

Nevada Adult Education Basic Instructional Request for Proposals

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Arianna Florence

Thursday, February 5, 2026	9:00 a.m.
Monday, February 9, 2026	2:00 p.m.



NEVADA
Department of
Education

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 all scheduled Informational Webinars.

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.

Application

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

Purpose of Section 231

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.

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

Available Funds

Approximately \$6 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 subsequent years of the grant cycle.

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).

Timeline

Release of Basic RFP	Friday, January 30, 2026	
Informational Webinar	Thursday, February 5, 2026	9:00 a.m.
	Monday, February 9, 2026	2:00 p.m.
RFP Due Date	Friday, March 27, 2026	5:00 p.m.
Award Notification	Wednesday, April 8, 2026	

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.

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.

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.

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.

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

Review Process

Review Committee - comprised of both Nevada Department of Education (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.

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

Thirteen Considerations Continued...

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

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

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

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

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

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

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

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

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

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

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

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.

Additional Requirements

- **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.
- **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.
- **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.

Performance Indicators

Every successful applicant will be responsible for collecting and reporting the federally required performance indicators under WIOA.

Application Format

- The required application narrative (Sections A-J) may not exceed 20 pages for applying for Basic Funds 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.
- 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.

Submission Process and Deadline

All applications must:

- be received by the submission deadline;
- include all required original signatures;
- include all required documents; and
- include required documentation of demonstrated effectiveness

An electronic copy of the proposal must be submitted to: Nancy Olsen nolsen@doe.nv.gov, Arianna Florence ariannaflorence@doe.nv.gov, and Kendra Wastun 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, March 27, 2026**

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 Drug-free Workplace Requirements
- Executive Summary (no more than 2 pages)
- Demonstration of Effectiveness

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: General Education Provisions Act (GEPA) Required Response

Section J: Pre-Award Assessment

Optional (no more than 1 page)

Section K: Corrections and/or Institutionalized Individuals (If Applicable)

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.

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—
 - a) regional needs as identified in the Local Workforce Development Board (LWDB) 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;
2. the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

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.

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.



Part II: Narrative Continued...

Section D: Curriculum and Instructional Practices (total points 60)

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.

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

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.

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.

Part II: Narrative Continued...

Section I: The General Education Provisions Act (GEPA) not scored

Briefly describe the steps the program will take to ensure equitable access to, and participation in, the program. Include how the program will serve individuals with barriers to employment and how the program will overcome barriers related to gender, race, national origin, color, disability, or age. Include additional barriers such as geography, financial hardship, and availability to program scheduled class time. (This information is required by General Education Provisions Act (GEPA) Section 427.)

Part II: Narrative Continued...

Section J: 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.

Part II: Narrative Continued...

Section K: 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 K. Funding shall not exceed 20% of Nevada's federal funding distribution as described in Sec. 222(a)(1).

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 FY26 AEFLA RFP posting.

Questions to be sent to nolsen@doe.nv.gov, copying ariannaflorence@doe.nv.gov, and will be answered within the FAQs.