

Notice of Funding Opportunity  
Early Childhood Education Facilities Expansion Grant  
Application Due Date: March 13, 2026

Issued By  
The Nevada Department of Education  
Office of Early Learning and Development

Funding Period: July 1, 2026 - June 30, 2027  
Funds Available: \$5 Million  
Source of Funding: State General Fund  
Type of Grant: *Competitive*  
Submission: [Smartsheet](#)

*\*Subject to change pending Legislative Appropriation\**

**Questions related to this funding should be addressed to:**

Office of Early Learning and Development

Michael Mitchell, Director

[michael.mitchell@doe.nv.gov](mailto:michael.mitchell@doe.nv.gov)

Steven Romero, Education Programs Professional  
Grant Lead

[steven.romero@doe.nv.gov](mailto:steven.romero@doe.nv.gov)

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## **PART I – APPLICATION REQUIREMENTS AND GUIDELINES**

### **INTRODUCTION AND BACKGROUND**

#### **Early Childhood Education Facilities Expansion Grant Funding Opportunity**

The Early Childhood Education Facilities Expansion Grant (ECE Facilities Expansion Grant) was established with the passage of [Senate Bill \(SB\) 460](#) in June 2025 during the 83<sup>rd</sup> session of the Nevada Legislature. These funds are intended to fund the expansion of facilities for early childhood education in areas of the state of Nevada where access to high-quality early childhood education is limited, and there is a commitment to providing the early childhood education for free or at low cost in underserved communities. The State General Fund appropriates the amount of \$5,000,000 for fiscal year 2026-2027. Funds not committed for expenditure on or before June 30, 2027, of the fiscal year revert to the State General Fund. The Department of Education shall disburse not more than \$150,000 for each 800 square feet of expansion.

#### **Eligible Applicants**

Eligible applications include school districts, sponsors of charter schools, institutions within the Nevada System of Higher Education, or non-profit organizations.

#### **Goals and Priorities**

The primary goal of this grant is to expand equitable access to high-quality early childhood education in Nevada by funding facilities projects that directly support the expansion of facilities for early childhood education in areas of Nevada where access to high-quality early childhood education is limited. In alignment with SB460 (2025) and Nevada’s broader early learning goals, this initiative supports capital investments that address physical space limitations and promotes long-term access to licensed, developmentally appropriate early childhood education programs for Nevada’s young learners, particularly those in underserved and high-need communities.

##### **1. Expansion of Facilities for Early Childhood Education:**

Upon completion, facilities projects should prioritize the expansion of facilities for early childhood education in areas of Nevada where access to high-quality early childhood education is limited, particularly in underserved communities. Applications should clearly describe how the proposed facilities projects will expand access to high-quality early childhood education, provided free or at low cost, in these underserved communities.

##### **2. Access and Eligibility Criteria:**

Eligible applicants include school districts, sponsors of charter schools, institutions within the Nevada System of Higher Education, and nonprofit organizations. Applicants must describe how their proposed facility expansion will increase access to high-quality early childhood education in areas of Nevada where such access is limited and demonstrate a commitment to providing early childhood education free or at low cost in underserved communities.

##### **3. Facilities Requirements:**

Applicants should describe how the proposed environment will directly support high-quality early childhood education implementation and contribute to achieving or maintaining high-quality programming. This includes meeting or exceeding infrastructure expectations, such as 35 square feet of indoor space and 75 square feet of outdoor space per child, as well as broader indicators of high-quality early learning environments. Projects should support center-based instructional models, include age-appropriate furnishings and materials, and promote comprehensive student support for children with varying developmental needs. Classrooms must be designed to enhance instructional quality, child engagement, and educator effectiveness. All facilities must comply with licensing regulations, Americans with Disabilities Act (ADA) accessibility, and health and safety codes.

##### **4. Long-Term Sustainability and Readiness:**

Applicants must demonstrate plans for licensing, staffing, and operational readiness. Projects should include clear implementation timelines, strong partnerships (e.g., school districts, Head Start, etc.), and sustainable enrollment strategies supported by detailed funding plans that clearly identify anticipated funding streams to ensure long-term viability.

## Participation and Evaluation

### Participation Requirements

#### NRS 387.652 NR!PK Required Program Elements

Awardees who also elect to participate in the NR!PK program must plan for and demonstrate the capacity to implement all program elements required:

- (a) Employ at least one teacher per classroom who has a bachelor's degree or higher in early childhood education and compensate those teachers with pay and benefits similar to those provided to licensed teachers by the school district in which the prekindergarten program is located;
- (b) Provide instruction in prekindergarten for at least 25 hours each week for the entire school year;
- (c) Utilize a comprehensive curriculum for prekindergarten that is aligned to any standards of content and performance established for prekindergarten pursuant to NRS 389.520;
- (d) Maintain the size of each class at not more than 20 pupils and a ratio of not more than 10 pupils for each adult with supervision in the classroom;
- (e) Participate in any evaluation of the program or the pupils who participate in the program that is prescribed by the regulations adopted pursuant to NRS 387.656;
- (f) Effectively engage the parents or guardians of pupils and participate in any evaluation of such engagement that is required by the regulations adopted pursuant to NRS 387.656;
- (g) Serve pupils with disabilities at a rate that is not less than the percentage of pupils in this State or in the United States, whichever is greater, who are 4 years of age at the beginning of the school year who receive services funded pursuant to 20 U.S.C. § 1419;
- (h) Ensure that the percentage of pupils with disabilities in each class is less than 49 percent of the total number of pupils;
- (i) Provide appropriate individualized accommodations and supports for pupils with disabilities;
- (j) Provide the comprehensive services prescribed pursuant to NRS 387.656; and
- (k) Meet the minimum standards of performance prescribed pursuant to NRS 387.656.

Upon completion of the facilities project, all Early Childhood Education Facilities Expansion Grant projects must meet participation expectations consistent with recognized high-quality early learning programs. Subrecipients must comply with applicable programmatic, operational, and quality standards to ensure the delivery of high-quality early childhood education:

#### *Licensing*

- All community-based childcare centers must hold a valid childcare license in compliance with Nevada's state regulations for early childhood education programs.

#### *Teacher Qualifications & Professional Development*

- School Districts: Comply with District standards (e.g. lead teachers must hold a bachelor's degree in early childhood education (ECE) or be enrolled in a state-approved licensure program).
- Community-Based Programs: All teaching staff are required to meet state childcare licensing standards and Nevada Registry requirements.
- All instructional staff must participate in ongoing professional development aligned with state early learning guidelines.

#### *Program Intensity & Structure*

- Programs are required to identify the number of instructional hours provided per week to ensure high-quality programming.
- Attendance policies must be consistent with local school board policies to promote student participation and engagement.

#### *Curriculum & Instructional Standards*

- Subgrantees must implement a research-based, developmentally appropriate curriculum that aligns with Nevada Standards.

- Instructional strategies must support early literacy, math skills, social-emotional learning, and school readiness.

*Class Size & Student-Teacher Ratios*

- Programs must meet minimum classroom size and staff-to-child ratio requirements in accordance with state regulations to maintain a high-quality learning environment.
- Programs must track and report student outcomes to the Nevada Department of Education (NDE) to measure program effectiveness and guide continuous improvement.

*Family Engagement & Support Services*

- Family engagement is a shared responsibility between schools, families, and communities where all receive access to tools and support needed to successfully work together toward the development of children. Applicants should attest to how their early childhood education programs engage families that support parent involvement.

*Comprehensive Services & Community Partnerships*

- To support high-quality early childhood programs, programs are encouraged to collaborate with community-based organizations to enhance access to comprehensive wrap-around services in underserved communities where access to high-quality early childhood programs is limited. These services may include:
  - Health and developmental screenings for children.
  - Early intervention referrals for children with identified developmental delays.
  - Social-emotional and behavioral support services.

***Reporting Requirements***

All subrecipients are required to submit requests for reimbursement and final financial reports in alignment with the due dates in the subaward agreement. All entities awarded funding must submit data as requested by NDE for NDE monitoring and reporting purposes. Entities that receive grant funding shall participate, as requested, in any United States Department of Education or State evaluation of the grant program and will cooperate with any audit or examination of records with respect to such funds.

***Monitoring and Evaluation Requirements***

Programs **must** track and report student outcomes to the Nevada Department of Education (NDE) to measure program effectiveness and guide continuous improvement. **All** subrecipients will be evaluated for financial risk and will undergo financial subrecipient monitoring, conducted on an annual basis throughout the grant performance period and liquidation of the grant. Programs will distribute an annual family engagement survey developed by NDE to evaluate family perceptions and grant outcomes associated with high-quality early childhood education programming.

### Technical Assistance and Support

The Nevada Department of Education (NDE) Office of Early Learning and Development (OELD) is committed to supporting all eligible entities applying for this grant opportunity through technical assistance and support. The link for the technical assistance webinar opportunity identified below will be posted with all other information contained in this NOFO on the Department's webpage for [Grant Information](#).

For general questions about this competitive grant application process, please submit inquiries to all three contacts listed below for subsequent development of an FAQ document, to be published no later than **48 hours** before the scheduled webinar.

#### Technical Assistance Contacts

Name	Email
Program	<a href="mailto:steven.romero@doe.nv.gov">steven.romero@doe.nv.gov</a>
Budget/Electronic Grants Management Program	<a href="mailto:grantsinfo@doe.nv.gov">grantsinfo@doe.nv.gov</a>
Pre-Award Assessment Technical Assistance	<a href="mailto:sidcompliance@doe.nv.gov">sidcompliance@doe.nv.gov</a>

#### Scheduled Technical Assistance:

Technical Assistance	Date and Time
Early Childhood Education Facilities Expansion Grant Zoom Webinar	March 5, 2026, 1:00 pm- 2:30 pm

### Review Process

#### Application Submission

Applications should be submitted via Smartsheet to the Office of Early Learning and Development: [ECE Facilities Expansion Grant Application Submissions](#). Applications must be received no later than **5:00 pm on Friday, March 13, 2026**.

#### Committee Review

Upon receipt of grant applications, NDE will review each application to determine whether all materials were submitted as required; if the application lacks necessary documents, it will be removed from further consideration. Completed applications will be shared with the Review Committee for evaluation pursuant to NDE Policy and Procedure 10.2, Funding Opportunities, available upon request.

#### Agency Goals and Priorities

The Nevada Department of Education's Office of Early Learning and Development (OELD) prioritizes expanding access to high-quality early childhood education, strengthening professional development for educators, supporting data-driven decision-making, and ensuring alignment across early learning programs from infancy through third grade. These priorities directly inform the evaluation of the ECE Facilities Expansion Grant, ensuring that funded programs align with state goals.

Subrecipients of this grant must demonstrate a focus on expanding early childhood education facilities in areas of Nevada where access to high-quality early childhood education is limited, particularly for underserved communities. Programs must ensure adherence to Nevada Pre-K Standards or Nevada Early Learning Standards, as well as assess teacher qualifications and ongoing professional development. Programs will also be evaluated on their use of assessments and data tracking to measure student growth, their ability to engage families effectively, and their collaboration with community organizations to provide comprehensive services. These priorities help ensure that grant-funded programs contribute to the state's long-term vision for equitable, high-quality early childhood education.

#### Scoring and/or Allocation Methodologies

The Review Committee will review and score the applications in accordance with the Scoring Rubric provided within this NOFO (Appendix A). All Early Childhood Education Facilities Expansion grants will be awarded through a fair and impartial review process. To maintain fairness and equity, the committee will use a standardized, objective review

process, assessing applications based on the quality and completeness of responses, fiscal responsibility, and alignment with funding guidelines. Each component will be scored according to the rubric’s defined criteria. The majority of the score will be based on the review committee’s assessment of key program components, and the Pre-Award Assessment Score will contribute to the final evaluation.

Only applications that strongly align with program goals and fully comply with application instructions will be considered for funding. Final funding decisions will be based on applicant scores, and available funds. Upon notice of award, applicants may request the scoring rubrics developed to determine allocation. NDE uses a combination of agency goals and priorities, scoring/allocation methodologies, and applicant prioritization to determine awards and allocations based on the rubric score of the application.

**Proposed Timeline**

The proposed timeline for the application period, review of applications, creation of the subaward agreement, and the funding period are available below:

<i>Date</i>	<i>Activity</i>
February 26, 2026	Applications made available to applicants
March 13, 2026	Applications Due
March 24, 2026	Applications Reviewed by NDE Review Committee
March 30, 2026	Awardees Notified of Award or Non-Award through Notice of Award Letters
April 13, 2026	ePAGE opens for subgrantees to build FY27 budget
July 1, 2026	Effective Funding Date / Beginning of Period of Performance
Ongoing	Requests for Reimbursement (RFR) due 21 days after first complete month of funding; Programmatic Reports Due as required
June 30, 2027	All Funds Obligated or Expended, End of Funding Period
July 21, 2027	Final RFR due
July 30, 2027	Final Financial Report Due

*\* Please note that dates are subject to change. NDE will post any changes on the NDE website.*

**Appeals Process**

Any applicant who applies for the award but does not receive funding is entitled to appeal the decision. All review materials and scoring rubrics are public records and may be requested at any time. An applicant, in prelude to or as part of their appeal process, may request the supporting documentation detailing their assessment scores and the assessment scores of the awarded applicants.

Applicants have 10 business days from the date they receive notification to submit an appeal request. Once an appeal has been requested, all allocations must be paused until the appeal has been resolved. Upon receipt, the grant lead, in collaboration with their office director, has 5 business days to provide a response to the appeal to include justification and information related to the review process. The applicant may accept or refute the response; if they refute the response, review of the appeal is elevated to the Superintendent of Public Instruction, who has 10 business days to provide a

determination. Please review Policy and Procedure 6.8, Complaint and Appeal Procedures for more information.

### **Whistleblower Protections**

Pursuant to 2 CFR 200.217, applicants, subrecipients, and employees must be informed of Whistleblower rights and protections under both 41 U.S.C 4712 and NRS 281.611-671. An employee must not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing to a person or body information that the employee reasonably believes is evidence of gross mismanagement of a Federal contract or grant, a gross waste of Federal funds, an abuse of authority relating to a Federal contract or grant, a substantial and specific danger to public health or safety, or a violation of law, rule, or regulation related to a Federal contract (including the competition for or negotiation of a contract) or grant. You may report fraud, waste, and abuse via [the Nevada Fraud Hotline](#).

## **OVERVIEW OF APPLICATION REQUIREMENTS**

### **Pre-Award Assessment (PAA)**

The Pre-Award Assessment (PAA) (Attachment D) is the first assessment conducted as part of the financial risk-based assessment cycle. The PAA specifically determines whether a potential subrecipient or contractor is eligible to receive state or federal funds. The score is then used to determine financial subrecipient monitoring. For competitive applications, the PAA score is used as a weighted factor during the evaluation and review of a potential awardee, as required by state regulation. A Subrecipient PAA score is effective for one fiscal year (e.g., if an application is for FY26, the PAA is effective for FY26; a new score will be calculated for FY27).

The PAA is in alignment with federal requirements under 2 CFR 200, state requirements as outlined within the State Administrative Manual and the Office of Federal Assistance Grant Policy Manual, and best practices as cited by the U.S. Department of Education. In addition, the PAA brings NDE into compliance with state and federal requirements to assess subrecipients prior to awarding funds.

The subrecipient PAA is completed once for each subrecipient across all awards, with only three questions asked specific to each grant. If the applicant has previously completed the EGMP FY27 Financial Subrecipient Monitoring Application Supplement for the Pre-Award Assessment, the applicant needs only submit the attached grant-specific questionnaire as part of their application materials. If the applicant has not previously completed this documentation, they must submit a complete Pre-Award Assessment packet and submit copies of all associated policies and ledgers.

### **Certification**

Please see Attachment E, Certification Form; this form is required to complete the application. Program-specific certifications may also be added here.

### **Assurances**

Please see Attachment F for the relevant assurances for this award. Please note that assurances, once signed, are a binding legal contract setting the terms and conditions of this grant award. A signed copy of the applicable assurances must be submitted for consideration. Please read the assurances and their requirements thoroughly prior to submission.

## **PART II – APPLICATION**

The application will be reviewed to ensure: (1) the application is submitted by the deadline; (2) the application includes all required elements; and (3) all required information is included. All submissions will be scored by a review committee pursuant to NDE Policy and Procedure 10.2, Funding Opportunities, and in alignment with the rubric designed for this application. Please note that once the application has been submitted, no changes may be made to the scope of work submitted and approved during the development of the subaward agreement or subsequent revisions. The project plan submitted is binding upon approval.

All requested forms must be submitted for consideration, to include:

- Applicant Information (Attachment A)
  - Program Form
  - Program Narrative (to be written by applicant and uploaded)
- FY27 Budget Summary and Narrative Template (Attachment B), prepared using Budget Preparation Resources (Attachment C)
- Pre-Award Assessment Questionnaire (Attachment D)
- Statement of Certification (Attachment E)
- General State Grant Assurances, signed (Attachment F)
- Pre-award assessment rubric (Attachment G) used to complete Attachment D

### **Applicant Information and Program Form**

Applicant information for the applying entity will be required for identification and compliance purposes, including up-to-date contacts for the organization (Attachment A).

Applicants must complete the *ECE Facilities Expansion Grant Application and Program Form* (Attachment A). This form includes instructions to complete and submit the Program Description outlined in the next section. *Please note, funds awarded through the competitive application process must supplement and not supplant existing state or federal funds.*

### **Eligibility requirements for the Early Childhood Education Facilities Expansion Grant**

Eligible applications include school districts, sponsors of charter schools, institutions within the Nevada System of Higher Education, or non-profit organizations. Applicants will need to identify how their expansion of facilities will provide access to high-quality early childhood education in areas of Nevada where access to high-quality early childhood education is limited and there is a commitment to providing the early childhood education for free or at low cost in underserved communities.

**Program Narrative**

Attachment A contains further information on the Program Narrative. The narrative should be formatted with 1.5 or 2.0 spacing, 12-pt Times New Roman font, 1-inch margins, and be no longer than 10 pages in length. **Please submit the Program Narrative as a separate Word or PDF document through the [submission link](#).** The scoring rubric can be found in Appendix A.

<b>Program Narrative must describe in detail how your program meets the following grant criteria:</b>
<p><b>Description of the early childhood education program and its alignment with high quality early learning standards upon facilities project completion. (40 points).</b> This must address the following program elements at minimum:</p> <ul style="list-style-type: none"> <li>● <i>Teacher Qualifications</i></li> <li>● <i>Staff Professional Development</i></li> <li>● <i>Intensity (hours of instruction per week delivered by the provider)</i></li> <li>● <i>Extended hours availability (before and after school care)</i></li> <li>● <i>Curriculum</i></li> <li>● <i>Class Size/Ratio</i></li> <li>● <i>Comprehensive Assessment</i></li> <li>● <i>Family Engagement</i></li> <li>● <i>Comprehensive Wrap-Around Services</i></li> </ul>
<p><b>Demonstrate evidence-based practices for high quality early childhood education programs. (10 points)</b>          At a minimum, this section should include:</p> <ul style="list-style-type: none"> <li>● <i>Developmentally appropriate practices</i></li> <li>● <i>Cite research</i></li> <li>● <i>Child outcomes</i></li> </ul>
<p><b>Provide for appropriate individualized accommodations and supports for children with disabilities. (10 points)</b>          At a minimum, this section should include:</p> <ul style="list-style-type: none"> <li>● <i>Description of inclusive program</i></li> <li>● <i>Plan for referrals</i></li> <li>● <i>Types of accommodations</i></li> </ul>
<p><b>A plan for reporting accountability on the performance of the early childhood education program upon project completion. (15 points)</b>          At a minimum, this section should include:</p> <ul style="list-style-type: none"> <li>● <i>A program evaluation plan that ensures high quality early childhood education is provided to students</i></li> </ul>
<p><b>An implementation plan which is financially sound, aligns with the budget submitted, and proposes to use all funds awarded within FY27 to complete the facilities project. (20 points)</b></p> <ul style="list-style-type: none"> <li>● <i>Construction timeline (launch, phased deliverables, completion date)</i></li> <li>● <i>Infrastructure milestones</i></li> <li>● <i>Realistic project timeline and cost estimates that met the 800 square footage per \$150,000 of request</i></li> </ul>
<p><b>Pre-Award Assessment (5 points)</b>          * <b>Determined by the Student Compliance Division- There is no need to explain this in your application narrative.</b></p> <ul style="list-style-type: none"> <li>● The Pre-Award Assessment (PAA) is the first assessment conducted as part of the financial risk-based assessment. The PAA specifically determines whether a potential subrecipient or contractor is eligible to receive state or federal funds. For competitive applications, the score will be used as a weighted measurement in the rubric evaluation for the application under consideration. If a subrecipient has previously submitted an application, their Subrecipient score will be used in combination with their competitive Grant PAA to calculate their score.</li> </ul>

## **Budget**

Applicants must use the Attachment B *FY27 Budget Summary and Narrative* template that will be provided upon email request to [Steven.Romero@doe.nv.gov](mailto:Steven.Romero@doe.nv.gov) by applicant. The *FY27 Budget Summary and Narrative* template should be completed in accordance with the guidelines provided in the *FY27 Budget Preparation Guidelines & Chart of Accounts Supplemental Resource* document, which has been included as a resource with this NOFO.

For each expenditure, please provide, at minimum:

- The total number of units (or FTE, in the case of personnel) and the budgeted price per unit for each expenditure; the template is formatted to calculate the subtotals within each budget sheet (Instruction and Support Services), and the totals by Object Code will be auto populated into the Summary tab.
- The narrative description in the applicable section for each line-item expenditure is identified within the budget sheet.
- It is recommended for the applicant to itemize budget line items as much as possible so that can review budgets accurately in tandem with program narratives for discussions on allowability and the grant's legislative requirements.

Please be sure to reference the instructions provided in the *FY27 Budget Preparation Guidelines & Chart of Accounts Supplemental Resource* document regarding what is required to be included in the narrative description, as well as to assist you in placing expenditures in the correct Object Code. All expenditures should be aligned to the implementation plan and should be reasonable, necessary, and allowable to support the implementation of the grant requirements and application.

## **Pre-Award Assessment**

All applicants who have not previously submitted a current fiscal year EGMP Application Supplement for the PAA must submit a complete questionnaire, along with all attachments, as outlined in Attachment D. Applicants who have already completed their subrecipient PAA are eligible to complete only the grant-specific portion. The rubric for the PAA is available in Attachment G.

## **Grant Assurances and Certifications**

Applicants are required to complete and submit Certifications (Attachment E) and General State Grant Assurances (Attachment F) with the application materials. Please review both documents thoroughly prior to signing, as they outline the provisions and requirements of this grant funding.

**PART III - APPENDIXES**

**Appendix A: Scoring Rubrics**

Criterion	Excellent	Good	Satisfactory	Needs Improvement	Poor or Missing
	<b>36-40</b>	<b>30-35</b>	<b>24-29</b>	<b>18-23</b>	<b>0-17</b>
<b>1. Description of the early childhood education program and its alignment with high-quality standards upon Facilities project completion. (40 points)</b>	<p>Strong applications provide a comprehensive and well-structured program description addressing all required elements in detail, emphasizing high quality programming: high minimum teacher qualifications, organized and effective staff professional development processes and planning, explains the selection of and use of a research-based curriculum, curriculum implementation through a standards-based approach (i.e. Early Learning Guidelines or State Pre-Kindergarten standards), use of assessment(s) for data-driven instructional decisions, family engagement planning, execution, and improvement, and explains the comprehensive wrap-around services provided.</p> <p>The application clearly addresses the needs of eligible children and explains how the expansion would provide underserved communities with quality free or low-cost early childhood education. This includes a</p>	<p>The application addresses most required elements with clarity and strong strategies but lacks full detail in other areas: the minimum teacher qualifications, staff professional development, program intensity, extended hours, curriculum selection or use, sustainable practices, or appropriate ratios, comprehensive assessment usage, family engagement practices, or wrap-around services for high quality educational instruction.</p> <p>Prioritization of eligible underserved children is evident,</p>	<p>The application addresses some, but not all program elements in detail with concrete details or strategies: the minimum teacher qualifications, staff professional development, program intensity, extended hours, curriculum selection or use, sustainable practices, or appropriate ratios, comprehensive assessment usage, family engagement practices, or wrap-around services for high quality educational instruction.</p> <p>Some required elements are missing or not fully explained. Plan to address required elements, prioritization of eligible children, or providing early</p>	<p>The application vaguely describes but does not fully address the required elements: the minimum teacher qualifications, staff professional development, program intensity, extended hours, curriculum selection or use, sustainable practices, or appropriate ratios, comprehensive assessment usage, family engagement practices, or wrap-around services for high quality educational instruction.</p> <p>Lacks clear strategies to address required elements, prioritization of</p>	<p>Fails to address required elements, prioritization of eligible children, or providing early childhood education for free or at low cost in underserved communities. A weak application is missing some of the required program elements: the minimum teacher qualifications, staff professional development, program intensity, extended hours, curriculum selection or use, sustainable practices, or appropriate ratios, comprehensive assessment usage, family engagement</p>

Criterion	Excellent	Good	Satisfactory	Needs Improvement	Poor or Missing
	clear explanation of how the underserved communities were defined through data; i.e. a needs assessment or relevant data point.	but the application could be stronger in explaining how services would be provided for free or at a low cost.	childhood education for free or at low cost in underserved communities is unclear or weak.	eligible children, or providing early childhood education for free or at low cost in underserved communities.	practices, or wrap-around services for high quality educational instruction.  Does not provide a clear or structured program description.
	<b>9-10</b>	<b>7-8</b>	<b>5-6</b>	<b>3-4</b>	<b>0-2</b>
<b>2. Demonstrate evidence-based practices for high quality early childhood education programs. (10 points)</b>	Clearly integrates developmentally appropriate practices supported by strong research citations. Connects practices to expected child outcomes and demonstrates a clear understanding of evidence-based methods. The applicant has provided clear examples or evidence of driving student growth and educational outcomes.	Includes developmentally appropriate practices with some research support and child outcomes but lacks depth in explanation or connection to best practices. The applicant does not provide examples of how their early education programs have facilitated these outcomes.	Mentions developmentally appropriate practices but lacks clear research citations or does not connect research to child outcomes.	Provides minimal discussion of developmentally appropriate practices but does not effectively connect them to research or outcomes.	Does not demonstrate knowledge of developmentally appropriate practices, does not provide research support, or does not indicate child outcomes.
	<b>9-10</b>	<b>7-8</b>	<b>5-6</b>	<b>3-4</b>	<b>0-2</b>
<b>3. Provide for appropriate individualized</b>	Provides a well-developed and detailed description of an inclusive program with a clear plan for	Includes a solid plan for an inclusive program with	Addresses inclusivity and accommodations with an explanation of	Minimal focus on inclusive programming,	No meaningful plan for inclusion demonstrates no

Criterion	Excellent	Good	Satisfactory	Needs Improvement	Poor or Missing
<b>accommodations/ supports for children with disabilities. (15 points)</b>	referrals to early intervention or child find programs and a variety of accommodations for children with disabilities. The application has provided strong emphasis on individualized support.	referral processes and accommodations, though some areas lack depth or specificity.	their referral process but provides only a general description without clear implementation details related to providing accommodations.	mentions awareness of the referral process with no description of how this would be facilitated, or has not demonstrated the willingness to provide accommodations. The plan lacks clarity or specificity.	understanding of early interventions or Child Find referrals or has not demonstrated the ability to provide accommodations for children with disabilities or developmental delays.
	<b>14-15</b>	<b>11-13</b>	<b>8-10</b>	<b>5-7</b>	<b>0-4</b>
<b>4. A plan for reporting accountability on the performance of the program. (10 points)</b>	Provides a comprehensive plan for high quality early childhood education instructional delivery and a well-defined program evaluation strategy with clear metrics and data collection methods. The applicant clearly explains how they intend to or have had success with implementing high quality measures, i.e. QRIS, State Pre-K, similar early learning quality measurement metrics.	Includes a solid accountability and evaluation plan that ensures high quality early childhood education is provided, but some aspects lack detail or specificity.	Covers basic accountability but lacks clarity on how evaluation of high-quality early childhood education instruction will be implemented and measured.	Mentions accountability but does not clearly define high quality early childhood education instruction or how program performance will be evaluated.	No clear accountability plan, mentions high quality early childhood education instruction briefly, or no clear internal evaluation strategy.
	<b>18-20</b>	<b>15-17</b>	<b>12-14</b>	<b>8-11</b>	<b>0-7</b>
<b>5. An implementation plan which is financially sound, aligns with the budget</b>	Provides a clear, detailed, and financially sound implementation plan in alignment with the budget square footage per \$150,000	Presents a strong implementation plan with solid financial structure and mostly	Includes a basic implementation plan that generally aligns with the budget square	The plan is weak or incomplete, with inconsistent budget alignment details	No clear implementation plan or financial alignment with the

Criterion	Excellent	Good	Satisfactory	Needs Improvement	Poor or Missing
<p><b>submitted, and proposes to use all funds awarded within FY27 to complete the facilities project. (20 points)</b></p>	<p>requirement. The application clearly addresses key areas, including facilities milestones and timelines related to project’s completion. Ensures full use of the funds awarded within FY27.</p>	<p>clear alignment to the budget square footage per \$150,000 requirement. Most key facilities phases are addressed, though some timelines or cost details could be more specific. Demonstrates likely FY27 fund expenditure.</p>	<p>footage per \$150,000 request but lacks specificity in one or more areas (e.g., permitting, vendor selection, construction phasing). FY27 completion is implied but not well justified.</p>	<p>related to the square footage per \$150,000 or vague facilities milestones. The timeline is unclear or overly optimistic. Risks to FY27 fund use are not addressed.</p>	<p>grants required square footage per \$150,000 of funding. Missing or poorly defined facilities phases. No evidence that the project can be completed or funds used within FY27.</p>

**Nevada Department of Education**  
 Notice of Funding Opportunity  
*Early Childhood Education Facilities Expansion Grant*

<b>Program Criteria – Early Childhood Education Facilities Grant</b>	<b>Scored Result</b>	<b>Total Points Possible</b>
1. Description of the early childhood education program and its alignment with high quality standards and outcomes upon facilities project completion.		40
2. Demonstrate evidence-based practices for high quality early childhood education programs.		10
3. Provide for appropriate individualized accommodations and supports for children with disabilities.		15
4. A plan for reporting accountability on the performance of the program.		10
5. An implementation plan which is financially sound, aligns with the budget submitted, and proposes to use all funds awarded within FY27 to complete the facilities project.		20
6. <i>Pre-Award Assessment</i>		5
<b>TOTAL</b>		<b>100</b>

## **Appendix B: Glossary**

**Assurances:** The grant Assurances provide information regarding the obligations, requirements, and agreements associated with a grant subaward, and are included as a component of the contractual agreement between the Nevada Department of Education and the subrecipient entity. The grant Assurances will be specific to either state or federal funding and may include additional provisions based on the particular requirements of the grant funding.

**Competitive Funds:** Competitive funds are those that the Nevada Department of Education (NDE) has discretion to award based on merit of application, specifically through the use of open competitive applications which are scored by a review committee, using the rubric included in the Notice of Funding Opportunity, and allocated according to project proposal and fit.

**Compliance:** All references to Compliance (as a proper noun) specifically refer to the Office of Division Compliance, Student Investment Division; Division Compliance is responsible for the Pre-Award Assessment and financial monitoring activities associated with subaward agreements as conducted on behalf of the Nevada Department of Education. Division Compliance maintains a universal email address for all financial risk assessment and monitoring inquiries: [sidcompliance@doe.nv.gov](mailto:sidcompliance@doe.nv.gov).

**Contractor:** Individuals or entities from which state agencies procure goods and services to carry out a project or program. May also be referred to as “vendors”.

**Electronic Grants Management Program (EGMP):** the electronic platform used by the Nevada Department of Education for online grants management activities, including submission and approval of original subaward budgets, budget revisions, Requests for Reimbursement (RFR), and Final Financial Reports (FFRs).

**Grants Management Unit:** The Grants Management Unit (GMU), within the Office of District Support Services, Student Investment Division, is responsible for the financial management of all grant subawards within the Nevada Department of Education. The GMU maintains a universal email address for all grant related fiscal inquiries: [grantsinfo@doe.nv.gov](mailto:grantsinfo@doe.nv.gov).

**Notice of Funding Opportunity:** A Notice of Funding Opportunity (NOFO) is a formally issued announcement regarding an upcoming opportunity to apply for pass-through funding from the Nevada Department of Education. The NOFO includes eligibility and evaluation criteria as well as information about the purposes and goals of the specific grant funding, the application process, including submission requirements and deadlines, opportunities for technical assistance, and expected timelines.

**Notice of Intent to Apply:** A Notice of Intent to Apply is a preliminary form completed by interested grant applicants prior to the submission of their complete application. This prerequisite may or may not be required as part of a NOFO or grant application process but should always be clearly identified.

**Pre-Award Assessment:** The Pre-Award Assessment (PAA) is a financial-based risk assessment which must be completed for all subrecipients prior to entering into a subaward agreement. The results of the PAA are used for financial monitoring purposes, including identification of technical assistance and supports specific to each subrecipient.

**Program:** All references to Program (as a proper noun) specifically refer to programmatic offices within the Nevada Department of Education (NDE). Programmatic offices serve as the lead in all grant funded initiatives and are responsible for ensuring that the purposes and goals for which the grant funding was appropriated are met, including through the provision of technical assistance and support, training opportunities, and programmatic monitoring, as well as other similar strategies and activities.

**Subaward:** An award of financial assistance provided by a pass-through entity (in this case the Nevada Department of Education) to a subrecipient entity for the subrecipient to carry out the terms of the originating award and as agreed upon via state or federal assurances.

**Subrecipient:** A non-federal entity that receives a subaward from a pass-through entity to carry out the terms of the originating award; the term does not include an individual that is a beneficiary of the program.

**UEI Number:** The Unique Entity Identifier (UEI) number replaced the Data Universal Numbering System (DUNS) number effective April 2022 and is required for all subrecipient entities, pursuant to 2 CFR 200. The UEI is assigned via [SAM.gov](https://sam.gov).

**Vendor Number:** A state of Nevada vendor number is assigned by the [State Controller's Office](#) when an organization submits a vendor registration form, which process is required for all payees of the state. Registration as a vendor is required prior to and enables payment by a state agency to an external organization, including subrecipient entities. Changes or updates to any information submitted through the vendor registration process, including changes to bank account information, must be provided to the Controller's Office in order to ensure receipt of payments.

**Nevada Early Learning Guidelines:** The [Nevada Infant and Toddler Early Learning Guidelines \(ELG\)](#) have been developed for early childhood professionals as well as parents. This document was developed so that the adults who are caring for infants and toddlers can have a set of appropriate developmental guidelines that they can refer to for information and resources. The guidelines can be used as a frame of reference for children, but it is important to remember that each child develops differently so the age ranges should be used as suggestions. The activities that are recommended can be provided by the caregiver or parent to help support the learning. Infants and toddlers grow and develop rapidly so it is important to mention that different milestones can occur at different times and stages in a child's development can change quickly. The use of these guidelines will support the use of best practice approaches in infant and toddler programs.

**Nevada Pre-Kindergarten Standards:** The [Nevada Pre-Kindergarten Standards, Revised 2023](#) are the framework that provides guidance to early childhood educators regarding the developmental milestones that children should achieve by the end of their pre-kindergarten year. The pre-K standards have many uses and impact Nevada's youngest children. From supporting teachers writing Individualized Education Plans to guiding leaders responsible for planning and delivering early childhood education programs, the standards provide indicators, examples of what a child may do, and supportive practices a practitioner may implement in the learning environment. Statewide early childhood educators rely on the pre-K standards to ensure they are providing quality instruction.

The Standards support play-based classroom environments, early childhood curriculum, and instruction in all early childhood classrooms and programs serving pre-kindergarten children across the state, including childcare centers, family childcare homes, Head Start, preschools, school district pre-kindergarten programs, and more.