

Grant Information Webinar IELCE-

February 10, 2026, 4:45PM

Nancy Olsen 13:46

Hello, my name is Nancy Olsen and it is my honor to serve as state director for adult education in Nevada.

I will be presenting with my colleague Arianna Florence, who serves as assistant state director.

Welcome to the grant opportunity informational webinar for integrated English literacy and civics education of the adult education and Family Literacy Act authorized under the Workforce Innovation and Opportunity Act.

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

For those of you that attended this session for basic instructional funding, this webinar will repeat much of that information.

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 today's webinar.

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.

The table of contents in the IELCE RFP was not updated following the final changes to the document.

Follow the order within the pages of the RFP.

The Nevada Adult education has the following mission and vision.

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.

This webinar will cover the application for the integrated English literacy and civics education funds.

Applicants may apply for basic instruction funds or IELCE funds, or both.

The purpose of the Section 243 funding for IELCE under 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.

IELCE program activities requirements the traditional sequential method of completing adult education and entering post secondary education simply takes too long under section 243.

Funding integrated English literacy and civics education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship.

And civic participation and must include workforce training section 243.

Funding requires that programs offer these services, but individual students can participate in IELCE without taking the occupational training offered.

Integrated education and training.

The term integrated education and training means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for specific occupation or occupational cluster for the purpose of educational and career advancement.

Concurrent enrollment, where students are enrolled in both the adult education and career training programs simultaneously rather than sequentially.

It is required of the program but not the individual students.

Students can participate in IELCE without taking the occupational training.

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 and the remaining funds divided by estimated enrollment.

The funding amounts are subject to change as needed, as determined by NDE.

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.

The request for proposals were released on January 30th and will be due on March 27th by 5:00 PM Pacific Time late.

Applications will not be accepted.

This webinar will be was repeated last week.

There will be no difference between the two webinars.

The funds must be used to provide educational services below the post secondary level to those members of the community who are eligible individuals.

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.

If you are applying for both basic instructional funds and ielce funds, your application for basic instructional funds must have the demonstrated effectiveness part completed.

But it would not need to be completed within the IELCE application.

WIOA identifies eligible applicants as including a through K shown here.

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 it's recognized equivalent and transition to post secondary education and training eligibility will be evaluated prior to scoring.

Only proposals from eligible applicants will be scored.

This is very important. The documentation required in the RFP to show demonstrate 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 deter.

To not qualify due to the lack of a response under demonstrate effectiveness.

If this has been completed in the application for basic instructional funds, it does not need to be completed in the IELCE application.

Direct and equitable access.

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.

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.

Arianna Florence 26:07

Hello I am Arianna Florence and it is a pleasure to speak with you today.

The review process there will be a review committee, the local Workforce

Development Board reviews and a review of the section of the Pre Award risk

assessment by the Nevada Department of Education 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.

Number one, 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.

#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.

#3 end of 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 failed to provide information showing the applicant to be a provider of demonstrative demonstrated effective.

Cannot be considered for funding.

#4 under the 13 considerations requires Nevada to consider the applicants alignment of the 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.

#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.

Under the 6th consideration, applications will be evaluated regarding the use of research based instructional practices.

For this consideration, Nevada will determine the extent to which instruction will include the effective use of technology.

#8 of the 13th consideration 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 post secondary education and training programs.

Obtain an advance in employment leading to economic self-sufficiency and to exercise the rights and responsibilities of citizenship.

The 9th consideration 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 or applicable and who have access to high quality professional development, including through electronic means.

#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, the secondary institutions, local workforce boards, one stop centers, job training programs and social service agency.

Business, industry, labor, organizations, community based organizations, nonprofit organizations, and intermediaries for the development of career pathways.

#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.

#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.

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 in civics education programs.

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, AFLA 241 (a) program income generated by successful applicants, must be tracked separately, be allowable, necessary, and be reasonable and not impose a barrier for people to participate in the program.

Nancy Olsen 33:11

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.

Section J is not included in the page limit for the application. These bullet points show additional formatting requirements for the application.

This information is included in the RFP, the pre Award risk assessment is only completed once. If applying for both basic constructional funds and IELCE funds. 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 5:00 PM on Friday, March 27th, 2026, incomplete or late. Applications will not be accepted.

In part one 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.

Part of the larger organization.

Includes the narrative section.

If you are applying for both IELCE and basic instruction funds, section J only needs to be completed once.

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.

Arianna Florence 35:52

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've also referenced the portion of the law that the questions address.

Part 2.

Narrative continued. Section B past effectiveness. Total 65 points applications should include responses to the 8 questions using the most recent three years of performance data.

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 failed to provide information showing the applicant to be a provider of demonstrated effectiveness cannot be considered for funding.

Responses to the questions under Section C will help to determine alignment with the local Workforce Development Board plan.

12 questions in Section D and each question should be addressed thoroughly but

succinctly.

Part 2.

Narrative continued. Section E leadership and instructional staff qualifications total points 20 we owe a 231 E 9 whether the eligible providers activities are delivered by well trained instructors, counselors, and administrators who meet any minimum qualifications established by the state or applicable and who have access to. High quality professional development, including through electronic means. There are four questions in total in the leadership and instructional staff qualifications.

Section.

There are four questions in total in the professional development section as well. This section is showing the same citation of the law than the previous slide because it is applicable to both areas.

Currently, the state covers the cost of the required management information system or MIS.

We will be delivering will be reviewing the section looking for the capacity to maintain the data and use data for program decisions driving performance.

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 accept acceptable use of funds, as well as the responsible allocation of funds, the budget and funding priorities narrative has two questions.

We are simply looking for overall percentages of funding planned in the in the categories listed in the budget priorities form.

We use the federal definition of allowable and all budget related activities.

Part 2.

Narrative continued section I the General Education Provisions Act or 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 2.

Narrative continued section J Pre Award risk assessment.

The Nevada Department of Education is required to conduct the pre award assessment for each sub recipient prior to the approval of a sub award 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.

Nancy Olsen 40:57

Again, 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. Following this webinar.

The webinar today had the exact same script as the IELCE grant information webinar on February 5th.

Questions may also be sent to nolsen@doe.nv.gov copying ariannaflorence@doe.nv.gov and will be answered within the FAQ.

We will collect questions through the chat for the next several minutes.

Thank you for your attendance to this webinar.

We will wait two more minutes before closing the webinar.

We will be closing the webinar now. Thank you.

Nancy Olsen stopped transcription