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
Spring 2017

Grant Period: July 1, 2017 – June 30, 2020

Educational Services to Adults
Adult Basic Education (ABE), Adult Secondary Education (ASE), English Language Acquisition (ELA), and/or Integrated English Literacy/Civics Education (IELCE), and/or Correctional and other Institutionalized Individuals

Proposals Due: Friday, April 7, 2017 by 5:00 p.m.

Grant Information Webinars:
Monday, February 13, 2017, 2:00 p.m.
Wednesday, February 15, 2017, 9:00 a.m.
Archived at Nevada Department of Education (nvedu.org/rfp)
State of Nevada

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<tr>
<td>ABE</td>
<td>Adult basic education</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<tr>
<td>AEFLA</td>
<td>Adult Education and Family Literacy Act, Title II of the Workforce Innovation and Opportunity Act which funds adult education services</td>
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<tr>
<td>ASE</td>
<td>Adult secondary education</td>
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<td>CCRS</td>
<td>College and Career Readiness Standards for Adult Education</td>
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<tr>
<td>CASAS</td>
<td>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</td>
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<td>DAEL</td>
<td>Division of Adult Education and Literacy, the Office of Career, Technical and Adult Education of the United States Department of Education</td>
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<tr>
<td>EFL</td>
<td>Educational functioning level; the descriptor of student performance determined by standardized testing used by the National Reporting System.</td>
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<td>ELA</td>
<td>English Language Acquisition</td>
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<tr>
<td>ESL</td>
<td>English as a second language</td>
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<tr>
<td>FERPA</td>
<td>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</td>
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<tr>
<td>GED®</td>
<td>General Educational Development test battery</td>
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<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act, federal legislation on education services for individuals with disabilities</td>
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<tr>
<td>IELCE</td>
<td>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</td>
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<tr>
<td>IEP</td>
<td>Individual Education Plan, a required plan of action and educational support for pupils with disabilities in public schools</td>
</tr>
<tr>
<td>LD</td>
<td>Learning Disability</td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English proficiency, status of learners with limited English language skills</td>
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LWDB: Local Workforce Development Board

MSG: Measurable Skill Gain

NDE: Nevada Department of Education

NRS: Nevada Revised Statutes; or National Reporting System 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 AEFLA grant program is to:

1. assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
   a. assist adults who are parents or family members to obtain the education and skills that--
      (A) are necessary to becoming full partners in the educational development of their children; and
      (B) lead to sustainable improvements in the economic opportunities for their family;
   b. assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways (“Career pathway” in Nevada is defined as an aligned system of industry recognized academic and technical courses, workplace training programs, support services, and workforce preparation activities that help an individual enter or advance within a given occupation or industry sector. Learners may enter at various points along a pathway; earn indicators of completion which hold labor market value, including but not limited to diplomas, certificates, credentials, and degrees; and obtain employment, job retention, and/or wage gains as a result.); and
   c. assist immigrants and other individuals who are English language learners in--
      (A) improving their--
         (i) reading, writing, speaking, and comprehension skills in English; and
         (ii) mathematics skills; and
      (B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

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.

Section 243 Integrated English Literacy and Civics Education Programs (IELCE) (F)

Funds made available under section 211(a)(2) provide state grants for "integrated English literacy and civics education services to immigrants and other limited English proficient populations, as defined in section 243." Programs receiving funds under section 243 must provide English literacy and civics education, in combination with integrated education and training activities.

Each program that receives funding under this section shall be designed to—

1. prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
2. integrate with the local workforce development system and its functions to carry out the activities of the program.

*Please Note: Applying for Section 243 IELCE funds is optional. Applicants proposing programming to support an IELCE program under Section 243 must complete all sections of the Narrative portion of the RFP, including section I. Agencies not applying for Section 243 IELCE funding do not need to fill out section I.

Corrections and Institutionalized Individuals Funding (F)

Section 225.—The funds described in sub-section (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for—

1. adult education and literacy activities;
2. special education, as determined by the eligible agency;
3. secondary school credit;
4. integrated education and training;
5. career pathways;
6. concurrent enrollment;
7. peer tutoring; and
8. transition to re-entry initiatives and other postrelease services with the goal of reducing recidivism.

PRIORITY.—Each eligible agency that is using assistance provided under this section to carry out a program for criminal offenders within a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

*Please Note: Applying for Section 225 funds is optional. Applicants proposing programming for criminal offenders in correctional institutions and for other institutionalized individuals must complete all sections of the Narrative portion of the RFP, including section J. Agencies not applying for Section 225 funding do not need to fill out section J. Funding shall not exceed 20% of Nevada’s federal funding distribution as described in Sec. 222(a)(1).
Services (F)
The Nevada Department of Education (NDE) is soliciting applications from eligible providers to **develop, implement and improve adult education and literacy activities in Nevada** by establishing or operating programs that provide services and standards-based instruction in one or more of the following categories:

1. adult education  
2. literacy  
3. workplace adult education and literacy activities  
4. family literacy activities  
5. English language and acquisition activities  
6. integrated English literacy and civics education  
7. workforce preparation activities  
8. integrated education and training

Eligible Applicants (F)

Note: All applications received will be screened to determine eligibility prior to scoring.

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); and

(J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I). AEFLA 203(5)

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 Standards (http://nvedu.org/ccrs).

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)
Approximately $4.4 million in AEFLA program of instruction funds and $760,000 in Integrated English Literacy and Civics Education (IELCE) funds will be available for distribution to successful applicants. Actual funding levels for both AEFLA program of instruction funds and IELCE funds will be determined by several factors, including, but not limited to, demonstrated need within the service area and outreach sites, and proposed level of services, including expected enrollment numbers and delivery of IET.

Distribution of Funds (F)
Key “floors and ceilings” for AEFLA funds:

- State may retain up to 5.0% of the award for administrative costs
- State may use up to 12.5% of the award for State Leadership activities
- State must pass-through at least 82.5% of the award to eligible providers for adult education instructional services (Program of Instruction)
  - Not more than 20% of this amount may be used by programs for corrections and/or institutionalized persons

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)

Note: Through the Basic State Grant Program, states receive federal funds annually according to a statutorily-defined formula. Local funded programs must match at least 25% of these 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.

Review Process (F/S)

Applications 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)

Applicants will be notified of award status by Friday, May 12, 2017.

Duration of Grant (F/S)

Successful applicants will be awarded three-year grants. 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 (and Section 225 for those programs awarded funds to serve Corrections and Other Institutionalized Individuals, and Section 243 for those programs awarded funds for Integrated English Literacy/Civics Education (IELCE)). 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 Annual Performance Reports and Annual Expenditure Reports. (S) See the NDE website on Accountability and Reporting requirements (http://nvedu.org/1a) for more information

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 being developed as an indicator shared across WIOA Title Programs and more information is to come.)

All grant recipients are required to report performance indicator results to the Nevada Department of Education’s Office of Adult Education. Consequently, an accountability system must be in place that supports the evaluation of the programs, services, and activities funded under this plan and which provides such information as needed to clearly indicate progress in meeting the performance indicators. Future funding will be contingent on continuous
program improvement and agencies will be required to implement improvement plans 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 Section 3: Accountability of the Nevada Adult Education Administrator’s 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 federal grants. 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; and
3) include required documentation of past effectiveness

Required Copies

The original plus 5 copies (6 copies total) of the application must be received at NDE by Friday, April 7, 2017 at 5:00 pm. In addition to the 6 hard copies, an electronic copy of the proposal must be submitted to: nolsen@doe.nv.gov. The electronic version should include all required components of the proposal. Please attach all required budget forms as separate documents. Incomplete or late proposals will not be considered.

Proposals will be due by 5 p.m. on Friday, April 7, 2017 to:

AEFLA RFP Review Committee

c/o Nancy Olsen | Nevada Department of Education

755 N. Roop Street, Suite 201

Carson City, NV 89701

AND

Submit electronic copy to: nolsen@doe.nv.gov
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)
Cover Page
Assurances
Certifications Forms (nvedu.org/rfp)

- 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)
Table of Contents
Demonstration of Effectiveness
Budget Forms:
- RFP-AEFLA-Budget-Expenditure-Summary
- RFP-Budget-Priorities
- RFP-Budget-Detail
RFP Budget Forms are available at the NDE AEFLA RFP Website (nvedu.org/rfp)

Part II: Narrative (no more than 20 pages))

Section A: Needs Assessment
Section B: Past Effectiveness
Section C: Local Workforce Development Board (LWDB) Plan Alignment and Community Partnerships
Section D: Curriculum and Instructional Practices
Section E: Leadership and Instructional Staff Qualifications
Section F: Professional Development
Section G: Data Collection
Section H: Budget Narrative
Optional Narratives (no more than 3 pages each)
Section I: Sec. 243 Integrated English Literacy and Civics Education (IELCE) (If Applicable)
Section J: Corrections and/or Institutionalized Individuals (If Applicable)
Application Format

- The required application narrative (Sections A-H) may not exceed 20 pages, excluding Executive Summary.
- The optional application narratives (Sections I & J) may not exceed 3 pages each.
- 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 signatures of the lead organization/fiscal agent.
- Applicants must submit Certifications and Assurances forms with original 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.
- Staple the pages of the original and each copy of the application. *Please do not use paperclips, rubber bands, binders or report covers.*

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 Instructions and Budget Forms

The elements in this section are State requirements unless marked as Federal (F) requirements.

Complete a proposed a) Budget Priorities, b) Budget Detail, and c) Budget Expenditure Summary

All eligible applicants must submit a:

1. Budget Summary (RFP-AEFLA-Budget-Expenditure-Summary);
2. Budget Detail (RFP-Budget-Detail) ; and
3. Budget Narrative (RFP-Budget-Priorities)

RFP Budget Forms are available at the NDE AEFLA RFP Website (nvedu.org/rfp)

Applicant should submit proposed one-year budgets. A Continuation Funding Application will be required for continued funding during year two and three of the grant cycle contingent on availability of funds through federal appropriations and meeting all conditions of funding in compliance with federal and state policies. (S)

When the applications have been reviewed, final grant amounts will be determined and a more detailed budget may be required. The final budget will align with the application review comments and the proposed budget. No grant funds can be obligated or spent until a final budget has been received and approved and a subgrant award is issued by NDE. Examples of the types of expenses that may be included in each object category are listed below for guidance only. The Budget Narrative should provide enough detail so that the appropriate object category can be confirmed.

(100) Salaries - Amounts paid for personnel services for both permanent and temporary employees, including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the school/agency/organization.

(200) Employee Benefits - Amounts paid on behalf of employees; generally those amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, are part of the cost of personnel services.

(300) Purchased Professional and Technical Services – Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of auditors, consultants, etc.

(400) Purchased Property Services – Services purchased to operate, repair, maintain, and rent property owned or used by the program. These services are performed by persons other than program employees. Although a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

(500) Other Purchased Services – Amounts paid for services rendered by organizations or personnel not on the payroll of the district (separate from professional and technical services or property services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. All travel costs can be coded under 580.

(600) Supplies – Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Items that do not contribute to a district’s fixed assets, as evaluated by the district’s fixed assets policy, may be coded as
supply items, or may be coded as Non-Capital Equipment. Items that contribute to a district’s fixed assets must be coded as equipment. Include all supplies, books and periodicals, and electronic media materials here.

(730) Equipment—Expenditures for the initial, additional, and replacement items of allowable equipment purchases, such as machinery, furniture, etc.

(810) Dues and Fees—Expenditures or assessments for membership in professional or other organizations. Not allowed for organizations whose primary purpose is lobbying.

(890) Miscellaneous—Amounts paid for goods or services not properly classified in one of the objects included above.

There is a **five percent limit on administrative costs**. Allowable costs for administration are those non-instructional costs that are considered necessary and reasonable for planning, administration, evaluation, personnel development, and interagency coordination.

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. In accordance with AEFLA 233(b), when limits are too restrictive to allow for adequate planning and administration, the applicant may negotiate with the State to determine an adequate level of funds for non-instructional purposes. A formal written request for an administrative rate higher than 5% must be included with the funding application with a detailed rationale for the request. (F)

**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**

Major equipment purchases must be pre-approved by NDE’s Office of Adult Education. (S)

**Inventory**

Programs must maintain an up-to-date inventory of equipment. (F)
Training and Professional Development (S)

Program administrators are expected to participate in NDE-sponsored Adult Education Directors Meetings, to be 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 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

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. Funds so earned 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 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. (F)
Nevada Adult Education and Family Literacy Act (AEFLA) Grant Program, July 1, 2017 – June 30, 2020

**IV. Cover Pages** *(Complete and attach as the first two pages of proposal)*

<table>
<thead>
<tr>
<th>Cover Page Information</th>
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<tbody>
<tr>
<td><strong>Program Name:</strong></td>
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<td><strong>Mailing Address:</strong></td>
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<td><strong>Telephone:</strong></td>
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<td><strong>County:</strong></td>
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<td><strong>Website:</strong></td>
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<tr>
<td><strong>Name of Fiscal Agent’s Authorized Representative (for Consortia Applications):</strong></td>
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<td><strong>Mailing Address:</strong></td>
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<td><strong>Telephone:</strong></td>
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<td><strong>Signature:</strong></td>
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<tr>
<td><strong>Program Director/Contact Person (Must be employed by the applicant):</strong></td>
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<td><strong>Mailing Address:</strong></td>
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<td><strong>Program Fiscal Manager: (if different than Program Director):</strong></td>
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<td><strong>Telephone:</strong></td>
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<td><strong>E-mail:</strong></td>
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<td><strong>Signature:</strong></td>
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</tbody>
</table>
## Cover Page Information

### Type of Organization

*Select the type of agency that describes the applicant organization*

- ☐ Local Education Agency (LEA)
- ☐ Public or Private Nonprofit Agency
- ☐ Community or Faith-based Organization
- ☐ Library
- ☐ Volunteer Literacy Organization
- ☐ Public Housing Authority
- ☐ Institution of Higher Education
- ☐ A nonprofit institution that is not previously described
- ☐ Consortium of Eligible Organizations
- ☐ Other (describe below)
- ☐ A partnership between an employer and an entity previously listed

Further describe organization if necessary: _______________________________________________________

___________________________________________________________________________________________

### Applicant Organization intends to apply for (mark one or more):

- ☐ Basic AEFLA funding
- ☐ IELCE Program (Sec. 243) funding
- ☐ Corrections Education and/or Other Institutionalized Adults (Sec. 225) funding

### Projected numbers of participants to be served

*(must match numbers provided in Section I-b Executive Summary)*

Total AEFLA Program of Instruction participants to be served:

- ABE:
- ASE:
- ESL:
- IELCE:

Corrections (Enter number of AEFLA participants to be served in correctional settings; for programs also proposing to serve participants outside of correctional settings this is a sub-set, not a number of additional participants):

### Amount Requested

*Indicate the amount of funds being requested.*  

(2017-18)

- Basic AEFLA: $__________
- IELCE Program (Sec. 243): $__________
- Corrections Education: $__________

*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 at http://fedgov.dnb.com/webform or by calling 866-705-5711. (F)*
V. Assurances *(Complete and attach to cover pages)*

2017-20 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 ___________________ 2017, ______________________________________________
(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 applicant 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)

3. The applicant 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, special learning needs, and content standards. (S)

4. The applicant understands and accepts that all AEFLA-funded programs in Nevada must demonstrate effectiveness and continuous improvement to be funded for Years 2 and 3. (S)

5. 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. (F/S)

6. The applicant 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)

7. The applicant will allow and encourage Adult Basic Education staff to participate in local, statewide, and national content, instructional, and professional development training. The applicant is expected to attend and fully participate in all NDE Adult Basic Education directors meetings, to be held approximately three times annually. (S)

8. The applicant 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)

9. The applicant will participate in annual program evaluation including but not limited to onsite reviews, data reviews, and desk monitoring processes. (S)

10. The applicant will retain sole responsibility for the project even though subcontractors may be used to perform certain services. (S)
11. The applicant 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)

12. The applicant 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)

13. The applicant 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)

14. The applicant 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)

15. The applicant understands that each program receiving a grant under this subtitle must maintain separate records of actual expenditures for each budget, and state, program income, local funds used for match or maintenance of effort, and federal funds must be kept in separate budget accounts. 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
(for Consortia applications)  (for Consortia applications)

*Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Cover Transactions and Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-free Workplace Requirements must be signed by agency personnel and included with the program application.

The certification documents, as well as all required documents and forms, are available at the
NDE AEFLA RFP Website (nvedu.org/rfp)
VI. Request for Proposals
Part I: Application Introduction (No Points)

I-a Cover Pages and Required Forms

Complete the required Cover Pages, Assurances and Certifications forms, tables, and budget forms and attach to the proposal.

I-b Executive Summary

Provide a brief description (no more than 2 pages) of the proposed project. This summary does not count toward the 20-page narrative page limit (not to include budget documents). (Note: programs applying for Integrated EL/Civics Education funding and/or Corrections Program funding may add an additional 3 pages each to the total narrative section.) Include the number of learners in English Language Acquisition (ELA), Adult Basic Education (ABE), and Adult Secondary Education (ASE) to be served during Fiscal Year 2017-2018. Specifically address Family Literacy, Workplace Education, and/or Correctional Education if proposing to provide any of these services. Include the applicant’s mission statement. 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.

I-c Table of Contents

Place a table of contents after the Executive Summary.

I-d Budget Summary and Budget Detail Forms

Applicant should submit a one-year proposed budget.

I-e Eligibility based on Demonstration of Effectiveness

Applicant must establish eligibility based on demonstrated effectiveness related to the record of improving the literacy skills of eligible individuals. 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.

Note: 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:

1. Describe the level of educational advancement for program participants for each of the last three years.
   a. Include:
      i. Number of Participants - ABE/ASE
      ii. Number of Participants - ELA
      iii. Percentage Showing an Educational Gain – ABE/ASE
      iv. Percentage Showing an Educational Gain - ELA

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.
   a. Include:
      i. Number of participants
      ii. Percentage of participants

4. Describe the efforts to work with participants at the lowest levels of literacy.
   a. Include Number Served

5. Describe efforts and success in helping participants gain or retain employment.
   a. Include:
      i. Number of participants
      ii. Percentage of participants

6. Describe efforts and success in helping participants obtain a high school equivalency certificate.
a. Include:
   i. Number of participants
   ii. Percentage of participants

7. Describe efforts and success in helping participants to transition to postsecondary education.
   a. Include:
      i. Number of participants
      ii. Percentage of participants

8. Describe efforts and success in helping participants to obtain postsecondary and/or industry recognized credentials.
   a. Include:
      i. Number of participants
      ii. 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 20)

WIOA 231(e)

(1) the degree to which the eligible provider would be responsive to—

   (A) regional needs as identified in the Local Workforce Development Board (LWDB) Plan under section 108; and (B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—

   (i) who have low levels of literacy skills; or (ii) who are English language learners;

(2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

Application should specifically include responses to:

1. Identify and describe the area to be served (e.g., county, district) and, if applicable, the specific geographic or institutional area(s) within the area to be served (e.g., municipalities, communities, housing projects, correctional facilities). Maps may be included to illustrate the proposed service areas.

2. Relate current demographic information to the educational needs of the target population(s), including those identified in the LWDB Plan. Address populations in the service area who are
most in need of literacy services, including individuals who are low-income and/or have minimal literacy skills. Include such factors as limited English proficiency (LEP) population; unemployment; population on public assistance and at or below poverty level; graduation/dropout rate in area(s) and among populations to be served; ethnic and language background of population in service area. Identify the sources of data used.

3. Describe how the specified target populations will be recruited.

4. 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. See Attachment C for guidance.)

Section B: Past Effectiveness

(Total Points 65)

§ 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 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:

1. Describe the level of educational advancement for program participants for each of the last three years.
   a. Include:
      i. Number of Participants - ABE/ASE
      ii. Number of Participants - ELA
      iii. Percentage Showing an Educational Gain – ABE/ASE
      iv. Percentage Showing an Educational Gain - ELA
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.
   a. Include:
      i. Number of participants
      ii. Percentage of participants

4. Describe the efforts to work with participants at the lowest levels of literacy.
   a. Include Number Served

5. Describe efforts and success in helping participants gain or retain employment.
   a. Include:
      i. Number of participants
      ii. Percentage of participants

6. Describe efforts and success in helping participants obtain a high school equivalency certificate.
   a. Include:
      i. Number of participants
      ii. Percentage of participants

7. Describe efforts and success in helping participants to transition to postsecondary education.
   a. Include:
      i. Number of participants
      ii. Percentage of participants

8. Describe efforts and success in helping participants to obtain postsecondary and/or industry recognized credentials.
   a. Include:
      i. Number of participants
      ii. 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 serving out-of-school youth and any 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 60)

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 adult education services, levels, and scheduling that will be offered by the program, include all ABE, ASE, and ESL courses, any ESL Bridge courses to ABE, family literacy services, IELCE courses, IET courses and/or corrections educations courses.

2. 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.

3. 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.

4. Describe how the program will use essential components of reading that research has proven to be effective in teaching individuals to read.

5. 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 1. Describe how the materials effectively address adult learners’ development of English language, literacy, and/or numeracy skills.

6. Describe planned efforts to provide adult education services through distance education. Include a description of the programming, staffing, tracking of instructional hours, and population targeted.

WIOA 231(e) (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. Describe the research and evidence-based instructional approaches for ABE, ASE and ESL (e.g. competency-based instruction, learner motivation, numeracy, writing, second language acquisition, whole group instruction, etc.) and how the College and Career Readiness Standards (Nevada Academic Content Standards) are incorporated.

8. Describe how the program will incorporate Workforce Preparation activities into all levels of 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;

9. 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;

10. Address how the program will contextualize participant learning; as is best practice for adult learners.

11. Describe successes and existing efforts in providing integrated education and training, and at what levels IET is being offered to 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.

12. Provide details on specific career pathways used, and how those pathways are stackable and lead to industry-recognized-credentials. Include strategies for co-enrollment.

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 locally-managed 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 55)

WIOA 231(e)(12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance;

1. Describe the program’s technology support system, including access to Information Technology and data entry support.
2. Describe the organizational structure and system in place to ensure accurate data collection, data entry, how data-related tasks are assigned to appropriate staff persons and will be reported to NDE.
3. Describe the methodology for the collection and verification of participant attendance.
4. Describe how the program will ensure the participant personally identifiable information (PII) is kept in a secure fashion.
5. Describe how the participant registration/intake process allows for collecting all required demographical information and for placement of participants in appropriate educational programs.
6. Describe how data is used to drive program improvement.
Section H: Budget Narrative & Funding Priorities Narrative
(Total Points 20)

1. Explain how the costs of the proposed project (as presented in the attached budget and budget narrative) are reasonable, allowable and the budget is sufficient to implement the proposed activities.

2. Complete the RFP-Budget-Priorities and RFP-Budget-Detail forms 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.

Section I: Section 243 Funding for Integrated English Literacy and Civics Education (IELCE) (Optional)

Applicants applying for funding under Section I must complete Sections A through H. Responses in I will not be considered as part of the criteria for awards of basic funds.

(Total Points 100)

WIOA 231(e) (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.

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.

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. Describe activities and/or projects that will 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. Include the specific career pathways and the process used to determine which ones will be included in the delivery of IELCE.

3. What partnerships, referral mechanisms, and support services are currently in place to facilitate co-enrollment, retention and recruitment of eligible individuals in IELCE programs?

4. 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?

5. Describe the intensity (hours of instruction per week) and duration (weeks of instruction per year) of the IELCE program. Give examples of student scheduling.
6. Describe how the curriculum at each level will incorporate the five foundations of IELCE: 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?

7. Describe past success with learners enrolled in classes focusing on civics content and activities. First-time applicants describe how your program will measure success in providing IELCE services and activities.

8. Describe how the IELCE program will be integrated with local workforce development services.

Section J: Section 225 Funding for Corrections and/or Institutionalized Individuals (Optional) (Total Points 50)

Applicants applying for funding under Section J must complete Sections A through H. Responses in J will not be considered as part of the criteria for awards of basic funds.

WIOA 225(b) USES OF FUNDS.—The funds described in subsection (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for—

(1) adult education and literacy activities; (2) special education, as determined by the eligible agency; (3) secondary school credit; (4) integrated education and training; (5) career pathways; (6) concurrent enrollment; (7) peer tutoring; and (8) transition to re-entry initiatives and other postrelease services with the goal of reducing recidivism.

WIOA 225(c) PRIORITY.—Each eligible agency that is using assistance provided under this section to carry out a program for criminal offenders within a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

In addition to the primary indicators of performance described previously, grantees will annually prepare and submit a report on the relative rate of recidivism for the criminal offenders served with Title II funds.

WIOA 225(e)(1) CORRECTIONAL INSTITUTION.—The term “correctional institution” means any—

(A) prison;

(B) jail;

(C) reformatory;

(D) work farm;

(E) detention center; or

(F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

1. Describe any past experience serving incarcerated/institutionalized adults.
2. Describe the correctional program mission and goals that are unique to a correctional setting.

3. Describe how priority will be assigned to serving individuals who are likely to leave the institution within five years of receiving services.

4. Describe the application planning process with local agency, correctional facility and community partners.

5. Describe the program’s ability to provide quality instruction in a correctional setting. Include delivery method and scheduling.
## Appendix A: RFP Score Summary

Applicant Name: _______________________________________________

<table>
<thead>
<tr>
<th>SECTION</th>
<th>Score/Possible</th>
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<td>Section C: Local Workforce Development Board (LWDB) Plan Alignment and Community Partnerships</td>
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<td>Section D: Curriculum &amp; Instructional Practices</td>
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<td>Section E: Leadership and Instructional Staff Qualifications</td>
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<td>Section F: Professional Development</td>
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<td>Section G: Data Collection &amp; Accountability Reporting</td>
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<td>Section H: Budget Narrative &amp; Funding Priorities Narrative</td>
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<td>AEFLA Program of Instruction Total</td>
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### Optional

Applicants applying for funding under Section I and/or J must complete Sections A through H. Responses in I and/or J will not be considered as part of the criteria for award of basic funds.

| Section I: Sec. 243 Integrated English Literacy and Civics Education | /100 |
| Section J: Sec. 225 Corrections and/or Institutionalized Individuals | /50 |
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

Application should demonstrate:

- Need for additional programs in the service area and evidence that the proposed project is focused on those with greatest needs;
- Clear connections between needs of the population, recruitment efforts, and services to be offered;
- Strong justification through supportive quantitative and qualitative data;
- 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.

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Reviewer Comments:

Section A Total Points ____ /20
Section B: Past Effectiveness

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.

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Reviewer Comments:

Section B Total Points ____ /65
**Section C: Local Workforce Development Board (LWDB) Plan Alignment and Community Partnerships**

**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.

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**Reviewer Comments:**

Section C Total Points ___/40
Section D: Curriculum and Instructional Practices

Application should demonstrate:

- Clear and detailed description of curriculum;
- Curriculum consistent with the purpose and core outcome measures of AEFLA; and
- Evidence-based practices
- Clear description of how classes are leveled
- Curriculum offered in whole group instructional format.
- Curriculum, Standards and Assessment in offering Workforce Preparation (Employability Skills) activities

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Reviewer Comments:

Section D Total Points ___ /60

Nevada WIOA Title II AEFLA RFP, Spring 2017
Section E: Program Leadership Qualifications and Instructional Staff Qualifications

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.

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Reviewer Comments:

Section E Total Points ___ /20

Section F: Professional Development

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.

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Reviewer Comments:

Section F Total Points ___ /20
Section G: Data Collection & Accountability Reporting

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.

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Reviewer Comments:

Section G Total Points ____/55

Section H: Budget Narrative & Funding Priorities Narrative

Application should demonstrate:
- Costs that are reasonable and necessary; and
- Every budget line item accounted for in the budget narrative.

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Reviewer Comments:

Section H Total Points ____/20
Section I: Section 243 Integrated English Literacy and Civics Education (IELCE) *(Optional)*

Application should demonstrate:
- 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

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Reviewer Comments:

Section I Total Points ____ /100
Section J: Corrections and/or Institutionalized Individuals (Optional)

Application should demonstrate:

- Past experience and demonstrated effectiveness serving individuals in a correctional or institutionalized setting.
- An understanding of the unique challenges of operating a program within an institutional setting.

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Reviewer Comments:

Section J Total Points ___ /50
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, become 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.