

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

New - After much consideration of the current circumstances we have determined that it is in the best interest of the Adult Education and Family Literacy Act (AEFLA) Program to extend the application deadline for the AEFLA Basic Instruction and/or Integrated English Literacy and Civics Education funding from April 3, 2020 to April 10, 2020. We will continue to determine what actions need to be taken as the situation develops. Due to agency, school, and other closures we will also allow the applications to be submitted without original signatures, with the understanding that a signed version will have to be submitted prior to any award being made. Every effort will be made to notify applicants based on the previously published timeframe.

Correction: It has been brought to our attention that we failed to differentiate the page count allowed for submission between the application for Basic Instruction and the IELCE application during our informational webinar. The narrative is restricted to 20 pages for the Basic Instruction application and 10 pages for the IELCE application. Both RFPs contain the correct page limitation.

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

Slide 1 Comment: Welcome to the Adult Education and Family Literacy Act, authorized under the Workforce Innovation and Opportunity Act, grant opportunity informational webinar. Grants are awarded on a multi-year basis, with funding for year two and three of the grant cycle dependent upon the applicant successfully meeting grant requirements, as well as, Nevada receiving continued federal and state funding.

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

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

Slide 3: Correction Page 7 – *Please Note: Applying for Section 225 funds is optional. Applicants proposing programming for criminal offenders in correctional institutions and for other institutionalized individuals must complete all sections of the Narrative portion of the RFP, including section J. Agencies not applying for Section 225 funding do not need to fill out section I. Funding shall not exceed 20% of Nevada’s federal funding distribution as described in Sec. 222(a)(1).

Slide 3 Comment: Please be aware that there is an error on page 7 in reference to applying to use federal basic instruction funds for Section 225, the narrative portion required is section I, not section J.

Slide 4: Mission: Nevada Adult Education creates innovative and responsive educational opportunities for diverse adult learners. Vision: Nevada Adult Education will be the catalyst to empower and prepare Nevadans to achieve their life goals and aspirations.

Slide 4 comment: (Read whole slide)

Slide 5: There will be two separate applications: 1. Workforce Innovation and Opportunity Act, Title II Section 231 Adult Education and Family Literacy Act Application (Basic Instruction): Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA), and/or Correctional and other Institutionalized Individuals 2. Workforce Innovation and Opportunity Act, Title II Adult Education and Family Literacy Act: Section 243, Integrated English Literacy and Civics Education Funding (IELCE) Application

Slide 5 Comment: There are two separate funding applications available – 1 is for the Basic Instruction funds under section 231. the second one is for the Integrated English Literacy and Civics Education funding under section 243. We will be reviewing the parts of the RFPs that will be the same for both, and then we will cover requirements specific to each. All information shown on the slides comes directly from the RFP.

Slide 6: Timeline: 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.

Slide 6 Comment: The request for proposals were released on January 31st and will be due on April 3rd by 5 PM pacific time. This webinar will be repeated on February 14th at 9 AM pacific time. There will be no difference between the two webinars.

Slide 7: Eligible Individual: A. who has attained 16 years of age; B. who is not enrolled or required to be enrolled in secondary school under State law; and C. who: i. is basic skills deficient; ii. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or iii. is an English language learner.

Slide 7 Comment: The funds must be used to provide educational services below the postsecondary level to those members of the community who are eligible individuals. WIOA Title II provides this definition of an eligible individual.

Slide 8: Eligible Applicants Sec. § 463.24 (a) an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training; and (b) There are two ways in which an eligible provider may meet the requirements: (1) An eligible provider that has been funded under the Adult Education and Family Literacy Act must provide performance data to demonstrate past effectiveness. (2) An eligible provider that has not been previously funded under the Adult Education and Family Literacy Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in paragraph (a) of this section.

Slide 8 Comment: All applications received will be screened to determine eligibility prior to scoring. Applications will first be reviewed internally to determine that all required documents are included with 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.

Slide 9: Eligible Applicants Continued... Eligible applicants are organizations that have demonstrated effectiveness in providing adult education and literacy activities that may include: (A) a local educational agency; (B) a community-based organization or faith-based organization; (C) a volunteer literacy organization; (D) an institution of higher education; (E) a public or private nonprofit agency; (F) a library; (G) a public housing authority; (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals; (I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); (J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I). AEFLA 203(5); and (K) other.

Slide 9 Comment: WIOA identifies eligible applicants as including A through K shown here.

Slide 10: Demonstrated Effectiveness Federal law requires that the applicant must establish eligibility based on demonstrated effectiveness related to improving the literacy skills of eligible individuals; achieving outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary

education and training. Eligibility will be evaluated prior to scoring. Only proposals from eligible applicants will be scored.

Slide 10 Comment: (Read whole slide)

Slide 11: Direct & Equitable Access The State shall ensure that: All eligible providers have direct and equitable access to apply for grants or contracts under this section. The same grant or contract announcement process is used for all eligible providers. 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

Slide 11 Comment: (Read whole slide)

Slide 12: Review Process Review panel comprised of both NDE and non-NDE individuals with expertise in areas related to adult education and family literacy, and representatives from state and local agencies serving similar populations. Once all of the applications have been evaluated, the review panel will submit to NDE its ranking of applications. Applications will also be reviewed by the appropriate Local Workforce Development Board. Final funding decisions will be made by NDE.

Slide 12 Comment: All applications that are determined to be complete and be from a provider of “demonstrated effectiveness” will be reviewed by a panel using the 13 considerations required by the Workforce Innovation and Opportunity Act.

Slide 13: Thirteen Considerations in Evaluating Program Applications 1) the degree to which the eligible provider would be responsive to a) regional needs as identified in the local plan under section 108; and b) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals: i. who have low levels of literacy skills; or ii. who are English language learners.

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

Slide 14: Thirteen Considerations Continued... 2. the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

Slide 14 Comment: #2 under the 13 considerations requires Nevada to assess how, and to what extent, the applicant proposes to serve individuals with disabilities, including learning disabilities.

Slide 15: Thirteen Considerations Continued... 3. past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in WIOA section 116, especially with respect to eligible individuals who have low levels of literacy.

Slide 15 Comment: #3 under the 13 considerations requires Nevada to assess how the applicant will contribute to meeting the state performance targets.

Slide 16: Thirteen Considerations Continued... 4. the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners.

Slide 16 Comment: #4 under the 13 considerations requires Nevada to consider the applicants' alignment of their proposed activities and services with the local workforce development board plan. All proposals will be reviewed by the local workforce development board prior to the committee review.

Slide 17: Thirteen Considerations Continued... 5. whether the eligible provider's program a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and b) uses instructional practices that include the essential components of reading instruction.

Slide 17 Comment: #5 under the 13 considerations requires Nevada to evaluate the extent to which applicants could effectively deliver the essential components of reading instruction. Applications must also be reviewed to determine that sufficient intensity and quality of instruction will be offered.

Slide 18: Thirteen Considerations Continued... 6. whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice.

Slide 18 Comment: Under this consideration, applications will be evaluated regarding the use of research based instructional practices.

Slide 19: Thirteen Considerations Continued... 7. whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

Slide 19 Comment: For this consideration, Nevada will determine the extent to which instruction will include the effective use of technology.

Slide 20: Thirteen Considerations Continued... 8. whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

Slide 20 Comment: #8 of the 13 considerations requires Nevada to ensure whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

Slide 21: Thirteen Considerations Continued... 9. whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means.

Slide 21 Comment: #9 under the 13 considerations requires Nevada to consider whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means.

Slide 22: Thirteen Considerations Continued... 10. whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways

Slide 22 Comment: #10 under the 13 considerations requires Nevada to consider the extent the applicant coordinates adult education services with other available education, training, and social services within the community, including links with school districts, postsecondary institutions, local workforce boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.

Slide 23: Thirteen Considerations Continued... 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

Slide 23 Comment: #11 of the 13 considerations requires Nevada to consider the access to services and the coordination with other support services necessary for individuals to participate and complete the adult education programming.

Slide 24: Thirteen Considerations Continued.. 12.whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and

Slide 24 Comment: #12 of the 13 considerations requires Nevada to consider whether the eligible provider would be able to maintain the information management system and report required participant outcomes.

Slide 25: Thirteen Considerations Continued... 13.whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

Slide 25 Comment: The 13th consideration is whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

Slide 26: Additional Requirements: 1. Match: A twenty-five percent non-federal match is required, or maintenance of effort for previously-funded programs, whichever is higher. The match can be in the form of matching funds, in-kind contributions, or a combination of both. 2. Supplement not Supplant - Funds for this program must be used to supplement (increase the level of services) and not supplant (replace) funds from nonfederal sources. 3. Program Income - Local providers charging fees must use the program income generated by federal adult education funds for allowable costs to the federal adult education program. Fees must be necessary and reasonable and not impose a barrier to the participation of disadvantaged persons. Program Income must be tracked separately.

Slide 26 Comment: The federal grant requires that Nevada meet a minimum of 25% match. Therefore, the state requires successful applicants to meet a minimum 25% match for federal funds awarded. The requirement for supplement not supplant specifies that Any program activity required by state law, State Board of Education rules, or local board policy may not be paid with federal funds . State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. AEFLA 241(a) Program income generated by successful applicants must be tracked separately, be allowable, necessary, and reasonable and not impose a barrier for people to participate in the program.

Slide 27: Performance Indicators Every successful applicant will be responsible for collecting and reporting the federally required performance indicators under WIOA.

Slide 27 Comment: All grant recipients are required to report performance indicator results to the Nevada Department of Education's Office of Adult Education.

Slide 28: Application Format: 1. The required application narrative (Sections A-H) may not exceed 10 pages, excluding Executive Summary. 2. All pages must be numbered, on standard letter size (8-1/2" x 11"), single-spaced, and in 12-point font. 3. The signature page must include

original (may be scanned for transmission) or electronic signatures of the lead organization/fiscal agent. 4. Applicants must submit Certifications and Assurances forms with original (may be scanned for transmission) or electronic signatures. 5. 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.

Slide 28 Comment: These bullet-points show the application format required for submission and this information is included in the RFP.

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

An electronic copy of the proposal must be submitted to: nolsen@doe.nv.gov with Kjwastun@doe.nv.gov and 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.

Slide 29 Comment: For the purpose of the application the signatures are considered original when signed and then scanned for electronic submission. Proposals will be due by 5 PM on Friday, April 3, 2020.

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

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

Slide 31: Required Elements Continued... Part II: Narrative (no more than 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, Section I: (Basic Instruction application only) Corrections and/or Institutionalized Individuals (If Applicable)

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

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

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

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

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

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

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

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

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

Slide 36: Available Funds Approximately \$5.4 million will be available for distribution to successful applicants Funding Formula - previously funded successful applicants, will be funded based on the following factors: equal base amount of \$60,000 per awarded applicant; demonstrated need within the service area proportionate to the percentage of participants served by the applicant by county equaling 30% of available funds; outreach sites equaling 1% of available funds; previous enrollment numbers (rolling average) represented by participant contact hours equaling 45% of available funds; and previous performance outcomes (rolling average) equaling 25% of available funds. The base amount and percentages above are subject

to change as needed and determined by NDE. Percentages within the funding formula will change in years two and three of the grant cycle.

Slide 36 Comment: (Read whole slide)

Slide 37: Available Funds Continued... Successful applicants that did not receive AEFLA funds in the most recent fiscal year will be funded based on a formula including the following factors: equal base amount of \$60,000; demonstrated need within the service area proportionate to the percentage of participants anticipated to be served by the applicant by county equaling 30% of available funds; and estimated enrollment multiplied by the number of contact hours offered (projected contact hours) equaling 70% of available funds.

Slide 37 Comment: (Read whole slide)

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

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

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

Slide 39 Comment: (Read whole slide)

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

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

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

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

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

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

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

Slide 43 Comment: There are 4 questions in total in the professional development section as well.

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

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

Slide 45: Part II: Narrative Continued... Section H: Budget & Funding Priorities Narrative (total points 20) Specify funding priorities and the estimated percentage of funding that will be allocated to each priority (table form is recommended). Explain how projected expenditures are reasonable and allowable. Be sure to detail the proposed use of funds in relation to the objectives, design and scope of project activities, including details of plans for professional development.

Slide 45 Comment: Section H asks for the applicant to explain how it is anticipated funds will be used. The review will include determining if the applicant has a plan for acceptable use of funds, as well as the responsible allocation of funds.

Slide 46: Part II: Narrative Continued... Section I: Section 225 Funding for Corrections and/or Institutionalized Individuals (total points 50) The funds described in sub-section (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for 1. adult education and literacy activities; 2. special education, as determined by the eligible agency; 3. secondary school credit; 4. integrated education and training; 5. career pathways; 6. concurrent

enrollment; 7. peer tutoring; and 8. transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. Please Note: Applying for Section 225 funds is optional. Applicants proposing programming for criminal offenders in correctional institutions and for other institutionalized individuals must complete all sections of the Narrative portion of the RFP, including section J. Agencies not applying for Section 225 funding do not need to fill out section I. Funding shall not exceed 20% of Nevada's federal funding distribution as described in Sec. 222(a)(1).

Slide 46 Comment: Applicants who are planning to serve individuals in a correctional setting or other institutionalized individuals must complete Sections I in addition to sections A through H. Responses in I will not be considered as part of the criteria for award of basic funds, but will be used to determine if the applicant has a reasonable plan in place to serve this population.

Slide 47: Workforce Innovation and Opportunity Act, Title II-Section 243 Adult Education and Family Literacy Act Application Integrated English Literacy and Civics Education (IELCE)

Slide 47 Comment: Now we will move onto the specifics for the Integrated English Literacy and Civics Education RFP. Applicants may apply for Basic Instruction funds or IELCE funds, or both.

Slide 48: Purpose of Section 243 IELCE Funding. WIOA 243(c) (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and WIOA 243(c) (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

Slide 48 Comment: The purpose of the 243 Funding for IELCE, under the AEFLA, is to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and integrate with the local workforce development system and its functions to carry out the activities of the program. Programming under section 243 must include English language acquisition, literacy, civics education, workforce preparation activities, and integrated education and training.

Slide 49: Available Funds A minimum of \$800,000 will be available for distribution to successful applicants Funding Formula -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.

Slide 49 Comment: (Read whole slide)

Slide 50: Part II: Narrative Section A: Needs Assessment (total points 15) 1. Describe the need in the local area for additional English language acquisition programs and civics education. Include supporting demographics for the population which will be served. 2. What partnerships, referral mechanisms, and support services are currently in place to facilitate co-enrollment,

retention and recruitment of eligible individuals in IELCE programs? 3. Describe how the IELCE program will be integrated with local workforce development services.

Slide 50 Comment: Throughout the narrative questions are listed by section. All applications should address all the included questions under every section of the RFP in detail. We have also referenced the portion of the law that the questions address.

Slide 51: Part II: Narrative Continued... Section B: Past Effectiveness (total points 65) Application should include responses to the eight questions using the most recent three years of performance data.

Slide 51 Comment: (Read whole slide)

Slide 52: Part II: Narrative Continued... Section C: Local Workforce Development Board Plan Alignment and Community Partnerships (total points 40) Applications submitted to NDE will be reviewed by the respective local workforce board who will comment on the extent to which the application is aligned with the local plan under section 108 of WIOA and make recommendations to NDE that promote alignment with the local plan.

Slide 52 Comment: Responses to the questions under section C will help to determine alignment with the local plan.

Slide 53: Part II: Narrative Continued... Section D: Curriculum and Instructional Practices (total points 100) There are 14 questions in this section, and this section is worth more points than any other.

Slide 53 Comment: There are 14 questions in section D, and this section is worth more points than any other section.

Slide 54: Part II: Narrative Continued... Section E: Leadership and Instructional Staff Qualifications (total points 20) WIOA 231(e) (9) whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means.

Slide 54 Comment: There are 4 questions in total in the Leadership and Instructional Staff Qualifications section.

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

Slide 55 Comment: There are 4 questions in total in section F as well.

Slide 56: Part II: Narrative Continued... Section G: Data Collection & Accountability Reporting (total points 45) WIOA 231(e)(12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.

Slide 56 Comment: As is the case with the basic funds, the state covers the cost of the required Management Information System (MIS) – LACES by LiteracyPro Systems, Inc. We will be reviewing this section looking for the capacity to maintain the data and use data for program decisions driving performance.

Slide 57: Part II: Narrative Continued... Section H: Budget & Funding Priorities Narrative (total points 20). Specify funding priorities and the estimated percentage of funding that will be allocated to each priority (table form is recommended). Explain how projected expenditures are reasonable and allowable. Be sure to detail the proposed use of funds in relation to the objectives, design and scope of project activities, including details of plans for professional development.

Slide 57 Comment: The budget & funding priorities narrative has two questions, we included those here.

Slide 58: Key Resources:

WIOA - <https://www.govinfo.gov/content/pkg/PLAW113publ128/pdf/PLAW-113publ128.pdf>.

Uniform Guidance 2 C.F.R. 200 - <https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

Nevada Adult Education and Family Literacy Act Handbook - <https://nevadaadulthoodeducation.org/Administrators/Handbook>

Federal Regulations on WIOA Title II - <https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=73c2c292bd1edff6fffab8fb15a71812&mc=true&n=pt34.3.463&r=PART&ty=HTML>

Federal Regulations on WIOA Title II Section 243 Integrated English Literacy and Civics Education Program - <https://www.ecfr.gov/cgi-bin/text-idx?SID=73c2c292bd1edff6fffab8fb15a71812&mc=true&node=sp34.3.463.g&r=div6>

Slide 58 Comment: We encourage you to review these resources and we'll leave this slide visible while we have you enter any questions into the questions box. Remember we will not be answering any questions today, aside how to utilize the questions box to type into. A transcript of this webinar will be posted under the Frequently Asked Questions (FAQs) on the NDE website under the posting for the RFP following the second available webinar on February 14th. The webinar on February 14th will have the exact same script as the webinar on February 3rd. Questions may also be sent to nolsen@doe.nv.gov and will be answered within the FAQs. We

will collect questions through the questions box for the next five minutes. Thank you for your attendance to this webinar.

Adult Education and Family Literacy Act Request for Proposals RFP Informational Webinar Questions and Answers (Q&A)

Notice: The second webinar was held at 9 AM, and posted as such, although the GoToWebinar invitation had 9 PM as the event time.

1. Please confirm the maximum number of pages for the Basic Instructions narrative. The webinar indicated no more than 10 pages, but the actual RFP states 20 pages.

We failed to differentiate the page count allowed for submission between the application for Basic Instruction and the IELCE application during our informational webinar. The narrative is restricted to 20 pages for the Basic Instruction application and 10 pages for the IELCE application. Both RFPs contain the correct page limitation.

2. On page 10 appears the table of programs eligible for a pre-disapproval hearing, but there is no documentation describing the table or the process of § 76.401 Disapproval of an application—opportunity for a hearing.

On page 10, the table is copied directly from the regulations and does not reference WIOA Title II; therefore, only the information after the table that references Title II is pertinent.

3. Page 8 of the RFP states that applicants applying for Section 225 funds must complete Section J. However, there is no Section J in the RFP.

Please refer to slide number 2 in the transcript above.

4. Do you foresee continued State Grant funding at approximately the current level over the next three years?

State funding has been and will continue to be allocated based on the proportionate percentage of federal funds received.

5. Is that 101%?

1% for outreach sites and a \$60,000 dollar base for each successful applicant is set-aside prior to the rest of the funding formula splits.

6. On page 39 of the BI RFP, it states "Using the Budget Priorities form below" I do not see the form

Unfortunately, the budget priorities form was removed due to ADA compliance issues. Applicants should provide a table listing the budget priorities and the estimated percentage of funding that will be allocated to each priority.

7. Can we use the same template or format for both the BI and IELCE applications?

The Basic Instruction and IELCE are separate applications.

8. Should the proposed budget for BI include state funding?

Applicants are not proposing a dollar amount regardless of state or federal. Priorities and percentages are the only requirements.

9. Under the 13 priorities, #9, since the state does not have established minimum qualifications, could NDE provide any guidance on what is considered "well-trained"?

There is currently no state policy specifying minimum requirements for instructional and leadership staff. Applicants should list the qualifications of current or planned staff.

10. Where can we find the most current state plan?

You can find the most current plan at OWINN website: <http://owinn.nv.gov/StatePlan/2020/>

This plan has not yet been approved by OCTAE.

11. Is the proposed budget for three years or for just the upcoming FY?

There is no proposed budget required, only priorities and planned percentages based on priorities for the first year of the grant.

12. Where are the budget forms mentioned in Section H?

Unfortunately, the budget priorities form was removed due to ADA compliance issues. Applicants should provide a table listing the budget priorities and the estimated percentage of funding that will be allocated to each priority.

13. In both the Past Effectiveness section and the Eligibility based on Demonstration of Effectiveness section you ask in #'s 2-8 for "percentage of participants" - Do you want the percentage of completers or the percentage of the total population?

Each question should be answered based on the specifications of that question. In general, answers that include a percentage should be the percentage of the total applicable population.

14. For Section B - Past Effectiveness, #3 - We do not track these numbers in LACES. Evidence would be anecdotal. What is the point?

WIOA requires that an English Language acquisition program help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and that leads to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment.

15. For submission - Only a scanned copy is required?

Yes, see slide 29 for specifics.

16. Do scoring rubrics need to be attached to the RFP?

No, they do not.

17. Where/when will answers to questions be located?

Q&A will be posted on the NDE website below the RFP posting and will be updated weekly.

18. In regards to the IELCE grant past effectiveness requirement. Can you apply if you only have received funds from the AFEFLA basic?

Yes.

19. Does the GEPA statement need to be included in the RFP?

No. It is required that the state include the GEPA language in the RFP but it is not required that you include it in your submission.

20. Where can I find the certifications and applicant information pages in "Word" format?

We are not able to make the Word versions available at this time, you will need to print it from the PDF to obtain signatures and scan in to complete the application.

21. Are we required to mail the hard copies of the original application with original signatures? The only information we are able to find in the RFP is that the required copies must be submitted electronically to nolsen@doe.nv.gov with kjwastun@doe.nv.gov and ariannaflorence@doe.nv.gov copied.

No, you are only required to submit an electronic copy with scanned original signatures. No need for physical mailing of papers.

22. Not knowing the enrollments from the other applicants, it is challenging to estimate the ceiling amounts that we can request for. Can you provide additional guidance on what the maximum funding that we can request for?

You will not be requesting a specific budgeted amount, you will only be identifying budget priorities and the estimated percentage of the overall budget that will be used for each priority.

23. Will there be a Word version of the RFP posted as there was in 2017?

The only version that will be made available is currently posted on the department website as a PDF.

24. Is there a 5% administrative cap for the IELCE funding?

No, there is no admin cap under the IELCE funding.

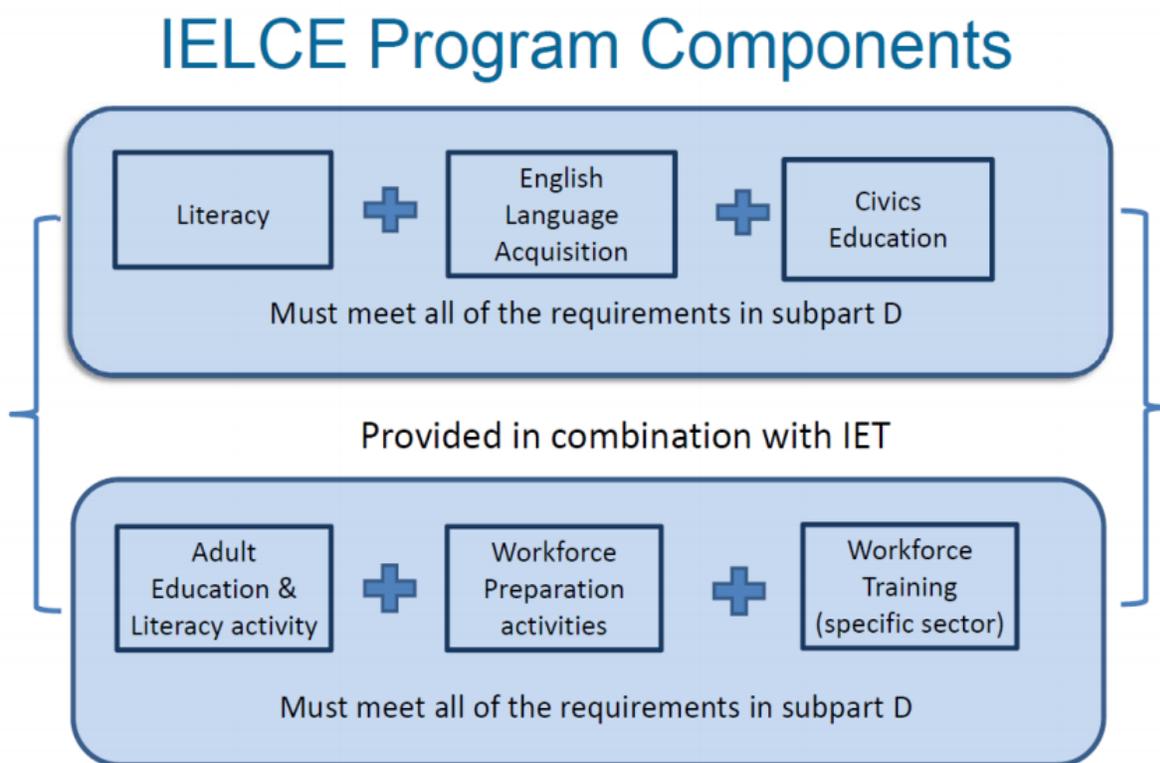
25. How can you show past effectiveness when you have not received this type of funding before?

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aepla/demonstrated-effectiveness-ta-guide-final.pdf>

26. Under the Demonstration of Effectiveness and Past Effectiveness, it asks to provide information on helping participants obtain a high school equivalency certificate, is this correct? I thought HSE services were unallowable under the IELCE grant?

High School Equivalency testing functions are unallowable costs under AEFLA. AEFLA funds may not be used for paying for a test or for the salary, in part or whole, of HSE testing personnel or for funding professional development activities for HSE testing staff. HSE preparation, however, is allowable.

27. IELCE Program Components Graphic:



28. In the Demonstration of Effectiveness and Past Effectiveness sections, these do not request a specific fiscal year to report, can you provide guidance on what date ranges to report?

- Basic Instruction - Demonstration of Effectiveness, item 4
- Basic Instruction - Past Effectiveness, items 3 - 8
- IELCE - Demonstration of Effectiveness, item 3

Please provide the information for the most recent year.

29. So, you are saying we could offer HSE preparation under IELCE?

Yes

30. Was the Webinar recorded? We found AEFLA RFP Webinar Transcript & FAQs on your website but would like to have all the details if possible.

There were two webinars held at different times and to ensure that all attendees, and/or anyone obtaining information through the website, receive the same information the transcript includes all information shown and/or said during the webinars.

31. Of the eight categories provided, which of the following do we fall under if we focus on the mathematics portion of the project?

With the exception of English language and acquisition activities, mathematics is a portion of all categories under the allowable activities in the Adult Education and Family Literacy Act Program.

32. If we are including charts within the "body" of the application, can the font be smaller than 12?

Yes, as long as it's legible.

33. Regarding demonstrated effectiveness, can we use the same response in both places no matter how long it is?

Yes, as long as the response adequately addresses all portions and the entire narrative section does not exceed 20 pages.

34. On page 16 of the RFP, it says that "All pages must be numbered, on standard letter size (8-1/2" x 11"), single-spaced, and in 12-point font." Should we just number the Part II (Page 1 through 20)?

That would be fine, there is no preference on page numbering.