

## **Adult Education and Family Literacy Act Request for Proposals RFP Informational Webinar Slides and Transcript**

**Slide 1:** Adult Education and Family Literacy Act Request for Proposals Spring 2020 Grant Period: July 1, 2023 – June 30, 2026, Funding Period: July 1, 2023 – June 30, 2026 The Nevada Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, gender identity or expression, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries, contact the Equity Coordinator at (775) 687 –9200.

**Slide 1 Comment:** Welcome to the Adult Education and Family Literacy Act, authorized under the Workforce Innovation and Opportunity Act, grant opportunity informational webinar.

Grants are awarded on a multi-year basis, with funding for year two and three of the grant cycle dependent upon the applicant successfully meeting grant requirements, as well as Nevada receiving continued federal and state funding.

**Slide 2:** NOTICE Questions will NOT be addressed during the webinar, however, all questions will be recorded and answers published in a Frequently Asked Questions (FAQ) document posted on the RFP website following both scheduled Informational Webinars.

**Slide 2 Comment:** To comply with laws relating to “Direct and Equitable Access” no questions will be answered during the webinar, however, all questions will be recorded and answers published in a Frequently Asked Questions (FAQ) document posted on the RFP website following both scheduled Informational Webinars. We will present slides primarily based on the order in which information appears in the RFP, but some information has been included at the beginning for clarity.

**Slide 3: Mission** Nevada Adult Education creates innovative and responsive educational opportunities for diverse adult learners. **Vision** Nevada Adult Education will be the catalyst to empower and prepare Nevadans to achieve their life goals and aspirations.

**Slide 3 Comment:** The Nevada Adult Education has the following Mission and Vision

**Slide 4:** There will be two separate applications: 1. Workforce Innovation and Opportunity Act, Title II Section 231 Adult Education and Family Literacy Act Application (Basic Instruction): Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA), and/or Correctional and other Institutionalized Individuals 2. Workforce Innovation and Opportunity Act, Title II Adult Education and Family Literacy Act: Section 243, Integrated English Literacy and Civics Education Funding (IELCE) Application

**Slide 4 Comment:** There are two separate funding applications available – 1 is for the Basic Instruction funds under section 231 of the Workforce Innovation and Opportunity Act. the second one is for the Integrated English Literacy and Civics Education funding under section 243.

We will be reviewing the parts of the RFPs that will be the same for both, and then we will cover requirements specific to each. All information shown on the slides comes directly from the RFP.

Throughout this presentation we will pause to allow time for attendees to read through the slides that we do not read completely.

**Slide 5:** Timeline: Request for Proposals Released: Thursday, February 23, 2023, Proposals Due: Friday, April 7, 2023, by 5:00 p.m. Grant Information Webinars: Tuesday, March 7, 2023, 2:00 p.m., Wednesday, March 15, 2023, 9:00 a.m.

**Slide 5 Comment:** The request for proposals were released on February 23<sup>rd</sup> and will be due on April 7<sup>th</sup> by 5 PM pacific time. Late applications will not be accepted. This webinar will be repeated on March 15<sup>th</sup> at 9 AM pacific time. There will be no difference between the two webinars.

**Slide 6:** Eligible Individual: A. who has attained 16 years of age; B. who is not enrolled or required to be enrolled in secondary school under State law; and C. who: i. is basic skills deficient; ii. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or iii. is an English language learner.

**Slide 6 Comment:** The funds must be used to provide educational services below the postsecondary level to those members of the community who are eligible individuals. WIOA Title II provides this definition of an eligible individual.

**Slide 7:** Eligible Applicants Sec.§ 463.24 (a) an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application 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; and (b) There are two ways in which an eligible provider may meet the requirements: (1) An eligible provider that has been funded under the Adult Education and Family Literacy Act must provide performance data to demonstrate past effectiveness. (2) An eligible provider that has not been previously funded under the Adult Education and Family Literacy Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in paragraph (a) of this section.

**Slide 7 Comment:** All applications received will be screened to determine eligibility prior to scoring. Applications will first be reviewed internally to determine that all required documents are included with signatures, as well as documentation required to show “demonstrated effectiveness”. Applications that are incomplete, or determined to be from a provider that is not an eligible provider of “demonstrated effectiveness” will not be reviewed or scored by the review panel.

**Slide 8:** Eligible Applicants Continued... Eligible applicants are organizations that have demonstrated effectiveness in providing adult education and literacy activities that may include: (A) a local educational agency; (B) a community-based organization or faith-based organization; (C) a volunteer literacy organization; (D) an institution of higher education; (E) a public or private nonprofit agency; (F) a library; (G) a public housing authority; (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals; (I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); (J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I). AEFLA 203(5); and (K) other.

Slide 8 Comment: WIOA identifies eligible applicants as including A through K shown here.

**Slide 9:** Demonstrated Effectiveness Federal law requires that the applicant must establish eligibility based on demonstrated effectiveness related to improving the literacy skills of eligible individuals; achieving outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. Eligibility will be evaluated prior to scoring. Only proposals from eligible applicants will be scored.

**Slide 9 Comment:** (Read whole slide) This is very important. **The documentation required in the RFP to show demonstrated effectiveness is separate from the section under the narrative for past effectiveness. Both parts of the RFP must be addressed individually, and one cannot be used to illustrate the other. In the past applications have been determined to not qualify due to the lack of a response under demonstrated effectiveness.**

**Slide 10:** Direct & Equitable Access The State shall ensure that: All eligible providers have direct and equitable access to apply for grants or contracts under this section. The same grant or contract announcement process is used for all eligible providers.

**Slide 10 Comment:** (Read whole slide) This is a competitive process. There is no guarantee that submitting a proposal will result in funding or funding at the desired level. Applicants that are not recommended for funding will be notified and may reapply in future grant competitions.

**Slide 11:** Review Process Review Committee - comprised of both NDE and non-NDE individuals with expertise in areas related to adult education and family literacy, and representatives from state and local agencies serving similar populations.

Once all the applications have been evaluated, the review committee will submit to NDE its ranking of applications. Applications will also be reviewed by the appropriate Local Workforce Development Board.

The NDE Fiscal Compliance Office will review the section in the applications regarding the Pre-award Risk Assessment.

**Final funding decisions will be made by NDE.**

**Slide 11 Comment:** There will be a review committee, the local workforce development boards reviews, and a review of the section on the pre-award risk assessment by the NDE Student Investment Division.

All applications that are determined to be complete and be from a provider of “demonstrated effectiveness” will be reviewed by the committee using the 13 considerations required by the Workforce Innovation and Opportunity Act.

**Slide 12:** Thirteen Considerations in Evaluating Program Applications 1) the degree to which the eligible provider would be responsive to a) regional needs as identified in the local plan under section 108; and b) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals: i. who have low levels of literacy skills; or ii. who are English language learners.

**Slide 12 Comment:** #1 under the 13 considerations requires Nevada to assess the extent that the applicant addresses regional needs and proposes to serve individuals within the community most in need of services.

**Slide 13:** Thirteen Considerations Continued... 2. the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

**Slide 13 Comment:** #2 under the 13 considerations requires Nevada to assess how, and to what extent, the applicant proposes to serve individuals with disabilities, including learning disabilities.

**Slide 14:** Thirteen Considerations Continued... 3. past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in WIOA section 116, especially with respect to eligible individuals who have low levels of literacy.

**Slide 14 Comment:** #3 under the 13 considerations requires Nevada to assess how the applicant will contribute to meeting the state performance targets.

This section is completely separate from the requirement to provide documentation for demonstrating past effectiveness for determining eligibility. The response to this section is within the application narrative. The response to the demonstrated effectiveness requirement is prior to the narrative section. Applications that fail to provide information showing the applicant to be a provider of “demonstrated effectiveness” cannot be considered for funding.

**Slide 15:** Thirteen Considerations Continued... 4. the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners.

**Slide 15 Comment:** #4 under the 13 considerations requires Nevada to consider the applicants' alignment of their proposed activities and services with the local workforce development board plan. All proposals will be reviewed by the local workforce development board prior to the final scoring by the committee.

**Slide 16:** Thirteen Considerations Continued... 5. whether the eligible provider's program a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and b) uses instructional practices that include the essential components of reading instruction.

**Slide 16 Comment:** #5 under the 13 considerations requires Nevada to evaluate the extent to which applicants could effectively deliver the essential components of reading instruction. Applications must also be reviewed to determine that sufficient intensity and quality of instruction will be offered.

**Slide 17:** Thirteen Considerations Continued... 6. whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice.

**Slide 17 Comment:** Under this consideration, applications will be evaluated regarding the use of research based instructional practices.

**Slide 18:** Thirteen Considerations Continued... 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.

**Slide 18 Comment:** For this consideration, Nevada will determine the extent to which instruction will include the effective use of technology.

**Slide 19:** Thirteen Considerations Continued... 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.

**Slide 19 Comment:** #8 of the 13 considerations requires Nevada to ensure 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.

**Slide 20:** Thirteen Considerations Continued... 9. whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means.

**Slide 20 Comment:** #9 under the 13 considerations requires Nevada to consider whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means.

**Slide 21:** Thirteen Considerations Continued... 10. whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways

**Slide 21 Comment:** #10 under the 13 considerations requires Nevada to consider the extent the applicant coordinates adult education services with other available education, training, and social services within the community, including links with school districts, postsecondary institutions, local workforce boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.

**Slide 22:** Thirteen Considerations Continued... 11 whether the eligible provider's activities offer 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

**Slide 22 Comment:** #11 of the 13 considerations requires Nevada to consider the access to services and the coordination with other support services necessary for individuals to participate and complete the adult education programming.

**Slide 23:** Thirteen Considerations Continued... 12 whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and

**Slide 23 Comment:** #12 of the 13 considerations requires Nevada to consider whether the eligible provider would be able to maintain the information management system and report required participant outcomes. Nevada provides a uniform management information system that is required for all funded providers.

**Slide 24:** Thirteen Considerations Continued... 13 whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

**Slide 24 Comment:** The 13th consideration is whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

**Slide 25:** Additional Requirements: 1. Match: A twenty-five percent non-federal match is required, or maintenance of effort for previously-funded programs, whichever is higher. The match can be in the form of matching funds, in-kind contributions, or a combination of both. 2. Supplement not Supplant - Funds for this program must be used to supplement (increase the level of services) and not supplant (replace) funds from nonfederal sources. 3. Program Income - Local providers charging fees must use the program income generated by federal adult education funds for allowable costs to the federal adult education program. Fees must be necessary and reasonable and not impose a barrier to the participation of disadvantaged persons. Program Income must be tracked separately.

**Slide 25 Comment:** The federal grant requires that Nevada meet a minimum of 25% match. Therefore, the state requires successful applicants to meet a minimum 25% match for federal funds awarded. The requirement for supplement not supplant specifies that Any program activity required by state law, State Board of Education rules, or local board policy may not be paid with federal funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. AEFLA 241(a) Program income generated by successful applicants must be tracked separately, be allowable, necessary, and reasonable and not impose a barrier for people to participate in the program.

**Slide 26:** Performance Indicators Every successful applicant will be responsible for collecting and reporting the federally required performance indicators under WIOA.

**Slide 26 Comment:** All grant recipients are required to report performance indicator results to the Nevada Department of Education's Office of Adult Education through a management information system provided by the state.

**Slide 27:** Application Format The required application narrative (Sections A-I) may not exceed 20 pages for applying for Basic Funds, and 10 pages for applying for Integrated English Literacy and Civics Education, excluding the Pre-award Risk Assessment and the Executive Summary.

No restriction on the number of pages of supplemental attachments (beyond the maximum page limits as detailed in Parts I & II, above) may be included with the RFP response.

**Slide 27 Comment:** This page in the RFP shows Section I as optional. Section I changed from applying for funding for correctional programs to the pre-award risk assessment and the

change was not caught on this page. Page 15 of the RFP. The page limit for the narrative response for section I will not apply.

The page limit for attachments is incorrect in the RFP. The page limit was set before the requirements for the pre-award risk assessment were added, and we failed to make the change after.

**Slide 28:** Application Format All pages must be numbered, on standard letter size (8-1/2" x 11"), single-spaced, and in 12-point font. The signature page must include original (may be scanned for transmission) or electronic signatures of the lead organization/fiscal agent. Applicants must submit Certifications and Assurances forms with original (may be scanned for transmission) or electronic signatures.

**Slide 28 Comment:** These bullet-points show additional formatting requirements for the application and this information is included in the RFP.

**Slide 29:** Submission Process and Deadline All applications must: 1. be received by the submission deadline; 2. include all required original signatures; 3. include all required documents; and 4. include required documentation of demonstrated effectiveness.

An electronic copy of the proposal must be submitted to: Nancy Olsen [nolsen@doe.nv.gov](mailto:nolsen@doe.nv.gov), Arianna Florence [ariannaflorence@doe.nv.gov](mailto:ariannaflorence@doe.nv.gov), and Kendra Wastun [kjwastun@doe.nv.gov](mailto:kjwastun@doe.nv.gov) copied. The electronic version should include all required components of the proposal. Incomplete or late proposals will not be considered. Proposals will be due by 5 p.m. on Friday, April 7, 2023

**Slide 29 Comment:** For the purpose of the application the signatures are considered original when signed and then scanned for electronic submission, or when signed electronically. Proposals will be due by 5 PM on Friday, April 7, 2023. Incomplete or late applications will not be accepted.

**Slide 30:** Required Elements Part I: Application Introduction (not scored): Applicant Information, Assurances, Certifications Forms, Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion, Lower Tier Cover Transactions, Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drugfree Workplace Requirements, Executive Summary (no more than 2 pages), Demonstration of Effectiveness.

**Slide 30 Comment:** In part 1 of the application the listed elements are required but not scored. Applications that do not include all of the required elements will not be considered for review. The Executive Summary should include an overview of the proposed project with enough detail to describe how the program is a part of the larger organization.

**Slide 31:** Required Elements Continued... Part II: Narrative (no more than 20 pages)

Section A: Needs Assessment Section B: Past Effectiveness Section C: Local Workforce Development Board (LWDB) Plan Alignment and Community Partnerships Section D: Curriculum



and Instructional Practices Section E: Leadership and Instructional Staff Qualifications Section F: Professional Development Section G: Data Collection Section H: Budget Narrative Section I: Pre-award Risk Assessment Section J: Optional (Basic Instruction application only) Corrections and/or Institutionalized Individuals (If Applicable)

**Slide 31 Comment:** Scoring begins with part II of the application. We will provide additional details on the required sections under Part II, the Narrative further along in the Power Point.

**Slide 32:** Assurances: Read carefully before signing, applicants are agreeing to meet all requirements within the assurances upon signing. Successful applicants may have future funding reduced or terminated for non-compliance.

**Slide 32 Comment:** Although assurance documents are required in both RFPs, they are not the same. Applicants completing applications for both the Basic Instruction funds and the IELCE funds will have two separate (and different) assurance documents that will require signatures.

**Slide 33:** Workforce Innovation and Opportunity Act, Title II-Section 231 Adult Education and Family Literacy Act (AEFLA) Application (Basic Instruction)

**Slide 33 Comment:** Now we will go into the requirements that are specific to each individual grant. We will start with the Basic Instruction grant, the AEFLA section 231 funds.

**Slide 34:** Purpose of Section 231 – Basic Instruction Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; a) assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children; and lead to sustainable improvements in the economic opportunities for their family; b) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and c) assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English; and mathematics skills; and acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

**Slide 34 Comment:** The purpose of section 231 for the Basic Instruction funds is outlined within the law.

**Slide 35:** Distribution of Funds Key “floors and ceilings” for AEFLA funds: State may retain up to 5.0% of the award for administrative costs. State may use up to 12.5% of the award for State Leadership activities. State must pass-through at least 82.5% of the award to eligible providers for adult education instructional services (Basic Instruction). Not more than 20% of this amount may be used by programs for corrections and/or institutionalized persons.

**Slide 35 Comment:** The floors and ceilings listed here reflect the federal requirements for section 231 that states must meet.

**Slide 36:** Available Funds Approximately \$5.4 million will be available for distribution to successful applicants Funding Formula - previously funded successful applicants, will be funded based on the following factors: equal base amount per awarded applicant; demonstrated need within the service area proportionate to the percentage of participants served by the applicant by county; outreach sites; previous enrollment numbers (rolling average) represented by participant contact hours; and previous performance outcomes (rolling average).

The base amount and percentages above are subject to change as needed and determined by NDE. Percentages within the funding formula may change in years two and three of the grant cycle.

**Slide 36 Comment:** (Read whole slide) The amount of available funds is the approximate total that will be awarded statewide. Per awardee amounts will be determined following the scoring of applications.

**Slide 37:** Available Funds Continued... Successful applicants that did not receive AEFLA funds in the most recent fiscal year will be funded based on a formula including the following factors: equal base amount; demonstrated need within the service area proportionate to the percentage of participants anticipated to be served by the applicant by county; and estimated enrollment multiplied by the number of contact hours offered (projected contact hours).

**Slide 37 Comment:** (Read whole slide)

**Slide 38:** Part II: Narrative Section A: Needs Assessment (total points 20) WIOA 231(e) 1. the degree to which the eligible provider would be responsive to 1. regional needs as identified in the Local Workforce Development Board (LWDB) Plan under section 108; and 2. serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals (i) who have low levels of literacy skills; or (ii) who are English language learners; 2. the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

**Slide 38 Comment:** Throughout the narrative questions are listed by section. All applications should address all the included questions under every section of the RFP in detail. We have also referenced the portion of the law that the questions address.

**Slide 39:** Part II: Narrative Continued... Section B: Past Effectiveness (total points 65) Application should include responses to the eight questions using the most recent three years of performance data.

**Slide 39 Comment:** (Read whole slide) This is the most heavily weighted section. This section is completely separate from the requirement to provide documentation for demonstrating past effectiveness for determining eligibility. The response to this section is within the application narrative. The response to the demonstrated effectiveness requirement is prior to the narrative section. Applications that fail to provide information showing the applicant to be a provider of “demonstrated effectiveness” cannot be considered for funding.

**Slide 40:** Part II: Narrative Continued... Section C: Local Workforce Development Board Plan Alignment and Community Partnerships (total points 40) Applications submitted to NDE will be reviewed by the respective local workforce board who will comment on the extent to which the application is aligned with the local plan under section 108 of WIOA and make recommendations to NDE that promote alignment with the local plan.

**Slide 40 Comment:** Responses to the questions under section C will help to determine alignment with the local workforce development board plan.

**Slide 41:** Part II: Narrative Continued... Section D: Curriculum and Instructional Practices (total points 60)

**Slide 41 Comment:** There are a total of 12 questions in Section D and each question should be addressed thoroughly, but succinctly.

**Slide 42:** Part II: Narrative Continued... Section E: Leadership and Instructional Staff Qualifications (total points 20) WIOA 231(e) (9) whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means.

**Slide 42 Comment:** There are 4 questions in total in the Leadership and Instructional Staff Qualifications section.

**Slide 43:** Part II: Narrative Continued... Section F: Professional Development (total points 20) WIOA 231(e)(9) whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means.

**Slide 43 Comment:** There are 4 questions in total in the professional development section as well. This section shows the same citation of the law than the previous slide because it is applicable to both areas.

**Slide 44:** Part II: Narrative Continued... Section G: Data Collection & Accountability Reporting (total points 55) WIOA 231(e)(12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.

**Slide 44 Comment:** Currently the state covers the cost of the required Management Information System (MIS) – LACES by LiteracyPro Systems, Inc. We will be reviewing this section looking for the capacity to maintain the data and use data for program decisions driving performance.

**Slide 45:** Part II: Narrative Continued... Section H: Budget & Funding Priorities Narrative (total points 20) Specify funding priorities and the estimated percentage of funding that will be

allocated to each priority (table form is recommended). Explain how projected expenditures are reasonable and allowable. Be sure to detail the proposed use of funds in relation to the objectives, design and scope of project activities, including details of plans for professional development.

**Slide 45 Comment:** Section H asks for the applicant to explain how it is anticipated funds will be used. The review will include determining if the applicant has a plan for acceptable use of funds, as well as the responsible allocation of funds. The budget & funding priorities narrative has two questions. We are simply looking for overall percentages of funding planned in the categories listed in the Budget Priorities form. We use the federal definition of allowable in all budget related activities.

**Slide 46:** Part II: Narrative Continued. . . Section I Pre-Award Risk Assessment NDE is required to conduct the Pre-Award Assessment for each subrecipient prior to the approval of a subaward agreement in alignment with requirements under state and federal regulation. This assessment must be completed for compliance purposes, however, provided you are eligible to receive funds, your score will not impact your eligibility to receive grant funds.

**Slide 46 Comment:** Read slide

**Slide 47:** Part II: Narrative Continued... Section I: Section 225 Funding for Corrections and/or Institutionalized Individuals (total points 50) The funds described in sub-section (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for 1. adult education and literacy activities; 2. special education, as determined by the eligible agency; 3. secondary school credit; 4. integrated education and training; 5. career pathways; 6. concurrent enrollment; 7. peer tutoring; and 8. transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. Please Note: Applying for Section 225 funds is optional. Applicants proposing programming for criminal offenders in correctional institutions and for other institutionalized individuals must complete all sections of the Narrative portion of the RFP, including section J. Agencies not applying for Section 225 funding do not need to fill out section I. Funding shall not exceed 20% of Nevada's federal funding distribution as described in Sec. 222(a)(1).

**Slide 47 Comment:** Applicants who are planning to serve individuals in a correctional setting or other institutionalized individuals must complete Sections J in addition to sections A through I. Responses in J will not be considered as part of the criteria for award of basic funds but will be used to determine if the applicant has a reasonable plan in place to serve this population.

**Slide 48:** Workforce Innovation and Opportunity Act, Title II-Section 243 Adult Education and Family Literacy Act Application Integrated English Literacy and Civics Education (IELCE)

**Slide 48 Comment:** Now we will move onto the specifics for the Integrated English Literacy and Civics Education RFP. Applicants may apply for Basic Instruction funds or IELCE funds, or both.

**Slide 49:** Purpose of Section 243 IELCE Funding. WIOA 243(c) (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 WIOA 243(c) (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

**Slide 49 Comment:** The purpose of the 243 Funding for IELCE, under the AEFLA, is to 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 integrate with the local workforce development system and its functions to carry out the activities of the program. Programming under section 243 must include English language acquisition, literacy, civics education, workforce preparation activities, and integrated education and training.

**Slide 50:** Available Funds A minimum of \$750,000 will be available for distribution to successful applicants Funding Formula - successful applicants will be funded based on the following factors: equal base amount per awarded applicant; remaining funds divided by estimated enrollment. The funding amounts are subject to change as needed, for both the initial award and years two and three of the grant cycle, as determined by NDE.

**Slide 50 Comment:** (Read slide) The amount of available funds is the approximate total that will be awarded statewide. Per awardee amounts will be determined following the scoring of applications.

**Slide 51:** Part II: Narrative Section A: Needs Assessment (total points 15) 1. Describe the need in the local area for additional English language acquisition programs and civics education. Include supporting demographics for the population which will be served. 2. What partnerships, referral mechanisms, and support services are currently in place to facilitate co-enrollment, retention and recruitment of eligible individuals in IELCE programs? 3. Describe how the IELCE program will be integrated with local workforce development services.

**Slide 51 Comment:** In part 2 of the RFP, the narrative questions are listed by section. All applications should address all the included questions under every section of the RFP in detail. We have also referenced the portion of the law that the questions address. Section A addresses the needs assessment for English language acquisition programs and civics education.

**Slide 52:** Part II: Narrative Continued... Section B: Past Effectiveness (total points 65) Application should include responses to the eight questions using the most recent three years of performance data.

**Slide 51 Comment:** (Read slide) This section is completely separate from the requirement to provide documentation for demonstrating past effectiveness for determining eligibility. In the application for IELCE you only need to respond to the section for demonstrating effectiveness if you are not applying for Basic Instruction funding. The response to Section B is within the

application narrative. The response to the demonstrated effectiveness (if required for IELCE) is prior to the narrative section. Applicants only seeking IELCE funds that fail to provide information showing the applicant to be a provider of “demonstrated effectiveness” cannot be considered for IELCE funding.

**Slide 53:** Part II: Narrative Continued... Section C: Local Workforce Development Board Plan Alignment and Community Partnerships (total points 40) Applications submitted to NDE will be reviewed by the respective local workforce board who will comment on the extent to which the application is aligned with the local plan under section 108 of WIOA and make recommendations to NDE that promote alignment with the local plan.

**Slide 53 Comment:** Responses to the questions under section C will help to determine alignment with the local workforce board plans.

**Slide 54:** Part II: Narrative Continued... Section D: Curriculum and Instructional Practices (total points 100) There are 14 questions in this section, and this section is worth more points than any other.

**Slide 54 Comment:** There are 14 questions in section D, and this section is worth more points than any other section.

**Slide 55:** Part II: Narrative Continued... Section E: Leadership and Instructional Staff Qualifications (total points 20) WIOA 231(e) (9) whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means.

**Slide 55 Comment:** There are 4 questions in total in the Leadership and Instructional Staff Qualifications section.

**Slide 56:** Part II: Narrative Continued... Section F: Professional Development (total points 20) WIOA 231(e)(9) whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means.

**Slide 56 Comment:** There are 4 questions in total in section F as well. This section shows the same citation of the law as the previous slide because it is applicable to both areas.

**Slide 57:** Part II: Narrative Continued... Section G: Data Collection & Accountability Reporting (total points 45) WIOA 231(e)(12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.

**Slide 57 Comment:** As is the case with the basic funds, the state covers the cost of the required Management Information System (MIS) – LACES by LiteracyPro Systems, Inc. We will be

reviewing this section looking for the capacity to maintain the data and use data for program decisions driving performance.

**Slide 58:** Part II: Narrative Continued... Section H: Budget & Funding Priorities Narrative (total points 20). Specify funding priorities and the estimated percentage of funding that will be allocated to each priority (table form is recommended). Explain how projected expenditures are reasonable and allowable. Be sure to detail the proposed use of funds in relation to the objectives, design and scope of project activities, including details of plans for professional development.

**Slide 58 Comment:** The budget & funding priorities narrative has two questions. We are simply looking for overall percentages of funding planned in the categories listed in the Budget Priorities form. We use the federal definition of allowable in all budget related activities.

**Slide 59:** Key Resources:

WIOA - [Workforce Innovation and Opportunity Act](#)

Uniform Guidance 2 C.F.R. 200 - [2 C.F.R. 200 Uniform Guidance](#)

Nevada Adult Education and Family Literacy Act Handbook - [Nevada Adult Education and Family Literacy Act Administrators Handbook](#)

Federal Regulations on WIOA Title II - [Federal Regulations on WIOA Title II](#)

Federal Regulations on WIOA Title II Section 243 Integrated English Literacy and Civics Education Program - [Federal Regulations on WIOA Title II - Section 243 IELCE](#)

**Slide 59 Comment:** We encourage you to review these resources and these links will be available in the posted transcript of this presentation.

**Slide 60:** Questions? We will be collecting but not answering questions today. A transcript of this webinar will be posted under the Frequently Asked Questions (FAQs) on the NDE website under the FY23 AEFLA RFP posting following an identical 2nd webinar on March 15th. Questions to be sent to [nolsen@doe.nv.gov](mailto:nolsen@doe.nv.gov), copying [ariannaflorence@doe.nv.gov](mailto:ariannaflorence@doe.nv.gov), and will be answered within the FAQs.

**Slide 60 Comments:** Remember we will not be answering any questions today, aside from how to utilize the chat to enter your questions. A transcript of this webinar will be posted under the Frequently Asked Questions (FAQs) on the NDE website under the posting for the RFP following the second available webinar on March 15<sup>th</sup>. The webinar on March 15<sup>th</sup> will have the exact same script as the webinar today. Questions may also be sent to [nolsen@doe.nv.gov](mailto:nolsen@doe.nv.gov), copying [ariannaflorence@doe.nv.gov](mailto:ariannaflorence@doe.nv.gov), and will be answered within the FAQs. We will collect questions through the chat for the next several minutes. Thank you for your attendance on this webinar.