AEFLA will prescribe to the competitive process outlined above. Applications will be evaluated by review teams using the same rubric and scoring criteria. The grant or contract announcement and application and application review processes will be in effect for all applicants; all applicants will be treated the same manner. The application process will be designed so that direct application to the State eligible agency is clearly evident, customary, and non-negotiable. Grants will be awarded directly to eligible and approved service providers and not through third-party agreements. **[See also III(b)5.B.i and III(b)5.B.ii - Distribution of Funds for Core Programs, Title II.]**

Note to Review: "Career pathways" modification request: In order to provide context, the below describes all three WIOA components relating to specific workforce activities and strategies, including workforce preparation, integrated education and training (IET), and AE's role in career pathways.

Workforce Preparation: KYAE will continue to require standards-based, academic instruction, to be contextualized, at a minimum, by using its Employability Standards. By strengthening contextualized instruction with online curricula courseware [Worldwide Interactive Network's (WIN)], purchased by KYAE's and DWI's Workforce Investment Act incentive funds, students, while in a program of study, may earn a governor-endorsed, Kentucky Essential Skills (KESC). The KESC is achieved through formative and summative assessments and accompanied by an Employability Standards checklist of "demonstrable skills," which the instructor and student will authenticate by signing the document. Consequently, with all programs contextualizing standards-based, academic instruction, they need only to add training partner activities to extend their efforts to implement Integrated Education and Training models and/or provide adult education support within more expansive career pathways programs. Additionally, the state benefits further from the WIN courseware in that one of its educational tracks prepares students to take the WorkKeys tests to earn a National Career Readiness Certificate and another track focuses on College and Career Readiness standards instruction.

Integrated Education and Training (IET): While KYAE is committed with its partners (KCTCS and DWI) to continue to improve and scale up its career pathways program, Accelerating Opportunity Kentucky, it also has explored ways in which less resource-rich areas might partner with organizations in addition to community and technical colleges (e.g., public and private universities, employers, etc.) to offer core adult education services concurrently with occupational training [provided by the aforementioned partner(s)]. While these services may not include all the wraparound support services as a fully articulated career pathways program, defined in WIOA Section 3 (Def. 7), it will provide an opportunity for adult education programs to partner with training organizations to accelerate student learning by attaining adult education support and occupational skills simultaneously.

Therefore, KYAE has piloted an IET model with local adult education programs working in tandem with a healthcare-sector, occupational association. The adult education programs provided workforce preparation, as described above, and collaborated with the association to identify and develop lesson plans/units, leading to options for healthcare-sector-contextualized programming. KYAE continues to explore options with a local adult education grantee (responsible for multiple county programs) that has forged a relationship with a local manufacturing employer. As a result of this pilot, additional, contextualized lesson plans/units will be developed for the manufacturing sector and available in a shared (statewide) lesson bank.

These experiences will generate best practices, challenges, and recommended modifications to help guide programs who are interested in working collaboratively to provide adult-education-contextualized, standards-based academic instructional support and occupational skills through appropriate training partners.

KYAE will continue to strengthen its partnerships with the DWI's Office of Employment and Training (governs local Career Centers) and KCTCS to extend career pathway strategic opportunities across county lines. While Kentucky tends to be "county-centric," KYAE and its partners have made modifications (including performance incentives) to its CPWs framework to create a mutually beneficial situation for all county partner programs.

As a result, students can receive essential-skills (workforce preparation)-contextualized, standards-based, academic instruction at their local adult education program and concurrently enroll in a career pathway technical course(s) in an in-demand industry sector at a community and technical college that may be located outside their local community/county.

The partners have also determined that the model is greatly enhanced by dedicated coaches who assist students with navigating the postsecondary education system and connecting them to one-stops for workplace activities and job placement.

Initially submitted state plan language:

KYAE will conduct a competitive Request for Proposal (RFP) process for eligible entities to apply for grant awards of adult education funds (both state and federal); these entities will subsequently be awarded multi-year contracts to provide educational services. Eligible providers must provide evidence of demonstrated effectiveness based on criteria present in the RFP. Eligible providers of adult education and literacy activities may include:

- Local educational agency;
- Community-based or faith-based organization;
- Volunteer literacy organization;
- Institution of higher education;
- Public or private nonprofit agency;
- Library;
- Public housing authority;
- Nonprofit institution (not described above) possessing the ability to provide adult education and literacy activities;
- Consortium or coalition of agencies, organizations, institutions, libraries, or authorities (as described above); or
- Partnerships between an employer and an entity described above.

KYAE will ensure, through the application process and public announcements, that all eligible providers have direct and equitable access to apply and compete for these grant awards.

Metropolitan and regional papers will be used statewide to advertise the RFPs. A minimum of one bidders' conference will be hosted for potential applicants to answer questions and clarify criteria contained within the standard RFP.

The RFP will underscore criteria for individual eligibility of adult education services, which include:

- Have attained 16 years of age;
- Are not enrolled or required to be enrolled in secondary school under state law (which is 18 years of age in Kentucky); and
- Who are:
 - o Basic-skills-deficient;
 - o Lacking a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
 - o An English Language Learner (ELL).

Therefore and hereafter, adult education and literacy activities are defined as programs, activities, and services offered by eligible providers that include:

• **Adult education:**

- o Academic instruction and education services below the postsecondary level that increase an individual's ability to read, write, and speak in English and perform mathematics or other activities necessary for: attaining a secondary school diploma or its recognized equivalent; transitioning to postsecondary education and training; and obtaining employment

• **Literacy:**

- o Ability to read, write, and speak English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family, and in society

• **English Language Acquisition:**

- o A program of study designed to help eligible individuals who are ELL achieve competency in reading, writing, speaking, and comprehension of the English language, leading to: attaining a secondary school diploma or its equivalent; transitioning to postsecondary education and training; and/or obtaining employment

• **Integrated English literacy and civics education (IEL/C):**

- o Services for ELLs that include literacy and ELA, as well as instruction on the rights and responsibilities of citizenship and civic participation; may include workforce training, enabling competency in the English language; and acquisition of basic and advanced skills to function effectively as parents, workers, and citizens

• **Workplace adult education and literacy activities:**

- o Services, defined above, offered in collaboration with an employer or employer organization at a workplace or an offsite location designed to improve incumbent worker productivity

Since the downturn in the economy in 2008, adult education delivered in the workplace (employers' work site/incumbent workers) has been minimal. The Kentucky Skills Network is a unique partnership between the Cabinet for Economic Development (KYCED), Education and Workforce Development Cabinet (KEWC), Labor Cabinet (KLC), and Kentucky Community and Technical

College System (KCTCS), dedicated to assessing employer skill needs and designing and delivering the best workforce solutions. Local KYAE programs are available to provide services to eligible individuals needing fundamental academic skills support.

• **Family literacy:**

o Activities of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and better enable parents or family members to support their children's learning needs; must integrate all of the following activities:

*Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency;

*Interactive literacy activities between parents or family members and their children;

*Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and

*An age-appropriate education to prepare children for success in school and life experiences

Special rule: Grant funds may not be used under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16, and are enrolled or required to be enrolled in secondary school under State law, with the exception of family literacy.

In providing family literacy activities, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities other than activities for eligible individuals. (This caveat will be included in the RFP application.)

Eligible providers, subsequent to a local needs assessment, will be expected to offer a minimum of comprehensive services, including adult education and literacy and workforce preparation activities. Expectations of services including English language acquisition, integrated English literacy and civics, and family literacy will depend upon the providers' service area population of ELLs, community partnerships, and demand for family literacy.

Under WIOA, adult education and literacy services will align with and be integrated in a seamless workforce development system of complementary services. The Act particularly focuses on a renewed engagement of adult education and literacy providers, employers, and occupational trainers to assist adults in becoming literate and obtaining the knowledge and skills essential for employment and self-sufficiency.

Therefore, adult education and literacy providers will need to effectively demonstrate their ability to provide integrated education and training or adult education and literacy activities provided concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Workforce Preparation

KYAE has recently completed hosting train-the-trainer events and has provided an online curricular resource to all programs in order to enhance their contextualized workforce preparation services.

The initiative initially started with an employability skills pilot in which participating program staff were trained to contextualize standards-based, academic instruction with employability skills that had been vetted through focus groups, including an employer focus group.

The recently introduced online curricular resource represents a partnership investment by KYAE and DWI of WIA Workforce Incentive Funds, renewing a contract for Worldwide Interactive Network's (WIN) online curricula courseware. The product not only provides WorkKeys/NCRC preparation, but

“soft” skills (essential) and CCRS-based curricula tracks. Along with the administration of badge-supported curricula and assessments, the essential skills track concludes with a Kentucky Essential Skills Certificate (KESC). Additionally, this online courseware is available to other state agencies with the exception of K-12 - where school districts may avail themselves to alternate courseware licenses.

As a result of the pilot, Kentucky Employability Standards were developed by streamlining the initial set of skills and sub-skills that reflected a variety of employment readiness frameworks and were categorized as 21st Century skills of communication, collaboration, and critical-thinking. A lesson repository was established, housing contextualized lesson plans. There are plans to use Carl D. Perkins leadership funds to assist in creating a user-friendly, web-based platform. Perkins funds also contributed to funding the pilot, which included a six-month ramp-up period for programs to sufficiently prepare to execute pilot activities and KYAE to conduct an independent party evaluation.

The KESC was designed to enrich essential-skills-contextualized, standards-based instruction, but it also meets the needs of students, allowing them to celebrate a milestone and earn a stackable credential on their way to pursuing a National Career Readiness Certificate (NCRC) and/or high school equivalency diploma. Therefore, currently, programs are equipped to provide workforce preparation activities; and the RFP will expect applicants to express demonstrated effectiveness in providing workforce preparation activities.

Integrated Education and Training (IET)

Kentucky partners KYAE, KCTCS and the Department for Workforce Investment’s Office of Employment and Training (OET), have initiated and nurtured, through an initial three-year grant from Jobs for the Future (JFF), an IET model that has gone several steps further to institutionalize a (CPWs) framework, Accelerating Opportunity (AOKY), which encompasses:

- Determining career pathways, representing viable sector, in-demand, living wage jobs using labor market information (LMI), and aligning with local and regional industry and economic development needs;
- Engaging local sector employers at the front-end of CPWs development; e.g., expression of available and prospective jobs, curricular development input, and recognition of skill advancement through providing students workplace activities and job placement;
- Preparing students through concurrent postsecondary and adult education services; in the context of workforce preparation activities and training for specific occupations or occupational clusters;
- Supplying intensive, comprehensive wraparound services to help students navigate through achieving their education and career goals; e.g., career exploration and planning, referrals to appropriate social agencies, etc.;
- Employing team teaching (adult education instructor and technical faculty) in conjunction with supplemental college- and career-ready, contextualized adult instruction to accelerate the progression of achievement;
- Enabling students to earn a high school equivalency diploma and at least one recognized postsecondary credential during the same timeframe; and
- Providing workforce activities (e.g., internships, job shadowing) and job placement services for successfully completing students.

Furthermore, through KYAE’s work with Judith Alamprese and Associates and the Moving Pathways Forward technical assistance grant, KYAE is currently pursuing additional partners to expand opportunities for adult education programs located in areas where diverse community and technical college pathways options are limited in order to leverage current occupational training.

Therefore, KYAE wants to grow and expand the concept of IET in Kentucky beyond AOKY (a more robust IET example) to include prospective collaborations with employers, pre-apprenticeship programs, public and private four-year universities, etc., to support the occupational training element of an IET model by offering a variety of ways students can accelerate their educational and career accomplishments.

Special Rule

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

C. Corrections Education and other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C, any of the following academic programs for:

- a. Adult education and literacy activities;
- b. Special education, as determined by the eligible agency;
- c. Secondary school credit;
- d. Integrated education and training;
- e. Career pathways;
- f. Concurrent enrollment;
- g. Peer tutoring; and
- h. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

(c) Correction Education and Other Education of Institutionalized Individuals: Modification request: “The Commonwealth provided a response to this element; however, the Commonwealth did not describe how the grants and contracts awarded with Section 225 funds will be competed and will comply with the requirements of Subpart C in Title II of WIOA. The Commonwealth did not describe how it will carry out workforce preparation and transition coaching activities in a way that is consistent with the statute.”

Note to Review: The language directly below was included under joint section III(b)5.B.(i). AEFLA modifications reference this language. Therefore, to facilitate the process of reviewing and approving modifications, the joint language was placed here to make referencing it easier. Both the 13 considerations and funding decisions are included in this modification.

Competitive process [added under joint section III(b)5.B.(i)]: During grant year 2016-17, KYAE will implement a new competitive application process for all federal AEFLA funding that will determine the eligible providers that will be awarded funds starting July 1, 2017. The review of proposals will include rating responses addressing the 13 considerations in Title II of WIOA and other factors that indicate applicants' ability to produce measurable skill gains and other defined metrics. Through this process, KYAE will identify, assess, and award multi-year grants (four-year awards) to eligible providers throughout the State. An eligible provider is an organization that has demonstrated effectiveness in providing adult education activities to eligible individuals. Eligible grant awardees may include: institutions of higher education; public or private nonprofit agencies; libraries; local educational agencies, including educational cooperatives; community-based organizations; public housing authorities; nonprofit institutions, not aforementioned; consortia or coalitions of agencies described above; or partnerships between an entity(ies) described above and an employer(s). Funding will be distributed based on population needs and performance.

Direct and equitable access [added under joint section III(b)5.B.(ii)]:All KYAE RFPs for grant/contract awards will be competed (as described above) and adhere to direct and equitable provisions to award funds under WIOA sections 225 (Corrections Education), 231 (Grants and Contracts for Eligible Providers), and 243 (Integrated English Literacy and Civics Education). All RFPs issued under AEFLA will prescribe to the competitive process outlined above. Applications will be evaluated by review teams using the same rubric and scoring criteria. The grant or contract announcement and application and application review processes will be in effect for all applicants; all applicants will be treated the same manner. The application process will be designed so that direct application to the State eligible agency is clearly evident, customary, and non-negotiable. Grants will be awarded directly to eligible and approved service providers and not through third-party agreements. **[See also III(b)5.B.i and III(b)5.B.ii - Distribution of Funds for Core Programs, Title II.]**

Note to Reviewer: Please find below additional language to clarify/modify an understanding of KYAE's intended services for incarcerated adults.

KYAE will adhere to the same competitive process, including assurances of direct and equity access, mentioned above [(b) Local Activities], when competing 225 funds for correctional and other institutional contextualized (workforce preparation), standards-based academic instruction. **(See also III(b)5.B.i and III(b)5.B.ii - Distribution of Funds for Core Programs, Title II.)**

As part of the grant application, eligible providers will describe and define the adult education academic activities that they will provide through contextualized (workforce preparation skills), standards-based academic instruction and employability/essential skills integration to support incarcerated adults' transitions upon release. Priorities for the Commonwealth will focus on increasing the number of incarcerated adults earning a GED® diploma and securing skills to assist in transition from incarceration to additional education and training and/or employment.

In local areas where full-service jails exist, adult education programs will be expected to partner with their jailer to offer incarcerated adults, at least 10 hours of contextualized (workforce preparations skills), standards-based academic instruction (discretion is given to the adult education program to determine if less than 10 hours of instruction per week is sufficient time to advance students). It is also expected that jailers provide adequate space in a comfortable environment with student access to instructional materials to encourage additional study outside of the classroom setting.

Local providers will also be expected to provide preparation, in a program of study, for WorkKeys assessments associated with earning the National Career Readiness Certificate. The Department of Corrections (DOC) has agreed to provide "good time" for incarcerated adults that earn their NCRC.

While KYAE understands the value of other services, including integrated education and training, career pathways, concurrent enrollment, and peer tutoring, KYAE services will focus on adult education and literacy activities and preparing incarcerated adults for transitioning with

employability/essential skills and an NCRC. However, KYAE has strengthened its relationship with DOC resulting in the extension of educational opportunities, including NCRC preparation and together they will continue to look for ways to collaborate in offering critical educational services and support to incarcerated adults.

In agreement with Department of Corrections, incarcerated adults who are likely to leave a correctional institution within five years of participation in the adult education program and/or who are seeking a GED® diploma in the program shall be given priority of services.

Initially submitted state plan language:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post-release services with a reducing recidivism goal.

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

KYAE will employ approaches to inmate educational services to participating inmates that will increase educational levels and equip them with skills to become self-sufficient in an effort to reduce the recidivism rate. Using a two-pronged approach to corrections education, inmates are served both in adult state correctional and local correctional facilities. While KCTCS college faculty typically teach daytime classes for adult correctional inmates, adult education programs partner with these adult facilities to provide evening classes and local jail education services. Correctional adult education students must meet the same eligibility criteria as any other adult student as described above.

Local Corrections Education

KYAE program providers with full-service local jails are required (through RFP expectations and contracts) to provide adult education based on an agreement with the local jailer. The new RFP and contractual agreement process will include a continuation of formula funding based on recommendations from an adult educators' performance model work group on adults without a high school diploma or its equivalent. Priority will be given to state inmates housed in local jails and criminal offenders expected to depart within five years' time.

State Correctional Institutions

KYAE contracts with the Kentucky Department of Corrections (DOC) to help build capacity in serving more inmates in 12 facilities statewide. As part of the contracting process, goals are set reflecting increasing academic gains and high school equivalency attainment. KYAE has worked closely with DOC to alleviate "technical issues" for providing GED testing. DOC decided that each facility would be its own testing site and therefore, both the GED Ready test and GED test are administered within the facility itself.

With the reauthorization of WIOA, the RFP process will include the expectation that the following services are made accessible to inmates based on need and situational feasibility.

These services include:

- Adult education and literacy activities (as defined above), including preparation for earning a high school equivalency diploma;
- Appropriate accommodations for inmates identified with learning differences/disabilities;
- Workforce preparation activities as defined above; and
- Transition coaching and CCR-standards-based instruction.

Most adult correctional facilities provide opportunities for vocational education. However, DOC policies require inmates to possess a high school diploma or its equivalent to qualify. Therefore, KYAE will continue to pursue discussions about possible changes to the policy to enable concurrent enrollment, integrated education and training, and career pathways to accelerate inmate progression through educational and occupational training achievements to better prepare them for release and ability to contribute to society. Additionally, where situationally feasible, instruction may include peer tutoring.

Not less than 82.5 percent of grant funds will be contractually awarded under section 231 to execute section 225, Programs of Corrections Education and Other Institutional Individuals, of which not more than 20 percent of such amount shall be available to execute section 225. Funds may also be used to serve eligible adults in reformatories, work farms, detention centers, or halfway houses.

D. Integrated English Literacy and Civics Education Program

1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

(d)1. Integrated English Literacy and Civics Education Program (IELC): Modification request:
“The plan does not adequately describe how the Commonwealth will establish IELC programs that provide educational services consisting of literacy and English language acquisition integrated with civics education that includes instruction on the rights and responsibilities of citizenship and civic participation.”

Note to Review: The language directly below was included under joint section III(b)5.B.(i). AEFLA modifications reference this language. Therefore, to facilitate the process of reviewing and approving modifications, the joint language was placed here to make referencing it easier. Both the 13 considerations and funding decisions are included in this modification.

Competitive process [added under joint section III(b)5.B.(i)]: During grant year 2016-17, KYAE will implement a new competitive application process for all federal AEFLA funding that will determine the eligible providers that will be awarded funds starting July 1, 2017. The review of proposals will include rating responses addressing the 13 considerations in Title II of WIOA and other factors that indicate applicants' ability to produce measurable skill gains and other defined metrics. Through this process, KYAE will identify, assess, and award multi-year grants (four-year awards) to eligible providers throughout the State. An eligible provider is an organization that has demonstrated effectiveness in providing adult education activities to eligible individuals. Eligible grant awardees may include: institutions of higher education; public or private nonprofit agencies; libraries; local educational agencies, including educational cooperatives; community-based

organizations; public housing authorities; nonprofit institutions, not aforementioned; consortia or coalitions of agencies described above; or partnerships between an entity(ies) described above and an employer(s). Funding will be distributed based on population needs and performance.

Direct and equitable access [added under joint section III(b)5.B.(ii)]:All KYAE RFPs for grant/contract awards will be competed (as described above) and adhere to direct and equitable provisions to award funds under WIOA sections 225 (Corrections Education), 231 (Grants and Contracts for Eligible Providers), and 243 (Integrated English Literacy and Civics Education). All RFPs issued under AEFLA will prescribe to the competitive process outlined above. Applications will be evaluated by review teams using the same rubric and scoring criteria. The grant or contract announcement and application and application review processes will be in effect for all applicants; all applicants will be treated the same manner. The application process will be designed so that direct application to the State eligible agency is clearly evident, customary, and non-negotiable. Grants will be awarded directly to eligible and approved service providers and not through third-party agreements. [See also III(b)5.B.i and III(b)5.B.ii - Distribution of Funds for Core Programs, Title II.]

Note to Review: Integrating rights and responsibilities of citizenship and civic participation modification request:

KYAE will adhere to the same competitive process, including assurances of direct and equity access, mentioned above [(b) Local Activities], when competing 231 funds for integrated English Literacy and Civics contextualized (workforce preparation), standards-based academic instruction. (See also III(b)5.B.i and III(b)5.B.ii - Distribution of Funds for Core Programs, Title II.)

Priorities for the Commonwealth will focus on increasing ELLs' abilities to read, write, speak, and comprehend English, *in addition to building mathematical skills* through 231 funding. Academic instruction will be supported by adult education College and Career Readiness standards in an effort to retain and transition ELL students into adult education.

Programs' short-term, educational goals for ELLs will promote the same experience of essential/employability-skills-contextualized, standards-based academic instruction as adult education students, *while integrating instruction on rights and responsibilities of citizenship and civic participation*. ELLs' retention and transition to adult education will be facilitated by these instructional enhancements, whereby advancing into adult education instruction will appear seamless to the student.

As ELLs anticipate transitioning to adult basic education will then set longer-term goals of earning a GED® diploma and transition to postsecondary education and training or employment. As ELLs progress, they will have the same opportunities to participate in integrated education and training initiatives and career pathways, as the program works with partners to incorporate work-related activities and fulfill job placements.

Initially submitted state plan language:

With the introduction of a new component to IEL/C, "integration," KYAE plans to improve integration of English literacy and civics education into the comprehensive menu of services programs offer, provided their population needs are met. Adult English language learners, including individuals who may have earned degrees in other countries, may receive services that enable them to achieve competency in English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens. This includes English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; it may also include workforce training.

During program year 2015-16, KYAE required programs applying for and implementing EL/C programs to establish a work-related goal in a first foray into connecting ELL immigrants admitted for permanent residence with work, including "unsubsidized employment in in-demand industries and

occupations,” workforce preparation activities, etc. Subsequently, the RFP application process will include, at a minimum, that programs: integrate students into workforce preparation activities, as defined by implementing standards-based instruction contextualized using KYAE’s Employability Standards; participate in integrated education and training models; and provide assurance of partnerships with local Workforce Innovation Boards (LWIB) and Kentucky Career Centers, in particular, to provide the same opportunities for career exploration and counseling, work-related activities, and job placement.

Additionally, program year 2015-16 performance targets included NCRC awards, for which an expectation would be established for IEL/C programs to pursue as well. The KESC will also be added to performance expectations for the next program year. Programs have integrated digital literacy in program services and some IEL/C students may be interested in AOKY technical pathways as well.

2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.

Initially submitted state plan language:

Based on the funding allocation (65 percent) calculated using the state’s share of a 10-year average of data of the Office of Immigration Statistics of the Department of Homeland Security for immigrants admitted for legal permanent residence for the 10 most recent years, and the other 35 percent taking into consideration our State’s growth by the average of the three most recent years reported by the same data source, a minimum of \$60,000 will be dedicated to Integrated English Literacy and Civics (IEL/C).

Funds will be distributed based on a competitive and direct and equitable RFP process with requests for demonstrated effectiveness and justification of a target population.

(d)2. Integrated English Literacy and Civics Education Program (IELC): Modification request: “The plan does not indicate how the grants and contracts with section 243 funds will be competed and will comply with the requirements of Subpart C in Title II of WIOA. The plan does not address the activities that will be funded with section 243 funds.”

KYAE will adhere to the same competitive process, including assurances of direct and equity access, mentioned above [(b) Local Activities], when competing 243 funds for integrated English Literacy and Civics programs. The competitive process and direct and equitable access will remain the same for all funding sources, including 243 funds and will comply with the requirements of Subpart C in **(See also III(b)5.B.i and III(b)5.B.ii - Distribution of Funds for Core Programs, Title II.)**

KYAE plans to compete the IELC 243 funding separately from 231 funding because of the significant change to the historical EL/C model. This will provide areas statewide (*not limited* to providers have been awarded 231 funding), particularly with larger ELL populations, to apply to offer programming designed to conclude with placement in unsubsidized employment. Additionally, KYAE expects to provide training and technical assistance to ensure the enhanced IECL model is successfully implemented.

E. State Leadership

1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

Alignment of WIOA partners: Kentucky is planning with its WIOA and other service partners to submit a combined plan of action.

KYAE, OET and KCTCS continue to sustain AOKY that was initially funded with a grant from JFF. The partners have worked to hone the model to a framework of which all 16 community and technical colleges and adult education centers and KCC offices can offer. The partners continue to provide training and technical assistance (e.g., team teaching) in an effort to promote continuous improvement. (See also Integrated Education and Training.)

KYAE is also working with WIOA partners to implement team-based case management (TBCM) to set standards for establishing a system of collaborative case management among KCC partners. TBCM builds on the functional alignment within KCC and focuses on providing services to job seekers in a consistent, coordinated and efficient way. The systems and tools used in the TBCM approach reinforce functional alignment and integrated service delivery within the centers and among partners.

KYAE is also directly involved with two Supplemental Nutrition Assistance Program (SNAP) grant initiatives with Department for Community-Based Services (DCBS). Paths to Promise (P2P) focuses efforts on a research pilot in eight counties in Eastern Kentucky that includes moving eligible students into AOKY pathways. The other Employment and Training funds proposal includes support services for students pursuing education and training in urban areas.

High quality professional development: Standards-based instruction: One of our professional development contractors, the University of Kentucky's Collaborative Center for Literacy Development (CCLD), conducted research (completed August 2014) on our implementation of Standards-in-Action's (SIA) Unit Four instructional observations and KYAE used the aggregated data trends to inform current and future professional development offerings.

During 2015-16, KYAE revised the SIA Innovations 4 classroom observation tool to include more examples of evidence and to reflect the Teaching Effectiveness Teacher Competencies. The state's program directors will be trained on using the tool in February 2016, then will conduct classroom observation in the spring of 2016, and provide their findings to KYAE. KYAE has contracted with the CCLD to develop data collection tools and present conclusions based on the data analysis. This will be used by KYAE to inform future PD and technical assistance for local programs.

In March 2015, Kentucky's state team, along with the teams from 11 other states, convened in Washington, D.C., for the first of two national workshops. These workshops aimed to "delve into the instructional and institutional implications of CCRS and help to shape the approach that teachers and program leaders should take." In the March workshop, the team learned to evaluate instructional resources by determining their alignment to the key advances in the CCRS. Core instructional actions to effectively implement the CCRS key advances in adult education classrooms were presented as the second part of the initial workshop. Two national coaches were assigned to the Kentucky team to assist in planning for a pilot implementation of these activities with 12 instructors from participating programs. Workshops for evaluating and aligning both mathematics and English/language arts resources were completed for a total of 48 instructors. The pilot continues into FY2015-16 with the impact of the activities being evaluated and feedback given to the program directors in response to submitted assignments. The purpose of the pilot is to determine which activities and tools from the workshops will be incorporated into future PD.

KYAE recognizes the critical need for aligning adult education curricula to meet the higher demands of the CCRS sanctioned by the Office of Career, Technical, and Adult Education, U.S. Department of Education. It is also crucial that these curricula be aligned to a more relevant GED test and representative of current expectations of college- and career-ready graduating seniors. CCRS provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge, skills and abilities needed for continued success. KYAE is part of an effort to create a seamless system for students to move from adult education to earning stackable credentials, including the KESC, NCRC and a high

school equivalency diploma. With students fully prepared, Kentucky will be positioned to compete successfully in the global culture and economy.

Technical assistance: The PD model this year focused on instruction, with an emphasis of putting together what has been learned over three years of SIA, to provide the student with a seamless learning experience from diagnostic activities to achievement of goals, including high school equivalency preparation. We are eager to elevate what might have, at one point, appeared to be siloed concepts to unified practical application. Additionally, mathematics, GED preparation, instructional technology, and employment of effective instructional strategies that address ELA shifts and mathematical practices (including differentiated instruction) have been ongoing focus for PD (selection based upon survey results from the field.)

KYAE plans to: streamline required PD; integrate and balance face-to-face and online PD opportunities so program staff may remain in programs and still actively participate in PD and network with peers via technology (e.g., Edmodo, Google Hangouts); and offer elective professional growth opportunities (PGOs) in which staff have expressed interest based on their personal and programs' needs. We envision an overarching umbrella of required PD, followed by program directors' and staffs' thoughtful consideration of what PD they need programmatically and individually. Therefore, more time will be available for selecting and participating in appropriate PGOs and program directors will be charged with strategically scheduling study circles and lesson collaboratives that advance student-centered services. Some of this year's PD (e.g., study circles) will also help inform future PD. PD partners and coaches will be available for technical assistance program visits.

Role of the eligible providers as a one-stop partner access to employment, education and training: KYAE and the Education and Workforce Development Cabinet are collaborating in the development of the Focus Explorer/Burning Glass web-based application in order to further align Kentucky's workforce development system (including KCC) with Kentucky's educational objectives while improving services to provide an online career counseling tool. KYAE's and KCC's students/clients, as well as the population-at-large, will, based on personalized skills gap analysis and career advancement plans, be directly referred to WIOA-approved eligible training providers, including adult education programs. KYAE, in conjunction with its partners, will provide technical assistance and training to local providers in order to first pilot the resource and then roll it out statewide. See also Workforce Preparation about KESC and online curriculum. KYAE has also developed units of instruction to assist instructors in helping students use a career and skills exploration software, *Focus Career*.

Assistance in the use of technology: KYAE administered a comprehensive technology self-assessment to programs. The self-assessment will provide programs with a good understanding their current level of technological proficiency, both for the use of technology with students and their staffs' competencies. Subsequently, each program will submit a plan for the next three years outlining efforts for continuous improvement, detailing steps to progress toward the next category of proficiency.

If the program has already achieved the highest level of competency, it will be asked to provide a plan outlining continued efforts to improvement. KYAE will contract through a professional development partner, for the services of an Instructional Technologist who will be responsible for providing technical assistance throughout this planning and implementation process, as well as a plethora of other ways in which s/he will provide technical assistance in using technology to increase efficiencies and as an instructional tool.

KYAE is also working with Kentucky Educational Television on a distance learning pilot to facilitate students' completion of Fast Forward modules in preparation for the GED® test. These students tend to prefer using online curriculum at a distance due to conflicts with work, childcare,

transportation, etc., that may prevent them from visiting the adult education center on a regular basis.

Monitoring and evaluation: See Monitoring and Evaluation below (F).

2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

Developing content and models for integrated education and training and career pathways: See Integrated Education and Training.

F. Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

Professional Development Quality Assessment

KYAE continues to use the Kirkpatrick's Four-Level Evaluation Model to inform professional development. As part of their professional development contracts, the KYAE PD contractors track and report items 1–3 below. Item 4 is collected through the Kentucky Adult Education Reporting System (KAERS). The data is collected via the following activities:

1. Questionnaires at the conclusion of a training to survey immediate feedback from training recipients;
2. Pre- and post-tests at trainings to measure what learning objectives were achieved and whether additional training is needed;
3. Observation of demonstrated, on-the-job execution of expected behaviors via a well-informed program director's supervision to reinforce the replacement of old knowledge/processes with the new information/processes provided by the training; and
4. Collection of student data to determine if the training impacted student outcomes.

KYAE has implemented SIA instructor observations and has, over time, gathered feedback and input to modify and refine the observation tools and process.

Monitoring and Evaluation

KYAE built KAERS, a robust, recently enhanced data collection system. KYAE is continuously seeking new ways to analyze and draw conclusions from the data. KYAE expects it will be a larger portion of how to monitor and evaluate program services, professional development, instructional strategies, program efficiencies, etc.

KYAE is strongly committed to helping ensure local program success in producing quality student outcomes based on core indicators of performance. KYAE staff will be monitoring, evaluating, assisting in continuous improvement activities, sharing resources, and providing technical assistance in a myriad of ways, both directly and indirectly. Presented below are some of KYAE's major monitoring, evaluation, and program support components.

- KYAE's program support team members act as liaisons between KYAE and local programs. KYAE provides information on state and federal policy and procedures; monitors and evaluates program performance, and assists in data-informed analysis and program plans for development; provides local programs with information on best practices; and promotes efforts to increase the use and understanding of technology.

- Monitoring activities will continue to take place with particular emphasis on using student data to guide program decisions. KYAE's KAERS system provides a means for real-time monitoring and evaluation based on program and student data and guides KYAE's technical assistance and program support. Regular desk audits will be conducted for each provider using KAERS data and other available information. This action ensures that both KYAE and the local program directors are aware of data related to their programs.

- Typically, 30 programs are randomly selected for annual audits conducted by the Kentucky Auditor of Public Accounts. The audits consist of both performance and financial reviews and include a review of programs' compliance with KYAE policy. KYAE will continue this practice unless regulatory guidelines dictate differently.

Certifications

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. Yes
2. The State agency has authority under State law to perform the functions of the State under the program. Yes
3. The State legally may carry out each provision of the plan. Yes
4. All provisions of the plan are consistent with State law. Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. Yes
8. The plan is the basis for State operation and administration of the program. Yes

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization **Kentucky Adult Education, Council on Postsecondary Education**

Full Name of Authorized Representative: **Reecie D. Stagnolia**

Title of Authorized Representative: **Vice President for Adult Education, Council on Postsecondary Education**

[SF LLL Form – Disclosure of Lobbying Activities](http://www2.ed.gov/fund/grant/apply/appforms/appforms.html) (only if applicable) (<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

Assurances

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. Yes
4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; Yes
5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be 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; and Yes

6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Yes

WIOA Partner sites

DOL/ETA
DOL/VETS
ED/OSERS/RSA
ED/OCTAE
HHS/ACF
HUD
USDA/FNS

WIOA State Plans

Data Entry
Common Elements
Title-I B
Wagner-Peyser Act State Plan
AEFLA
VR

Combined State Plans

Data Entry
Perkins
TANF
SNAP Work programs
SNAP E&T programs
TAA
Job for Veterans
Unemployment Insurance
Senior Community Service
HUD Employment and Training
CSBG
Reintegration of Ex-Offenders

Tools

Ad hoc query

Help

About
Accessibility
Change your password
Disclaimer
FAQs
Get plug-ins
Privacy
Rules of Behavior
Technical Support
Using the Unified State Plan Portal