



Nevada Department of Education

Office of Career Readiness, Adult Learning, & Education Options

## **Request for Proposals**

Workforce Innovation and Opportunity Act, Title II

Adult Education and Family Literacy Act

Section 243, Integrated English Literacy and Civics Education  
Funding (IELCE) Application

Spring 2020

### **Grant Period: July 1, 2020 – June 30, 2023**

Educational Services to Adults

Integrated English Literacy/Civics Education (IELCE)

**Request for Proposals Released:**      **Friday, January 31, 2020**

**Proposals Due:**                              *Friday, April 3, 2020 by 5:00 p.m.*

**Grant Information Webinars:**              *Monday, February 3, 2020, 2:00 p.m.*

*Friday, February 14, 2020, 9:00 a.m.*

Archived at [Nevada Department of Education Request for Proposals](#)

State of Nevada

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## Acronyms and Definitions

|        |  |
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| ABE:   | Adult basic education  |
| ADA:   | Americans with Disabilities Act  |
| AEFLA: | Adult Education and Family Literacy Act, Title II of the Workforce Innovation and Opportunity Act which funds adult education services   |
| ASE:   | Adult secondary education  |
| CCRS:  | College and Career Readiness Standards for Adult Education   |
| CASAS: | Comprehensive Adult Student Assessment System, a national assessment-to-instruction system based on competencies identified as essential for adults to function effectively in their multiple life roles of employees, family members and community members                                      |
| DAEL:  | Division of Adult Education and Literacy, the Office of Career, Technical and Adult Education of the United States Department of Education   |
| EFL:   | Educational functioning level; the descriptor of student performance determined by standardized testing used by the National Reporting System.   |
| ELA:   | English Language Acquisition   |
| ESL:   | English as a second language   |
| FERPA: | The Family Educational Rights and Privacy Act, legislation which protects the rights of learners to have their educational records remain private and ensures that educational records are not shared with other agencies or individuals without the learner's written permission                |
| GED®:  | General Educational Development test battery   |
| IDEA:  | Individuals with Disabilities Education Act, federal legislation on education services for individuals with disabilities   |
| IELCE: | Integrated English Literacy and Civics Education, federal funding for services and programs to adults in need of English language instruction, skills necessary to pass the U.S. Citizenship examination, technology skills, and competencies in governmental, educational and workplace systems |
| IEP:   | Individual Education Plan, a required plan of action and educational support for pupils with disabilities in public schools  |
| IET:   | Integrated Education and Training; services that include adult education and literacy, workforce preparation skills, and workforce training for a specific occupation or occupational cluster.   |

|              |   |
|--------------|---|
| LD:          | Learning Disability   |
| LEP:         | Limited English proficiency, status of learners with limited English language skills  |
| LWDB:        | Local Workforce Development Board   |
| MOE:         | Maintenance of Effort   |
| MSG:         | Measurable Skill Gain   |
| NDE:         | Nevada Department of Education  |
| NRS:         | <b>Nevada Revised Statutes; or National Reporting System</b> for data collection and reporting as required under AEFLA  |
| OCTAE:       | Office of Career, Technical, and Adult Education, office in the United States Education Department where the Division of Adult Education and Literacy is housed                 |
| TABE:        | Tests of Adult Basic Education, an approved assessment for ABE students   |
| TABE CLAS-E: | Tests of Adult Basic Education Complete Language Assessment System-English, an approved assessment for ESL students   |
| WIA:         | Workforce Investment Act  |
| WIOA:        | Workforce Innovation and Opportunity Act: federal workforce development legislation, of which, Adult Education and Family Literacy is Title II. Became effective July 22, 2014. |

# I. REQUEST FOR PROPOSALS OVERVIEW

## GRANT REQUIREMENTS

Adult Education and Family Literacy Act (AEFLA) Grant Program

*Note: Elements in the following subsections are noted as Federal (F) requirements or State (S) requirements.*

### **Purpose (F)**

**The purpose of the 243 Funding for Integrated English Literacy and Civics Education (IELCE), under the AEFLA, is to:**

*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.*

*Funds must be used to provide educational services below the postsecondary level to those members of the community who are eligible individuals:*

*(4) ELIGIBLE INDIVIDUAL.—The term "eligible individual" means an 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.*

### **State Plan (F/S)**

The Nevada Department of Education (NDE) distributes federal funds provided to the State by the Adult Education and Family Literacy Act (AEFLA) in accordance with the provisions set forth in the Act and the Nevada WIOA Unified State Plan.

### **Eligible Applicants (F)**

**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 original 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. In the case of applicants applying as a consortium each member of a consortium must provide performance data to demonstrate effectiveness.

*Sec. § 463.24 (a) For the purposes of this section, 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 in paragraph (a) of this section:*

*(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 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.*

### **Program Standards (F/S)**

The **College and Career Readiness Standards**, released in April, 2013 by the U.S. Department of Education's Office of Career, Technical and Adult Education, provide the framework for scope and content of adult education services and activities, and are the foundation for program evaluation and improvement in AEFLA-funded programs administered by the Nevada Department of Education. **Nevada has adopted the [College and Career Readiness \(CCR\) Standards for Adult Education.](#)**



### **Thirteen (13) Considerations in Evaluating Local Program Applications (F)**

**AEFLA 231(e) Considerations – In awarding grants or contracts under this section, the eligible agency (State) shall consider –**

- (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;***
- (2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;*
- (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;*
- (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;*
- (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;**
- (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;*
- (7) whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;*
- (8) whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;*
- (9) whether the eligible provider’s activities are delivered by 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;*
- (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;*
- (11) whether the eligible provider’s activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;*

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

*(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.*

### **Available Funds (F)**

**A minimum of \$800,000 will be available for distribution to successful applicants.**

### **Funding Formula (S)**

Successful applicants will be funded based on the following factors:

- equal base amount of \$40,000 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.

### **Supplement, Not Supplant (F/S)**

Funds for this program must be used to **supplement (increase the level of services) and not supplant (replace) funds** from nonfederal sources. **Any program activity required by state law, State Board of Education rules, or local board policy may not be paid with these funds (S). 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)*

### **Match (S)**

Through the Basic State Grant Program, states receive federal funds annually according to a statutorily-defined formula. Local funded programs must match a minimum of 25% of the allocated amount of federal funds with state and local contributions, which may be in cash or in-kind; the program must then maintain the level of effort in subsequent years. The funding level may be reduced proportionately if the applicant is not able to meet the match requirement.

### **Review Process (F/S)**

Applications determined to be complete and from an eligible provider of “demonstrated effectiveness” will be evaluated by a review panel. The review panel will be 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. Review panel members will be solicited from all regions of the state.

Each application will be evaluated solely on the criteria identified in this application. Receipt of a grant award in a previous competition is not, and should not be regarded as, a guarantee of funding in the current competition. Applicants not funded in previous competitions are not precluded and may apply for funding in the current competition. Once all of the applications have been evaluated, the review panel will submit to NDE its ranking of applications. **Final funding decisions will be made by NDE.**

**Applications will be reviewed by the appropriate Local Workforce Development Board following submission to NDE to allow for comment on the extent to which the application for grants or contracts to provide adult**

education and literacy services aligns with the approved local plan. Comments made by the LWDB on alignment will be reviewed by the review panel, and considered by NDE when making funding decisions.

**Direct and Equitable Access (F)**

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

(AEFLA 231(c))

Note: This is a competitive process. There is no guarantee that submitting a proposal will result in funding or funding at the requested level. Applicants that are not recommended for funding will be notified and may reapply in future grant competitions. NDE is required by federal law to provide an opportunity for a hearing for applications that are not approved for funding. The applicant must request the hearing within 30 days of the disapproval action. No later than 10 days after the hearing, NDE will issue its written ruling, including findings of fact and reasons for the ruling. (34 CFR Subtitle A76.401)

| Program  | Authorizing statute  | Implementing regulations<br>Title 34 CFR<br>Part |
|--|--|--|
| Chapter 1, Program in Local Educational Agencies .....   | Title I, Chapter 1, Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 2701–2731, 2821–2838, 2851–2854, and 2891–2901). | 200  |
| Chapter 1, Program for Neglected and Delinquent Children .....                                       | Title 1, Chapter 1, Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 2801–2804).                                      | 203  |
| State Grants for Strengthening Instruction in Mathematics and Science.                               | Title II, Part A, Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 2981–2993).  | 208  |
| Federal, State, and Local Partnership for Educational Improvement.                                   | Title I, Chapter 2, Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 2911–2952 and 2971–2976).                        | 298  |
| Assistance to States for Education of Handicapped Children .....                                     | Part B, Individuals with Disabilities Education Act (except Section 619) (20 U.S.C. 1411–1420).  | 300  |
| Preschool Grants .....   | Section 619, Individuals with Disabilities Education Act (20 U.S.C. 1419).   | 301  |
| Chapter 1, State-Operated or Supported Programs for Handicapped Children.                            | Title 1, Chapter 1, Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 2791–2795).                                      | 302  |
| Transition Program for Refugee Children .....  | Section 412(d), Immigration and Naturalization Act (8 U.S.C. 1522(d)).   | 538  |
| Emergency Immigrant Education Program .....  | Emergency Immigrant Education Act (20 U.S.C. 3121–3130).   | 581  |
| Financial Assistance for Construction, Reconstruction, or Renovation of Higher Education Facilities. | Section 711, Higher Education Act of 1965 (20 U.S.C. 1132b).   | 617  |

**Applicants will be notified of award status by Monday, May 11, 2020. Awards may be determined to be conditional which would require additional, ongoing documentation and monitoring.**

**Duration of Grant (F/S)**

Successful applicants will be awarded **three-year grants, however the amount of the award is not guaranteed from year to year and may fluctuate slightly based on the funding formula.** A Continuation Funding Application will be required for continued funding during year two and three of the grant cycle subject to availability of funds through federal appropriations (AEFLA 231(a)) and contingent on program performance and compliance with federal and state policies. (S)

## **Evaluation and Reporting (F/S)**

All funded programs will be monitored for compliance and effectiveness by NDE to ensure that funds received under AEFLA will not be expended for any purpose other than for activities allowable under the Act. An evaluation of the federally funded Adult Education and Family Literacy Act program will be conducted annually and will address the extent to which local providers have implemented each of the 13 considerations specified in Section 231. NDE will (1) collect local provider and participant performance measures; (2) determine participant performance improvement; (3) identify program quality; and (4) determine the extent to which populations specified in the State Plan were served.

Programs are required to submit Quarterly Program Reports, Annual Narrative Reports and Final Fiscal Reports. (S)

## **Management Information System (S)**

Adult Education programs operating in Nevada under the Adult Education and Family Literacy Act are required to use the [LiteracyPro Systems](#) LACES™ participant data management system software.

LACES™ tracks data associated with the Adult Education programs, including participants, classes, and staff. It collects all National Reporting System (NRS) related data and generates required and optional tables. LACES™ also tracks outcome measures such as educational gains, performance accountability outcome achievements, demographic information, and attendance hours so local education agencies can monitor how their program is performing over time.

## **Performance Indicators (F/S)**

The State is required to establish a performance accountability system to assess the effectiveness of local programs and report statewide progress in adult education, and to optimize the return of investment of federal funds in adult education activities. Core indicators include:

*(I) the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;*

*(II) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;*

*(III) the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;*

*(IV) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)) (program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion under such clause only if such participants, in addition to obtaining such diploma or its recognized equivalent, have obtained or retained employment or are in an education training program leading to a recognized postsecondary credential within 1 year after exit from the program);*

*(V) the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and*

*(VI) the indicators of effectiveness in serving employers established pursuant to Sec. 116(b)(A)(iv). (This is developed as an indicator shared across WIOA Title Programs.)*

All grant recipients are required to report performance indicator results to the Nevada Department of Education's Office of Adult Education. Future funding will be contingent on continuous program improvement and agencies are subject to Warning, Probation, and Termination Status if performance indicators are not met.

The Nevada WIOA Unified State Plan establishes an accountability system of participant outcomes based on collected data and contains performance measures negotiated with the U.S. Department of Education.

Data on performance is collected and reported in compliance with the requirements of the National Reporting System. Nevada's policies and procedures regarding data collection and reporting are detailed in the *Nevada Adult Education and Family Literacy Act Handbook*.

### **Award Process and Start Date (S)**

Grant funds cannot be obligated or spent prior to NDE approval of the grantee's budget. Grantees will receive an Award Notification for all state funds and an approval through the Nevada ePAGE grants system for all federal funds. Grantees will receive instructions on how to request funds through NDE when all required signatures are in place. Grant funds are distributed on a reimbursement basis only.

### **Technical Assistance (S)**

NDE will make program technical assistance available to all providers, including (but not limited to) assistance with data collection procedures, reporting and monitoring requirements, and implementation of state and federal policies at the local level on an as-needed basis.

## **II. Submission Process and Deadline**

*All elements in this section are State requirements.*

*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 past effectiveness

### **Required Copies**

**An electronic copy of the proposal must be submitted to: [nolsen@doe.nv.gov](mailto:nolsen@doe.nv.gov) with [Kjwastun@doe.nv.gov](mailto:Kjwastun@doe.nv.gov) and [ariannaflorence@doe.nv.gov](mailto:ariannaflorence@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 3, 2020**

## Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria.

### 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 (**For IELCE**)

### Part II: Narrative (no more than 10 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

### Application Format

- The required application narrative (Sections A-H) may not exceed 10 pages, excluding Executive Summary.
- 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.
- No more than 6 pages of supplemental attachments (beyond the maximum page limits as detailed in Parts I & II, above) may be included with the RFP response.

## **Consortia Applications**

- Applications must identify one organization that will act as the lead organization for the consortium. The lead organization shall submit a single proposal on behalf of the consortium that outlines a plan to provide adult education and literacy activities throughout the geographic area, explaining the roles and responsibilities of each member organization.
- The lead organization serves as the applicant organization of record, the legally recognized fiscal agent for the grant project, and the single point of contact for NDE. The lead organization is responsible for overseeing the implementation of all aspects of the grant, e.g., project plan, grant project monitoring and data reporting, and fiscal management.



### **III. Budget**

#### **Complete a proposed Budget Narrative (detailing budget priorities) (S)**

When the applications have been reviewed, final grant amounts will be determined and a detailed budget will be required. No grant funds can be obligated or spent until a final budget has been received and approved in ePAGE.

An eligible provider receiving a grant may consider costs incurred in connection with the following activities to be administrative costs:

- (a) Planning;
- (b) Administration, including carrying out performance accountability requirements;
- (c) Professional development;
- (d) Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under title I, as appropriate; and
- (e) Carrying out the one-stop partner responsibilities described in 34 CFR 678.420, including contributing to the infrastructure costs of the one-stop delivery system.

When prospective programs submit their budget applications, administrative costs should be limited to direct administration only. Salaries and fringe benefits of personnel engaged in executive activities, financial and management tasks, reporting of participant data to the State, legal or audit activities, professional development activities, activities associated with the development of a grant application, and other similar functions are considered administrative costs.

#### **Allowable Costs (F)**

All expenditures must be necessary, reasonable, allowable, and allocable to the grant program. For more details on cost principles, consult Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards 2 C.F.R. Part 200.400-475 (F).

#### **Equipment (S)**

Major equipment purchases must be pre-approved by NDE's Office of Adult Education.

#### **Inventory (F)**

Programs must maintain an up-to-date inventory of equipment.

#### **Training and Professional Development (S)**

Program administrators are expected to participate in NDE-sponsored Adult Education Directors Meetings, and if unable to attend, must send at least one representative. The Adult Education Directors Meetings are held approximately three times per year. Programs are expected to provide professional development for administrative staff based on individual and program needs. In addition, any staff member (practitioner or administrative staff) who is involved in assessment, data collection, or data reporting must be thoroughly and continuously trained on these processes. Grantees should encourage all practitioners to develop and enhance their instructional skills by participating in meaningful in-services and professional development. As a service to the programs, AEFLA State Leadership monies are used to fund regular, high quality, effective professional development targeted to program needs.

## **Required Match (S)**

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. Basic criteria for acceptable matching include:

- Verifiable;
- Not included as contributions for any other federally assisted project or program;
- Necessary and reasonable for proper and efficient accomplishment of project or program objectives;
- Allowed under the applicable cost principles;
- Not part of unrecovered indirect costs;
- Not paid by the Federal Government under another award; and
- In-kind contributions must be fairly valued and the method of valuation documented. (F)

## **Program Income (F)**

Program income is defined as gross income received by the grantee or subgrantee directly generated by a grant supported activity, or earned only as a result of the grant agreement during the grant period. These funds may be added to the grant and used for the purposes and under the conditions of the grant agreement, and must be reported as expenditures to NDE. Costs incidental to the generation of program income may be deducted from gross income prior to reporting to determine 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. Local programs are prohibited from counting fees collected from participants toward meeting matching and cost-sharing.

**Nevada Adult Education and Family Literacy Act (AEFLA) IELCE Grant Program, July 1, 2020 – June 30, 2020**

**IV. Applicant Information** *(Complete and attach as the first two pages of proposal)*

Program Name:

Mailing Address:

Telephone:

County:

Website:

***(For Consortia Application ONLY)*** Name of Fiscal Agent's Authorized Representative:

Mailing Address:

Telephone:

Email:

Signature:

**Program Director/Contact Person** *(Must be employed by the applicant):*

Mailing Address:

Telephone:

E-mail:

Signature:

**Program Fiscal Manager** *(if different than Program Director):*

Telephone:

E-mail:

Signature:

**Type of Organization** (select from the below list):

***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.*

Further describe organization if necessary:

**Projected numbers of participants to be served for IELCE:**

\*Per 2CFR Chapter I Part 25 and the Office of Management and Budget guidance on FFATA Subaward and Executive Compensation Reporting issued on August 27, 2010, as amended at 79 FR 75879, Dec. 19, 2014, subawards can only be made to entities with a unique identifier (DUNS numbers). To be eligible for award, entities must register for and/or provide their DUNS number to the Nevada Department of Education as part of their application. Entities may register or request their current DUNS number by [visiting the federal website](http://fedgov.dnb.com/webform) at <http://fedgov.dnb.com/webform> or by calling 866-705-5711. (F)

**V. Assurances** *(Complete and attach to Application Information pages)*

**2020 Adult Education and Family Literacy Act (AEFLA) Grant Program**

*The Head of Agency/Organization and Fiscal Agent's Authorized Representative must sign below to indicate their approval of the contents of the application, and requesting receipt of program funds.*

On \_\_\_\_\_ 2020, \_\_\_\_\_  
(date) (applicant)

hereby applies for and, if awarded, accepts the federal funds requested in this application. In consideration of the receipt of these grant funds, the institution agrees that all federally-required Certifications\*, the program-specific assurances for the AEFLA grant and the terms therein are specifically incorporated by reference in this application; and that all program and administrative requirements will be met including the following conditions of **Adult Education and Family Literacy Act (AEFLA) Grant Program** funding:

1. Programs, services, and activities included in this application will be operated in accordance with the provisions of the Workforce Innovation and Opportunity Act of 2014, Title II, Adult Education and Family Literacy Act, as amended, and regulations pertaining thereto, the provisions of the Nevada WIOA Unified State Plan for Adult Basic Education and any revisions approved thereafter. (F/S)
2. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA must include a combination of specific occupational training activities, workforce preparation skills, civics education, English language instruction, and literacy instruction using an integrated and contextualized approach. §463.74 states: An eligible provider that receives funds through the Integrated English Literacy and Civics Education program may meet the requirement to use funds for integrated English literacy and civics education in combination with integrated education and training activities by: (a) Co-enrolling participants in integrated education and training as described in subpart D of this part that is provided within the local or regional workforce development area from sources other than section 243 of the Act; or (b) Using funds provided under section 243 of the Act to support integrated education and training activities as described in subpart D of this part. (F)
3. The program is aware that failure to maintain performance at or above the State targets and/or comply with federal and state requirements could result in the program being placed under a Warning, Probation, or Termination Status. Termination Status could result in funding being temporarily withheld or rescinded in part or in whole. (F/S)
4. The applicant understands and accepts that all AEFLA-funded programs must contribute to Nevada's performance goals as negotiated with the US Department of Education and demonstrate continuous improvement to be funded for Years 2 and 3 and that funding levels are not guaranteed. (S)
5. The program ensures that all staff with access to confidential student information acknowledges and abides by federal and state laws governing processing and use of student data. In particular staff must follow FERPA regulations, including, but not limited to securing electronic data, protecting personal passwords, and ensuring that electronic records are encrypted in transit and on storage devices. (F/S)

6. The program provides appropriate accommodations for individuals with documented disabilities in compliance with the Americans with Disabilities Act (42 U.S.C. 12101 et seq.) (ADA), as well as other applicable federal and state laws. Documentation of disability, as well as accommodations, is kept in a confidential manner compliant with FERPA regulations. (F/S)
7. The local program will submit all necessary reports to the Nevada Office of Adult Education in accordance with the due dates and guidance provided by the State. (S)
8. The local program will comply with all state policies and requirements including; but not limited to, professional development, participation in statewide initiatives, participant assessment, data collection and reporting, and content standards. (S)
9. The program provides a minimum of a 25% local match to federal funds and federal funds may be reduced proportionately if unable to do so. A provider's required contribution may be provided in cash or in kind (fairly evaluated). Local match shall include only non-federal funds that are used for adult education and literacy activities and must not include unrecovered indirect costs. (S)
10. The local program understands and accepts that funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other state or local public funds expended for adult education and literacy activities and all expenditures must be allowable within federal requirements. (F)
11. The program spends all funds within the fiscal year for which they are allocated. Carryover of AEFLA funds from one fiscal year to the next is not allowed. (S)
12. The local program will allow and encourage Adult Basic Education staff to participate in local, statewide, and national, instructional and professional development training. (S)
13. The local program must send at least one representative to each NDE Adult Basic Education directors meetings. (S)
14. The local program will ensure that the program director has adequate time and resources to meet the expectations and fulfill the responsibilities of the management of the AEFLA grant-funded program. (S)
15. The local program will participate in annual program evaluation which could include onsite reviews, data reviews, and desk monitoring as determined through risk assessment. (S)
16. The local program will retain sole responsibility for the project even though subcontractors may be used to perform certain services. (S)
17. The local program will assure that no funds received under this Act may be used to provide programming to individuals under the age of 16. All persons under the age of 18 must provide documentation showing they have been excused from compulsory school attendance before they can be enrolled. Programs must retain copies of documentation for each enrolled participant under the age of 18. (F/S)

18. The local program will maintain and use the approved Management Information System (LACES) and submission of available data will be in accordance with WIOA, the National Reporting System, and state guidelines. (S)
19. The program retains electronic or print, local records in compliance with state and federal record retention requirements. (F/S)
20. The local program understands that funds received under this Act must be claimed on a reimbursement basis. No payments in advance of or in anticipation of goods or services provided under this grant can be requested or paid. Grant reimbursements are contingent upon satisfactory completion and submittal of all program deliverables. (S)
21. No-cost budget amendments must be approved prior to incurring expenditures outside of the previously approved budget. NDE reserves the right to deny reimbursement for expenditures made without prior approval. (S)
22. The local program understands and accepts that not more than 5% of federal AEFLA funds secured through this application process may be used to fund administrative expenses unless otherwise negotiated in writing with the Nevada Office of Adult Education. (F)
23. The local program understands that each program receiving a grant under this subtitle must maintain separate records of actual expenditures for each budget. State, program income, local funds used for match or maintenance of effort, and federal funds must be kept in separate budget accounts. Local and state funds must be expended prior to federal funds. All funds are available on a reimbursement basis only. (F/S)

Name of Head of Agency/Organization

\_\_\_\_\_

Signature of Head of Agency/Organization

\_\_\_\_\_

Name of Fiscal Agent's Authorized Representative

\_\_\_\_\_

Signature of Fiscal Agent's Authorized Representative

\_\_\_\_\_

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION --  
LOWER TIER COVERED TRANSACTIONS**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available



to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT:

\_\_\_\_\_

PR/AWARD NUMBER AND/OR PROJECT NAME: \_\_\_\_\_

State Administered Adult Education \_\_\_\_\_

PRINTED NAME OF AUTHORIZED REPRESENTATIVE: \_\_\_\_\_

PRINTED TITLE OF AUTHORIZED REPRESENTATIVE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS;  
AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

**1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) 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 grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### 3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

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Check [ ] if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE**

(GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT:

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PR/AWARD NUMBER AND/OR PROJECT NAME: \_\_\_\_\_ State Administered Adult Education

PRINTED NAME OF AUTHORIZED REPRESENTATIVE: \_\_\_\_\_

PRINTED TITLE OF AUTHORIZED REPRESENTATIVE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

## **VI. Request for Proposals**

### **Part I: Application Introduction (No Points)**

#### **Applicant Information and Required Forms**

Complete the required Applicant Information pages, Assurances and Certifications forms, and tables, and attach to the proposal.

#### **Executive Summary**

Provide a brief description (no more than 2 pages) of the proposed project. This summary does not count toward the 10-page narrative page limit. Include the number of learners in English Language Acquisition (ELA), to be served during Fiscal Year 2020-2021. If applicant's proposed program is part of a larger organization, explain how its work fits into the larger organization's mission and vision.

#### **Application should demonstrate:**

- A brief but clear and informative overview;
- That applicant is clear on the purpose of AEFLA;
- That applicant has the support of its organization;
- That applicant has an integral role in the organization; and
- That the organization has demonstrated effectiveness related to the record of improving the literacy skills of eligible individuals.

#### **Eligibility based on Demonstration of Effectiveness for IELCE**

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. The applicant must respond twice to the issue of demonstrated effectiveness, once here to determine eligibility and again in the narrative section for scoring. Eligibility will be evaluated prior to scoring. Only proposals from eligible applicants will be scored. This response does not count toward any page limit.

*§ 463.24 How must an eligible provider establish that it has demonstrated effectiveness?*

*(a) For the purposes of this section, 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.*

*(b) There are two ways in which an eligible provider may meet the requirements in paragraph (a) of this section:*

*(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.*

Application should specifically include responses to (responding in table form is recommended):

1. Describe the level of educational advancement in reading, writing, mathematics, and/or English language acquisition for program participants for each of the last three years based on July 1st to June 30th. Include:
  - a. Number of Participants – ELA
    1. FY16-17:
    2. FY17-18:
    3. FY18-19:
  - b. Percentage with an Educational Gain – ELA
    1. FY16-17:
    2. FY17-18:
    3. FY18-19:
2. Describe how the program will meet, or continue to meet, educational advancement performance goals.
3. Describe the efforts and/or success of the program in transitioning participants to postsecondary education and training:
  - a. Number of participants transitioned
  - b. Percentage of participants transitioned
4. Describe the programs demonstrated effectiveness of improving skills of eligible individuals, particularly those who have low level of literacy for FY18-19.
  - a. Include Number Served in low literacy levels
  - b. Percentage with an Educational Gain
5. Describe efforts and success in helping participants gain or retain employment. Include for FY18-19:
  - a. Number of participants
  - b. Percentage of participants
6. Describe efforts and success in helping participants obtain a high school equivalency certificate. Include for FY18-19:
  - a. Number of participants
  - b. Percentage of participants

**NDE USE ONLY: APPLICANT MEETS ELIGIBILITY CRITERIA: YES \_\_\_ NO \_\_\_**

## **Part II: Narrative**

The following criteria, including the thirteen factors from WIOA Section 231(e) that states are required by federal statute to consider when awarding AEFLA funds, will be used by reviewers to evaluate the application as a whole.

### **Section A: Needs Assessment**

#### **(Total Points 15)**

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;*

Programs seeking funding for IELCE under Section 243 of Title II of WIOA must be prepared to provide the required components including; Literacy instruction, English Language Acquisition, and Civics Education, provided in combination with IET (Workforce preparation activities and workforce training within a specific sector).

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.

### **Section B: Past Effectiveness**

#### **(Total Points 65)**

Application should specifically include responses to:

1. Describe the level of educational advancement for program participants for each of the last three years based on July 1st to June 30th. Include:
  - c. Number of Participants – ELA
    4. FY16-17:
    5. FY17-18:

6. FY18-19:
  - d. Percentage with an Educational Gain – ELA
    4. FY16-17:
    5. FY17-18:
    6. FY18-19:
2. Describe how the program will meet, or continue to meet, educational advancement performance goals.
3. Describe the efforts and/or success of the program in transitioning participants from ELA into ABE/ASE. Include only FY18-19:
  - c. Number of participants transitioned from ELA into ABE/ASE
  - d. Percentage of participants transitioned from ELA into ABE/ASE
4. Describe the efforts to work with participants at the lowest levels of literacy for FY18-19.
  - c. Include Number Served in low literacy levels
5. Describe efforts and success in helping participants gain or retain employment. Include for FY18-19:
  - c. Number of participants
  - d. Percentage of participants
6. Describe efforts and success in helping participants obtain a high school equivalency certificate. Include for FY18-19:
  - c. Number of participants
  - d. Percentage of participants
7. Describe efforts and success in helping participants to transition to postsecondary education. Include for FY18-19:
  - a. Number of participants
  - b. Percentage of participants
8. Describe efforts and success in helping participants to obtain postsecondary and/or industry recognized credentials. Include for FY18-19:
  - a. Number of participants
  - b. Percentage of participants

**Section C: Local Workforce Development Board Plan Alignment and Community Partnerships  
(Total Points 40)**

*WIOA 231(e) (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;*

As required by section 231(e) of WIOA, 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. NDE must consider the results of the review by the local workforce board in determining the extent to which the application addresses the required considerations in section 231 of WIOA.

1. Describe the way in which the program activities align with the LWDB Plan. Include details about current or planned co-location with workforce services.



2. Include specific examples and describe how alignment will be maintained throughout program implementation and service delivery.
3. Describe how co-enrollment with Title I will be promoted and how training costs will be covered. Include how the program will assist with the effort to reduce duplication of services.
4. Describe how the program will fulfill one-stop partner responsibilities.

*WIOA 231(e) (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;*

*WIOA 231(e) (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;*

5. Describe how the program coordinates with other service providers in the community. Describe partnerships, including partner responsibilities, with service providers such as schools, libraries, postsecondary institutions, and social service agencies that provide program support, community visibility, outreach and referrals of learners, including the benefits to each partner.
6. Describe how the program will offer flexible schedules and coordinate support services to enable learners, including individuals with disabilities or other special needs, to achieve learning goals.
7. Describe efforts to build additional partnerships.
8. Describe efforts to avoid duplication of services between partners within the service area.

## **Section D: Curriculum and Instructional Practices**

### **(Total Points 100)**

*WIOA 231(e) (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;*

1. Use a table to identify the IELCE services, levels, and scheduling that will be offered by the program, include any ESL transition courses to ABE, and IET courses which will include the IELCE population.
2. Describe IELCE activities that will include the required concurrent enrollment needed to provide English language learners with the skills needed to place such adults in unsubsidized employment in in-demand occupations that lead to economic self-sufficiency.
3. If applicable, describe the role that IELCE services will play in the program's array of services. At what levels of learner proficiency (or multi-level instruction) will IELCE instruction be offered?

4. Describe the intensity (hours of instruction per week) and duration (weeks of instruction per year) of the IELCE program. Give examples of student scheduling.
5. Describe how the curriculum at each level will incorporate Civic Participation, U.S. History, U.S. Government, Preparation for Naturalization, and Workforce Training. What instructional resources (textbooks, web resources, curricula, multimedia) will be used to support English language learning and civics education at each level of instruction?
6. Describe past success with learners enrolled in classes focusing on civics content. First-time applicants describe how your program will measure success in providing IELCE services and activities.
7. Describe all of the factors considered in developing the instructional schedule to maximize the opportunity for learners to attend and make progress. Explain the reasons for not offering instruction during any periods of time during the year that exceed two weeks. If applicable, explain the reason(s) for offering fewer instructional hours per learner at specific sites.
8. Explain how the managed enrollment and instructional schedule is aligned with the program's standardized assessment pre- and post-testing procedure to allow sufficient intensity (minimum 6 hours per week) and duration (length of time of each class session) for individual learners to meet the minimum number of hours required for post-testing and demonstrate adequate progress on the standardized assessment(s) used by the program.
9. Identify the core textbooks(s) including title and publisher, and any key supplementary instructional materials including web-based or software programs used with each population and level identified in item Describe how the materials effectively address adult learners' development of English literacy and align with the English Language Proficiency Standards and the College and Career Readiness Standards.
10. Describe the research and evidence-based instructional approaches for ESL (e.g. competency-based instruction, learner motivation, writing, second language acquisition, whole group instruction, etc.) and how the College and Career Readiness Standards (Nevada Academic Content Standards) are incorporated.
11. Describe how the program will incorporate Workforce Preparation activities into IELCE programming in order to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

*WIOA 231(e) (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;*

12. Address how the program will incorporate technology into the program at all levels, both to help participants obtain digital literacy skills and to increase access to the program.

*WIOA 231(e) (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;*

13. Describe successes and existing efforts in providing integrated education and training, as required for IELCE, and at what levels IET is being offered to ELA participants. Be sure to describe how each required

component of IET is made available. Describe the rationale for targeting specific occupations and labor market data used.

14. Provide details on the contents of each career pathway used, how basic skills will be contextualized within the career pathway and how those pathways are stackable and lead to industry-recognized-credentials.

## **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;*

1. Provide position descriptions for key leadership position(s), including job title, job duties, and qualifications (skills, educational attainment, relevant adult education experience). Describe how leadership staff qualifications contribute toward the program's capacity to manage the grant and implement program improvement.
2. Explain the full-time/part-time status of key leader(s). If adult education duties constitute just one of several major responsibilities for leader(s), include explanation of leader(s) other required duties and the proportion of time devoted to each major responsibility.
3. Provide position descriptions for instructional staff position(s), including job title, job duties, and qualifications (skills, educational attainment, experience). Include the anticipated total number of annual volunteers and the percentage of those volunteers serving as the following: aides to paid instructional staff, instructional staff, and administrative staff.
4. Identify the anticipated number and percentage of paid instructional staff members at the following levels: minimal part-time (2-12 instructional hours weekly), part-time (13-31 instructional hours weekly) and full time (32+ instructional hours weekly) and expected instructor compensation.

## **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;*

1. Describe the program's plan for instructor and director professional development (PD).
2. Describe how the program will identify teachers' PD needs and address those needs through collaborative activities among instructional staff, teacher self-study, and workshops/trainings.
3. Describe the support (financial and other) the program will provide to teachers while engaged in professional development activities.

4. Describe the program's plan for supporting instructors in implementing research and evidence-based strategies learned through participation in professional development activities.

## **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;*

1. Describe the program's technology support system, including access to Information Technology and data entry support.
2. Describe the organizational structure and how adequate staffing is achieved to ensure accurate data collection and timely data entry.
3. Describe how the participant registration/intake process allows for collecting all required demographical information, barriers to employment, and for placement of participants in appropriate educational programs.
4. Describe the methodology for the collection and verification of participant attendance.
5. Describe how the program will ensure the participant personally identifiable information (PII) is kept secure.
6. Describe the process in place to analyze program data and explain how it is used to drive program improvement.

## **Section H: Budget & Funding Priorities Narrative**

### **(Total Points 20)**

1. Specify funding priorities and the estimated percentage of funding that will be allocated to each priority (table form is recommended).
2. 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.

## Appendix A: RFP Score Summary

Applicant Name:

| Part II Narrative  | Score/Possible |
|--|----------------|
| Section A: Needs Assessment                                  | /15            |
| Section B: Past Effectiveness                                | /65            |
| Section C: (LWDB) Plan Alignment & Community Partnerships    | /40            |
| Section D: Curriculum & Instructional Practices              | /100           |
| Section E: Leadership and Instructional Staff Qualifications | /20            |
| Section F: Professional Development                          | /20            |
| Section G: Data Collection & Accountability Reporting        | /45            |
| Section H: Budget & Funding Priorities Narrative             | /20            |
| AEFLA IELCE Total  | /325           |

**GENERAL COMMENTS:** *Indicate the overall strengths and weaknesses of the application. These comments are subsequently provided to applicants to aid them in understanding their results.*

**Strengths:**

**Weaknesses:**

**Requested Modifications:**

**Score:**

**Rank:**

## Appendix B: RFP Scoring Rubric

### Section A: Needs Assessment (Total Points 15)

#### Section 243 Integrated English Literacy and Civics Education (IELCE)

**Application should demonstrate:**

- The need for IELCE services is apparent based on the demographics of the area population included in proposal.
- Partnerships and support services are in place to facilitate co-enrollment, retention and recruitment of IELCE participants.
- Processes in place to allow for, and encourage, integration of workforce development services within the IELCE program.
- Steps to ensure equitable access to and participation in the applicant's program aligns with guidance provided in the attached General Education Provisions Act (GEPA) description.

| Area | Inadequate<br>(information not provided) | Minimal<br>(requires additional clarification) | Adequate<br>(clear and fairly complete) | Excellent<br>(concise and thoroughly developed) |
|------|--|--|---|---|
| 1)   | 0  | 1  | 3                                       | 5   |
| 2)   | 0  | 1  | 3                                       | 5   |
| 3)   | 0  | 1  | 3                                       | 5   |

Section A Total Points:

Reviewer Comments:

## Section B: Past Effectiveness (Total Points 65)

### Application should demonstrate:

- Information and supportive quantitative data on learning gains;
- Information and supportive quantitative data on successful transitions; and
- Evidence that program has experience in working with learners at the lowest levels of literacy.

| Area | Inadequate<br>(information not<br>provided) | Minimal<br>(requires additional<br>clarification) | Adequate<br>(clear and fairly<br>complete) | Excellent<br>(concise and<br>thoroughly<br>developed) |
|------|---|---|--|---|
| 1)   | 0   | 2   | 6  | 10  |
| 2)   | 0   | 1   | 3  | 5   |
| 3)   | 0   | 1   | 3  | 5   |
| 4)   | 0   | 1   | 3  | 5   |
| 5)   | 0   | 2   | 6  | 10  |
| 6)   | 0   | 2   | 6  | 10  |
| 7)   | 0   | 2   | 6  | 10  |
| 8)   | 0   | 2   | 6  | 10  |

Section B Total Points:

Reviewer Comments:

**Section C: Local Workforce Development Board (LWDB) Plan Alignment and Community Partnerships (Total 40 points)**

**Application should demonstrate:**

The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan and whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community for the development of career pathways.

| Area | Inadequate<br>(information not provided) | Minimal<br>(requires additional clarification) | Adequate<br>(clear and fairly complete) | Excellent<br>(concise and thoroughly developed) |
|------|--|--|---|---|
| 1)   | 0  | 1  | 3                                       | 5   |
| 2)   | 0  | 1  | 3                                       | 5   |
| 3)   | 0  | 1  | 3                                       | 5   |
| 4)   | 0  | 1  | 3                                       | 5   |
| 5)   | 0  | 1  | 3                                       | 5   |
| 6)   | 0  | 1  | 3                                       | 5   |
| 7)   | 0  | 1  | 3                                       | 5   |
| 8)   | 0  | 1  | 3                                       | 5   |

Section C Total Points:

Reviewer Comments:



**Section D: Curriculum and Instructional Practices (Total 100 points)**

**Application should demonstrate:**

- Clear and detailed description of curriculum;
- Curriculum consistent with the *purpose* and *core outcome measures* of AEFLA; and
- Evidence-based practices
- Curriculum offered in whole group instructional format.
- Curriculum, Standards and Assessment in offering Workforce Preparation (Employability Skills) activities
- IELCE curriculum that incorporates civic participation, U.S. History, U.S. Government, and preparation for naturalization,
- Services are offered concurrently and contextually with training that leads to high-demand, high-wage employment in the region; and
- Evidence of experience in providing adult ELL instruction in civics content

| Area | Inadequate<br>(information not provided) | Minimal<br>(requires additional clarification) | Adequate<br>(clear and fairly complete) | Excellent<br>(concise and thoroughly developed) |
|------|--|--|---|---|
| 1)   | 0  | 1  | 3                                       | 5   |
| 2)   | 0  | 4  | 8                                       | 15  |
| 3)   | 0  | 1  | 3                                       | 5   |
| 4)   | 0  | 1  | 3                                       | 5   |
| 5)   | 0  | 1  | 3                                       | 5   |
| 6)   | 0  | 1  | 3                                       | 5   |
| 7)   | 0  | 1  | 3                                       | 5   |
| 8)   | 0  | 1  | 3                                       | 5   |
| 9)   | 0  | 1  | 3                                       | 5   |
| 10)  | 0  | 1  | 3                                       | 5   |
| 11)  | 0  | 3  | 6                                       | 10  |
| 12)  | 0  | 1  | 3                                       | 5   |
| 13)  | 0  | 3  | 6                                       | 10  |
| 14)  | 0  | 4  | 8                                       | 15  |

Section D Total Points:

Reviewer Comments:

## Section E: Program Leadership and Instructional Staff Qualifications (Total Points 20)

### Application should demonstrate:

- Highly qualified program leader(s);
- Leadership responsibilities clearly outlined and focused on needs of program;
- Ability to devote adequate time and effort to administration of AEFLA grant; and
- Commitment to program improvement.

| Area | Inadequate<br>(information not<br>provided) | Minimal<br>(requires additional<br>clarification) | Adequate<br>(clear and fairly<br>complete) | Excellent<br>(concise and<br>thoroughly<br>developed) |
|------|---|---|--|---|
| 1)   | 0   | 1   | 3  | 5   |
| 2)   | 0   | 1   | 3  | 5   |
| 3)   | 0   | 1   | 3  | 5   |
| 4)   | 0   | 1   | 3  | 5   |

Section E Total Points:

Reviewer Comments:

## Section F: Professional Development (Total Points 20)

### Application should demonstrate:

- Professional development plan and activities that support teachers' needs;
- Professional development needs that are assessed and incorporated into PD plan; and
- Program support for professional development activities for teachers and program leaders.

| Area | Inadequate<br>(information not<br>provided) | Minimal<br>(requires additional<br>clarification) | Adequate<br>(clear and fairly<br>complete) | Excellent<br>(concise and<br>thoroughly<br>developed) |
|------|---|---|--|---|
| 1)   | 0   | 1   | 3  | 5   |
| 2)   | 0   | 1   | 3  | 5   |
| 3)   | 0   | 1   | 3  | 5   |
| 4)   | 0   | 1   | 3  | 5   |

Section F Total Points:

Reviewer Comments:

**Section G: Data Collection & Accountability Reporting (Total Points 45)**

**Application should demonstrate:**

- Program has sufficient technology support to troubleshoot network infrastructure issues;
- Program has sufficient staff to assign data entry duties to appropriate individuals; and
- Program director takes responsibility for accurate data collection and reporting.

| Area | Inadequate<br>(information not provided) | Minimal<br>(requires additional clarification) | Adequate<br>(clear and fairly complete) | Excellent<br>(concise and thoroughly developed) |
|------|--|--|---|---|
| 1)   | 0  | 1  | 3                                       | 5   |
| 2)   | 0  | 3  | 6                                       | 10  |
| 3)   | 0  | 1  | 3                                       | 5   |
| 4)   | 0  | 1  | 3                                       | 5   |
| 5)   | 0  | 1  | 3                                       | 5   |
| 6)   | 0  | 4  | 8                                       | 15  |

Section G Total Points:

Reviewer Comments:

**Section H: Budget Narrative & Funding Priorities Narrative (Total Points 20)**

**Application should demonstrate:**

- Projected expenditures are allowable, reasonable and necessary; and
- Budget priorities are clear and reflect the content of the application.

| Area | Inadequate<br>(information not<br>provided) | Minimal<br>(requires additional<br>clarification) | Adequate<br>(clear and fairly<br>complete) | Excellent<br>(concise and<br>thoroughly<br>developed) |
|------|---|---|--|---|
| 1)   | 0   | 3   | 6  | 10  |
| 2)   | 0   | 3   | 6  | 10  |

Section H Total Points:

Reviewer Comments:

## **Appendix C: The General Education Provisions Act (GEPA)**

The General Education Provisions Act (GEPA) is the law that contains general requirements applicable to most programs administered by the U.S. Department of Education. On October 20, 1994, the Improving America's Schools Act, Public Law 103-382, became law. The Act added a provision to the General Education Provisions Act (GEPA). Section 427 of GEPA (20 USC § 1228a - Equity for participants, teachers, and other program beneficiaries) requires an applicant for assistance under U.S. Department of Education programs to develop and describe in the grant application the steps it proposes to take to ensure equitable access to, and equitable participation in, its proposed project for participants, teachers, and other program beneficiaries with special needs. The purpose of Section 427 is to assist the Department in implementing its mission to ensure equal access to education and to promote educational excellence throughout the Nation, by—(1) ensuring equal opportunities to participate for all eligible participants, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and (2) promoting the ability of such participants, teachers, and beneficiaries to meet high standards. A restatement of compliance with civil rights requirements is not sufficient to meet the requirements in section 427 of GEPA.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for participants, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your participants, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for participants who are blind.

(3) An applicant that proposes to carry out a model science program for secondary participants and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.