

#### VI-AEFL (e) — State Leadership

The NDE will use funds made available under section 222(a)(2) for the following adult education and literacy activities to develop or enhance the adult education system of the State. Not more than 12.5 percent of the grant funds made available will be used to carry out State leadership activities under section 223.

These activities will address required state leadership activities under section 222(a)(2) including the development of career pathways to provide access to the employment and training services for individuals in adult education and literacy activities, as well as instruction incorporating the essential components of reading instruction tailored to the specific needs of adults, instruction provided by volunteers or paid personnel, and dissemination of information about models and promising practices related to such programs.

Nevada's adult education programs are moving beyond implementing the College and Career Readiness Standards. These standards are meant to forge a stronger link among adult education, postsecondary education and the workforce and require a major paradigm shift in how instructors teach in order to integrate college and career readiness into all programming levels. Using these standards aligns all adult basic education learners with workforce and career readiness, which can lead to certification and credentialing.

Nevada's goal is to sustain a CCRS-based system that guides curriculum, instruction, assessment, and professional development that is implemented at all AEFLA-funded programs and beyond, in all components that include adult basic education, adult secondary education, and English language acquisition by June 30, 2019.

Requested funding for programs for professional development (i.e., part-time teachers and staff are paid to attend workshops and trainings) is encouraged as part of the annual budget planning. Since the onset of the college and career awareness implementation, programs are encouraged to use their professional development budgets as an incentive for teachers to take advantage of the many professional development opportunities throughout the year. It is recommended that teachers and tutors take advantage of the free, self-paced, online courses (e.g., differentiated instruction, content-based learning, scaffolding in the multi-level classroom, integration of technology in the classroom, etc.).

The goal for state leadership is to help and support teachers in learning how to teach rigorous, relevant lessons that will help Nevada's adult learners achieve their goals after they exit state programs. Adult learner goals need to be realistic, meaningful and backed by support from the NDE, state leadership staff and administrators at each agency. State leadership staff is also supporting the alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the state plan under WIOA sec. 102, including the development of career pathways to provide access to employment and training services in adult education and literacy activities.

- **Integrated education and training:** Leadership funds will be used to develop a pilot program for adult education and occupational teachers to team-teach, using the Accelerating Opportunity model, which will lead to industry-recognized credentials.

The state leadership contractor designs and operates a statewide professional development for all AEFLA-funded agencies. The goal is to support adult education instruction in Nevada with the objective of improving student outcomes. In conjunction with state leadership staff, NDE conducts three face-to-face adult basic education directors' meetings each year, wherein local program directors and key staff members are invited and provided support and guidance on the implementation of models for integrated education, training and career pathways. C) The provisions of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title include:

1. The development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training.
2. The role of eligible providers as a one-stop partner to provide access to employment, education and training services.
3. Assistance in the use of technology including for staff training and training for eligible providers, especially the use of technology to improve system efficiencies.

Nevada Professional Development training will be offered on research-based reading, writing and math approaches, and extended professional development is available to a cohort of adult education professionals.. This combination of extended, blended learning opportunities is structured to develop local, regional, and state communities of practice that create real and sustained improved teaching and learning outcomes.

## EVALUATION

Evaluation of professional development will be conducted by the professional development contractor, including examining data on performance to monitor improvement in measurable skill gains.

D) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

a. The State will provide grantee oversight that includes:

- i. Periodic data monitoring;
- ii. Desk reviews and site evaluation visits; and
- iii. Technical assistance for program improvement.

b. The State will disseminate information about models and proven or promising practices:

- i. Through multiple group face-to-face meetings each year with program leaders;
- ii. Through static media sources including websites and print;
- iii. With webinars and online meetings;
- iv. At local site visits; and at state and regional conferences and workshops.

2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

NDE reserves the right to use funds made available under WIOA section 222(a)(2) for the permissible state leadership activities outlined in section 223 such as:

- the development and implementation of technology applications;
- the development and dissemination of curricula, including curricula incorporating the essential components of reading instruction;
- developing content and models for integrating education and training and career pathways;
- The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance; or
- Other allowable activities that of statewide significance.

Not more than 12.5 percent of the grant funds made available will be used to carry out these adult education and literacy activities to develop or enhance the adult education system of the state.

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### Certification Regarding Lobbying

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal

loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### **Statement for Loan Guarantees and Loan Insurance**

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization    **Nevada Department of Education**

Full Name of Authorized Representative:    **Nancy Olsen**

Title of Authorized Representative:    **Adult Education Programs Supervisor**

[SF LLL Form – Disclosure of Lobbying Activities](#) (only if applicable)  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to [OCTAE\\_MAT@ed.gov](mailto:OCTAE_MAT@ed.gov)

[Section 427 of the General Education Provisions Act \(GEPA \)](#)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the instructions posted at <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

The following steps will be and have been taken to ensure equitable access to and equitable participation in the project or activity to be conducted with federal adult education assistance by addressing the access needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age:

Both the competitive request for proposals, completed spring of 2017, and the continuation funding application, that will be completed spring of 2018, include a required response to the following statement;

“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. “

In addition, both documents include the requirement for local providers to describe efforts to recruit and serve individuals with disabilities and support services available to enable individuals, including individuals with disabilities, to attend and complete the program.

The continuation funding application for the 2018-2019 program year will include a requirement for all local providers to specifically describe the steps they will take to meet the requirements in Section 427 of the General Education Provisions Act.

### 3. Performance Goals

Table 5. Measureable Skill Gains

Program	<del>PY 2018 Expected</del> Level	PY 2019 Negotiated Level	<del>PY 2019 Expected</del> Level	PY 2020 Negotiated Level
Adults	<del>20.00</del>	Baseline	<del>20.00</del>	Baseline

Dislocated Workers	<del>20.00</del>	Baseline	<del>20.00</del>	Baseline
Youth	<del>20.00</del>	Baseline	<del>20.00</del>	Baseline
Adult Education	<del>Baseline</del>	43.00	<del>Baseline</del>	44.00
Wagner-Peyser	<del>n/a</del>	n/a	<del>n/a</del>	n/a
Vocational Rehabilitation	<del>Baseline</del>	Baseline	<del>Baseline</del>	Baseline