

AB495 American Rescue Plan (ARP)
Addressing the Impact of Learning Loss and Closing Funding Gaps

Notice of Funding Opportunity

June 2022

Competitive AB495 American Rescue Plan (ARP)
Addressing the Impact of Learning Loss and Closing Funding Gaps

REVISED 7/28/22

ISSUED BY

**Nevada Department of Education
Office of the Superintendent**

700 E. 5th Street
Carson City, NV 89701

2080 E. Flamingo Road
Las Vegas, NV 89119

General Timeline:

Grant Period: All funds must be obligated by December 31, 2024, and expended to cover such obligations by December 31, 2026

Applications Due: ~~August 5~~, **August 26, 2022** (by 11:59 PM)

Total Funds Available: \$200 million

Source of Funding: Coronavirus State and Local Fiscal Recovery Funds by the State of Nevada

Questions related to this funding should be addressed to:

Gabby Lamarre
Director, Office of Student and Schools Supports
Nevada Department of Education
glamarre@doe.nv.gov
725-249-8850

Christy McGill
Director, Office of Safe and Respectful Learning Environments
Nevada Department of Education
cmcgill@doe.nv.gov
775-400-0144

Background

During the 2021 State Legislative Session, Assembly Bill 495 ([AB495](#)) was passed with an appropriation of \$200 million dollars for the Nevada Department of Education (NDE) to administer as grants to school districts and university schools for profoundly gifted students. This grant is being funded by the State of Nevada's Coronavirus State and Local Fiscal Recovery Funds, which was established in the American Rescue Plan and signed into law by the President of the United States on March 11, 2021. AB495 is specifically aimed to "augment programs implemented to address the impacts of learning loss experienced as a result of the COVID-19 pandemic, including, without limitation, evidence-based educational services and practices to address the academic needs of pupils, such as tutoring, summer school, afterschool programs and other extended learning and enrichment programs and support for at-risk pupils."

Eligible Entities

All Nevada local education agencies (LEAs) and university schools for profoundly gifted pupils in Nevada are eligible to apply for this competitive grant. An LEA is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools (34 CFR 303.23). Please note that individual schools, except for the university schools for profoundly gifted pupils in Nevada, are not eligible to apply for this funding but must apply through their LEA.

Application

All applicants must apply through the Department's online electronic plans, applications, grants, and expenditures (ePAGE) system. The application will be available within the ePAGE system and must be submitted to the Nevada Department of Education (NDE) by the ~~August 5~~ **August 26, 2022** deadline date. In addition, the Department will provide technical assistance and support on how to complete submit the application within ePAGE. If funded, the subgrantee will be required to follow a monitoring and evaluation plan and submit any data/information requested by the Nevada Department of Education (such as, but not limited to, quarterly status reports). Please see Appendix A for a list of NDE teammates to contact for additional supports related to this application.

The Department encourages districts to use previously released resources to assist in the completion of this application. Please see Appendix C for more resources and information about evidence-based interventions.

Tentative Timeline (final timeline will be in ePAGE)

- Application released by NDE in ePAGE upon Interim Finance Committee approval of the work program (June 22).
- Applications are due in the ePAGE system by 11:59 PM on ~~August 5~~ **August 26, 2022**

- Preliminary awards are released by NDE on or before ~~August 26~~, **September 19, 2022**
- Budget revisions due to NDE on or before ~~September 7~~ **September 28, 2022**
- Final award notifications are released by NDE on or before ~~September 15~~, **October 7, 2022**

Technical Assistance Opportunities

Thursday, July 7, 2022, at 9:00am	Technical assistance webinar https://us06web.zoom.us/j/82124113921
Tuesday, July 12, 2022, at 10:30am	Technical assistance webinar This is a repeat of July 7 with opportunity for open questions. https://us06web.zoom.us/j/82808724415
Wednesday, July 27, 2022, at 9:00am	This is an opportunity to ask any final questions of the technical assistance team. https://us06web.zoom.us/j/89873929376
Wednesday August 10, 2022, at 9:00am	Open Office Hours for questions https://us06web.zoom.us/j/82161773385

Needs Assessment

Please upload any of the following as a gap analysis / needs assessment that will be used to help NDE understand the current needs of the agency:

- District needs assessment,
- A needs assessment specific to COVID-19,
- A needs assessment conducted by an evidence-based provider, or
- Other comprehensive needs assessment that determines root causes and sets priorities for future action.

Application Checklist

Please complete all required applicant information within the online ePAGE system for the following categories:

- Cover Sheet (see Appendix B)
- Current Federal Relief Funds Table (see below)
- Needs Assessment (to be submitted in ePAGE)
- Narrative Responses (to be submitted in ePAGE)
- Budget (to be submitted in ePAGE)
- Certification (see Appendix D, to be submitted in ePAGE)
- Pre-Award Assessment Questions (see Appendix E, to be submitted in ePAGE)
- Pre-Award Assessment Rubric (see Appendix E, to be submitted in ePAGE)
- State and Federal Assurances (see Appendix G, to be reviewed and signed in ePAGE)

Application Process

1. District completes all sections of application in ePAGE
2. District submits ePAGE competitive application by 11:59 PM on ~~August 5~~ **August 26, 2022**, by ensuring that the status reads “LEA Authorized Representative Approved.”
3. NDE reviews the competitive grant application to determine preliminary funding awards and will announce this by ~~August 26~~ **September 19, 2022**.
4. District revises the budget in ePAGE based on the preliminary funding awards, and these revisions are due to NDE in ePAGE by 11:59 PM on ~~September 7~~ **September 28, 2022**.
5. Final award notifications made available in ePAGE on or before ~~September 15~~ **October 7, 2022** (if no additional LEA revisions are needed).

Current Federal Relief Funds Table

Please list the amount of federal relief funding the agency has been awarded, obligated, and expended as of the date of submission.

	Amount of Funding Awarded	Obligated as of May 31, 2022	Expended as of May 31, 2022 (i.e., total of NDE approved Requests for Reimbursements)
ESSER I			
ESSER II through FY23			
ARP ESSER III through FY24			
GEER I through FY22			
GEER II through FY23			
Intended Summer Learning and Afterschool Opportunities Competitive Grant*			
TOTAL			

*Add in your district’s anticipated request. NDE will collaborate with LEAs to report this information to match future data requests regarding the federal emergency relief funds.

Narrative

Please answer each narrative of sections #1-3 in ePAGE.

1. In 2-pages or less, briefly provide an executive summary on projects funded by earlier allocations of COVID-19 federal relief funding, including the amounts of intended spending. (Limited to 2 single-spaced pages, Times New Roman, font size 12. For Clark and Washoe County School Districts, limited to 4-single spaced pages, Times New Roman, font size 12.)
2. Please provide an overview of the project your LEA will use these funds for to **address the impact of learning loss** (e.g., how learning loss will be targeted to meet the academic, mental, and behavioral needs of students; supports to educators and support staff; population served; and program services). (Limited to 10 single-spaced pages, Times New Roman, font size 12, tables/charts. For Clark and Washoe County School Districts, limited to 20-single spaced pages, Times New Roman, font size 12.)
 - a. Briefly give an overview of the project.
 - b. Briefly describe the ways in which the community engaged to inform the project.
 - c. What are the project goals?
 - d. Describe the activities planned to meet the objective(s). Include the timelines for activities planned to meet the objective(s) and which staff will be involved in accomplishing the objective(s).
 - e. Describe the use of evidence-based interventions in the project. Identify the evidence (strong, moderate, promising, or demonstrates) and research to demonstrate the project will lead to improved outcomes.
 - f. What are the performance measures for the project? What are the expected outcomes? Describe how your agency will monitor/evaluate progress, track, and evaluate your project.
 - g. Describe how the district will meet the academic, mental, and behavioral needs of students disproportionately impacted by the COVID-19 pandemic, including equitable access for students from the following groups: low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students, and any other historically underserved student groups.
3. How is the proposed project meeting needs left unfulfilled by previous allocations of COVID-19 federal relief funding? (Limited to 3 single-spaced pages, Times New Roman, font size 12. For Clark and Washoe County School Districts, limited to 6-single spaced pages, Times New Roman, font size 12.)

Uses of Funds

All proposed district budgets must be completed in ePAGE. Please use the corresponding budget metatag titles in the table below when your district submits its budget.

Only funding requests addressing the impacts of learning loss experienced as a result of the COVID-19 pandemic will be allowable under this funding opportunity.

Indirect costs are not an allowable expense of the State and Local Fiscal Recovery Funds (SLFRF), per guidance from the Governor's Finance Office. Any costs related to the personnel for managing a project should be reported under the same expenditure category (EC) as the project.

The Compliance and Reporting Guidance allows for Administrative Costs. Specifically, it states that recipients (meaning the State since the State is the Recipient of the funds) may use funds for administering the SLFRF program, including costs of consultants to support effective management and oversight, including consultation for ensuring compliance with legal, regulatory, and other requirements. Further, costs must be necessary, reasonable, and allocable as outlined in 2 CFR 200.403, 2 CFR 200.404 and 2 CFR 200.405. Pursuant to the SLFRF Award Terms and Conditions, recipients are permitted to charge both direct and indirect costs to their SLFRF award as administrative costs as long as they are accorded consistent treatment per 2 CFR 200.403.

Administrative Costs are for the administration of the full SLFRF Program and are reported under expenditure category 7.1. These duties are handled by the Governor's Finance Office and Governor's Office as these are the state agencies tasked with administering the full SLFRF Program and determining which projects to fund and which projects are qualified and in compliance with the federal and state requirements. Management of projects by State agencies or projects awarded to subrecipients are not the same as administering the SLFRF program. The guidance only allows direct and indirect costs in relation to administering the SLFRF program. Therefore, it is not allowable for State agencies or subrecipients to charge indirect costs related to the management of SLFRF projects.

Additionally, projects that are managed by state agencies and subrecipients (e.g., local education agencies) are not considered administrative costs. Instead, the costs related to the personnel for managing a project get reported under the same expenditure category (EC) as the project.

Budget Meta-Tag Title

Focus Area	Corresponding Budget Metatag Title
Addressing learning loss – general	Learning Loss - general
Addressing the unique needs of disadvantaged, at-risk, and racial and ethnic populations – learning loss	Special population needs – learning loss
Purchasing educational technology for Distance Learning (including hardware, software, and connectivity) – learning loss	Distance Learning Technology – learning loss
Any activity authorized by ESEA IDEA, McKinney-Vento, Perkins, etc. – learning loss	Federal statute authorized activities – learning loss
Providing social and emotional services at all three Tiers (MTSS) – learning loss	SEL Services and MTSS – learning loss
Providing extended learning opportunities (e.g., supplemental after school programs, summer, and online learning) – learning loss	Extended Learning Opportunities – learning loss
Conducting other activities necessary to maintain the operation and continuity of services – learning loss	Operation and Service Continuity – learning loss

Scoring Guidelines and Rubric

Please use the information provided for each portion of each application question to assist you in determining the appropriate score for each applicant’s response to the questions. In general, the points awarded should align with the following:

- 5 points: An exemplary response that thoroughly and clearly answers each portion of the question prompt, including enough detail to demonstrate strong rationale. The response is high-quality and rigorous, and there is compelling evidence and/or data to demonstrate that the project implementation has a strong likelihood of positively and meaningfully addressing the impact of learning loss.
- 3-4 points: An adequate response that answers most portions of the question prompt, including enough detail to demonstrate a good rationale. There is evidence and/or data to demonstrate that the implementation may address the impact of learning loss.
- 1-2 points: A response that needs improvement. It does not answer most portions of the question prompt and/or does not include enough detail to provide anything more than a weak rationale. There is not compelling evidence and/or data to demonstrate that the project implementation has a strong likelihood of addressing the impact of learning loss.
- 0: No answer is provided, or the answer does not address the question prompt in any way.

Application Component	Points Available	Scoring Range	Points given	Multiplier	TOTAL POINTS
Needs Assessment	0	Must be included for application to be funded.	0		
Completed Budget Summary and Narrative: Alignment to Implementation Plan All expenditures should be aligned to the implementation plan and should also be reasonable, necessary, and allowable to support the implementation of the grant requirements and application.	5 points	5 points The budget narrative is intentional and compelling and includes all proposed grant expenditures outlined in the plan; all expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application. 3-4 points The budget narrative is clear and includes most proposed grant expenditures outlined in the plan; most expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application. 1-2 points The budget narrative provides a limited or partial justification for proposed grant expenditures outlined in the plan; a few aspects of the proposed budget may not be reasonable,	0	x 1	

Application Component	Points Available	Scoring Range	Points given	Multiplier	TOTAL POINTS
		necessary, or allowable. 0 points The budget narrative provides little or no justification for proposed grant expenditures or many aspects of the proposed budget are not reasonable, necessary, or allowable.			
<p>Specific Budget Narrative Provide a strong, clear, and concise explanation of expenditures with a complete narrative that includes:</p> <ul style="list-style-type: none"> A breakdown of proposed spending as identified in the action steps. Provide details for the proposed spending so that the NDE review team has a sufficient understanding of the request (e.g., 25 teachers will receive professional development for one full day four times throughout the year, once every quarter, by X organization focused on standards-based instruction). An equation that clearly demonstrates the use of funds 	5 points	<p>5 points An intentional and compelling well-written and concise explanation of expenditures is provided; a breakdown of proposed spending, (intervention strategies and programs) intentionally aligned to identified action steps, and an equation that clearly demonstrates the use of funds.</p> <p>3-4 points An adequate and concise explanation of expenditures is provided; a breakdown of proposed spending, (intervention strategies and programs) aligned to identified action steps, and an equation the demonstrates that use of funds.</p> <p>1-2 points A limited explanation of expenditures is provided; aspects of the breakdown of proposed spending are limited, (intervention strategies and programs) and somewhat aligned to identified action steps, and an equation that demonstrates the use of funds may require clarification.</p> <p>0 points The explanation of expenditures provides little or no breakdown of proposed spending, (intervention strategies and programs) and are not aligned to identify action steps and lacks an equation to demonstrate the use of funds.</p>		X 1	
<p>Accuracy of Budget All proposed spending indicated in the plan are included and identified by</p>	5 points	<p>5 points All proposed spending indicated in the action plan is included and identified by correct object codes; all line-item totals balance with total funding request.</p> <p>3-4 points Most proposed spending indicated in the action plan is</p>		X 1	

Application Component	Points Available	Scoring Range	Points given	Multiplier	TOTAL POINTS
correct object codes; all line-item totals balance with total funding request.		<p>included and identified by correct object codes; all line-item totals balance with total funding request.</p> <p>1-2 points Some proposed spending indicated in the action plan; included and identified by correct object codes; all line-item totals balance with total funding request.</p> <p>0 points Proposed spending indicated in the action plan is not included and identified by correct object codes; line-item totals do not balance with total funding request.</p>			
Narrative					
<p>Application Question 1</p> <p>In 2-pages or less, briefly provide an executive summary on projects funded by earlier allocations of COVID-19 federal relief funding, including the amounts of intended spending.</p>	5 points	<p>5 points if the answer is complete and clearly describes how previous federal relief funding has been used to meet local district and school needs. In addition, the answer provides a clear context for how the district’s funding requests across the different federal relief funds are aligned and coherent.</p> <p>3-4 points if the answer is partially complete, and the description of how funding has been used to meet local district and school needs lacks clarity or adequate detail. The answer provides adequate context for how the district’s funding requests across the different federal relief funds are aligned and coherent.</p> <p>1-2 points if the answer does not address how funding has been used to meet local district and school needs and/or only includes enough detail to provide a weak rationale. The answer does not provide adequate context for how the district’s funding requests across the different federal relief funds are aligned and coherent.</p> <p>0 points if no answer is provided</p>		X 2	
<p>Application Question 2a</p> <p>Briefly give an overview of the project.</p>	5 points	<p>5 points The project overview provides a clear connection between the purpose, objectives and goals of this project and is clearly aligned to the identified needs and specifically addresses the impact of learning loss. The project overview also includes a cohesive execution plan which includes each of the following:</p> <ul style="list-style-type: none"> • Key strategies and plan deliverables 		X 2	

		<p>An implementation plan which includes the analytical and evidence-based methods for evaluating impacts</p> <p>A description of how the population served was determined and how this project will benefit the targeted population.</p> <p>3-4 points The project overview provides a connection between the purpose, objectives and goals of this project and is adequately aligned to the identified needs and adequately addresses the impact of learning loss. The project overview also includes an execution plan which includes two out of three of the following:</p> <ul style="list-style-type: none"> • Key strategies and plan deliverables • An implementation plan which includes the analytical and evidence-based methods for evaluating impacts • A description of how the population served was determined and how this project will benefit the targeted population. <p>1-2 points The project overview provides a partial connection between the purpose, objectives and goals of the project and partially addresses the impact of learning loss. The project overview also includes one or two out of four of the following:</p> <ul style="list-style-type: none"> • Key strategies and plan deliverables • An implementation plan which includes the analytical and evidence-based methods for evaluating impacts • A description of how the population served was determined and how this project will benefit the targeted population. <p>0 points The project overview provides a partial connection between the purpose, objectives and goals of the project but inadequately addresses the alignment to the identified needs nor the impact of learning loss. The project overview does not include any of the following:</p> <ul style="list-style-type: none"> • Key strategies and plan deliverables • An implementation plan which includes the analytical and evidence-based methods for evaluating impacts • A description of the population served was determined and how this project will benefit the targeted population. 			
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Application Component	Points Available	Scoring Range	Points given	Multiplier	TOTAL POINTS
<p>Application Question 2b</p> <p>Briefly describe the ways in which the community was engaged to inform the project.</p>	5 points	<p>5 points The community engagement plan since the pandemic was strategically designed to include a diverse representation from special populations represented within the community, included multiple opportunities for community members to participate and at least four methods of collecting information to allow for the greatest number of participants, was structured to ensure that the feedback received was meaningful and tied to addressing the impact of learning loss, and included a strategy for incorporating community feedback into the plan.</p> <p>3-4 points The community engagement plan since the pandemic was strategically designed to include representation from special populations represented from within the community, included opportunities for community members to participate, was structured so that the feedback was tied to addressing the impact of learning loss, and included a strategy that considered how to incorporate select information to be included into the plan.</p> <p>1-2 points The community engagement plan since the pandemic was not well-designed to include representation from special populations from within the community and did not include opportunities to allow for participants.</p> <p>0 points The community engagement plan was not open to all community participants and did not include an opportunity for the community to respond.</p>		X 1	
<p>Application Question 2c</p> <p>What are the project goals?</p>	5 points	<p>5 points Every goal strongly meets all five elements:</p> <ul style="list-style-type: none"> • All project goals submitted are clearly focused on specific objectives and desired outcomes. • All project goals submitted are aligned to demonstrating progress. • All project goals submitted are achievable during the defined timeline, including the target date by which the goals are expected to be completed. • All project goals submitted are relevant to the purpose of the AB495 ARP - Addressing the impact of Learning Loss and Closing Funding Gaps grant. 		X 2	

Application Component	Points Available	Scoring Range	Points given	Multiplier	TOTAL POINTS
		<ul style="list-style-type: none"> • All project goals and outcomes were clearly focused on academics and mental and behavioral health supports for both educators and students to appropriately address learning loss. <p>3-4 points Goals meet the five elements but are not strong in all areas.</p> <ul style="list-style-type: none"> • All project goals submitted are clearly focused on specific objectives and desired outcomes. • All project goals submitted are aligned to demonstrating progress. • All project goals submitted are achievable during the defined timeline, including the target date by which the goals are expected to be completed. • All project goals submitted are relevant to the purpose of the AB495 ARP - Addressing the impact of Learning Loss and Closing Funding Gaps grant. • All project goals and outcomes were adequately focused on academics and mental and behavioral health supports for both educators and students to appropriately address learning loss. <p>1-2 points</p> <ul style="list-style-type: none"> • Not all goals are clearly defined in the 5 elements below. All project goals submitted are aligned to measurable key performance indicators that demonstrate progress. • Not all project goals submitted are aligned to demonstrating progress • All project goals submitted are relevant to the purpose of the AB495 ARP - Addressing the impact of Learning Loss and Closing Funding Gaps grant • All project goals and outcomes were partially focused on academics and mental and behavioral health supports for both educators and students to appropriately address learning loss. <p>0 points Project goals are not for the intended project or does not address the following elements.</p>			

Application Component	Points Available	Scoring Range	Points given	Multiplier	TOTAL POINTS
		<ul style="list-style-type: none"> • Focused on specific objectives and desired outcomes. • Aligned to demonstrating progress • Achievable during the defined timeline, including the target date by which the goals are expected to be completed • Relevant to the purpose of the AB495 ARP - Addressing the impact of Learning Loss and Closing Funding Gaps grant • Focused on academics and mental and behavioral health supports for both educators and students to appropriately address learning loss. 			
<p>Application Question 2d</p> <p>Describe the activities planned to meet the objective(s). What are the timelines for activities planned to meet the objective(s)? Which staff will be involved in accomplishing the objective(s)?</p>	5 points	<p>5 points The response contains interventions or strategies that meet the objective(s), and each intervention or strategy is aligned to the goals/outcomes which will be used to demonstrate the effectiveness of the intervention or strategy. Each intervention or strategy is also tied to a detailed, realistic timeline, which includes points of review, reevaluation, and modifications (as necessary). The response identifies a project lead(s), either persons or a position, that demonstrates the capacity and skills needed to effectively implement each intervention or strategy to completion.</p> <p>3-4 points The response contains planned interventions or strategies that meet most of the objective(s) and each intervention or strategy is mostly aligned to the goals/outcomes which will be used to demonstrate the effectiveness of the intervention or strategy. Each intervention or strategy also includes a timeline, which includes points of review, reevaluation, and modifications (as necessary). The response indicates that there will be at a minimum, a project lead tied to each intervention or strategy to lead it to completion.</p> <p>1-2 points The response contains interventions or strategies that</p>		X 1	

Application Component	Points Available	Scoring Range	Points given	Multiplier	TOTAL POINTS
		<p>may meet the goals/objectives. Each intervention or strategy also includes a brief timeline which included necessary evaluation measures. The response makes mention of a person or position to guide the intervention or strategy to completion, but it is not clear that the intervention or strategy is likely to be successful.it is not clear whether the strategy is likely to be successful.</p> <p>0 points The response contains some suggested interventions or strategies that are not adequately connected to the goals/objectives. There was limited or no timelines connected to the intervention or strategy nor is there a commitment to have a highly skilled project person or position leading the intervention or strategy.</p>			
<p>Application Question 2e Describe the use of evidence-based interventions in the project. Identify the evidence (strong, moderate, promising, or demonstrates) and research to demonstrate the project will lead to improved outcomes.</p>	5 points	<p>5 points The proposal clearly demonstrates how the grantee will implement high-quality, rigorous, evidence-based educational strategies and interventions that address the academic, mental, and behavioral needs of students as it pertains to learning loss The proposal includes a detailed and systematic process for determining the effectiveness of strategies and interventions to ensure that the implemented intervention provides strong (Tier 1), moderate (Tier 2), and promising (Tier 3) evidence of effectiveness.</p> <p>3-4 points The proposal adequately demonstrates how the grantee will implement evidence-based educational strategies and interventions that address the academic, mental, and behavioral needs of students. The proposal includes a process for determining the effectiveness of strategies and interventions, with interventions that meet ESSA evidence Tiers 1, 2, and 3.</p>		X 1	

Application Component	Points Available	Scoring Range	Points given	Multiplier	TOTAL POINTS
		<p>1-2 points The proposal partially demonstrates how the grantee will implement evidence-based educational strategies and interventions that address the academic mental, and behavioral needs of students. The proposal does not have a detailed and systematic process for determining the effectiveness of strategies and interventions. Most of the evidence-based interventions demonstrates a rationale, Tier 4.</p> <p>0 points Included is a plan which does not show how the grantee will implement high-quality, rigorous, evidence-based educational services and practices to address the academic, mental, and behavioral needs of students.</p>			
<p>Application Question 2f</p> <p>What are the performance measures for the project? What are the expected outcomes? Describe how your agency will monitor/evaluate progress, track, and evaluate your project?</p>	5 points	<p>5 points The included measures are designed to clearly evaluate the achievement of all goals listed within the grant application. The performance measures capture inputs, outputs, and outcomes. The performance measures will clearly demonstrate whether the project goals were accomplished. Included are both short-term measurements which will create opportunities to adjust strategies that may be necessary during the course of the project and long-term measurements designed for pre- and post-project comparisons.</p> <p>3-4 points The included measures are designed to evaluate the achievement of all goals within the grant application. The performance measures capture most inputs, outputs, and outcomes. The performance measures capture most of the inputs, outputs, and outcomes. The provided performance measures adequately demonstrate whether the project goals were accomplished. Included are both short-term measurements which will create opportunities to adjust strategies during the course of the project and long-term measurements designed for pre- and post-project comparisons.</p> <p>1-2 points The included performance measures partially evaluate</p>		X 1	

Application Component	Points Available	Scoring Range	Points given	Multiplier	TOTAL POINTS
		<p>the achievement of all goals listed within the grant application. Included are either short-term measurements which will create opportunities to adjust strategies during the course of the project or long-term measurements designed for pre- and post-project comparisons but not both.</p> <p>0 points The performance measures are not designed to measure the overall effectiveness of the project. Not included are short-term measurements which will create opportunities to adjust strategies during the course of the project or long-term measurements designed for pre- and post-project comparisons but not both.</p>			
<p>Application Question 2g</p> <p>Describe how your LEA would demonstrate impact of equitable outcomes with the use of these funds (e.g., data systems, lists, reports, surveys, intake forms, presentation, brochures, etc.).</p>	5 points	<p>5 points The plan clearly addresses the academic, mental, and behavioral needs of students disproportionately impacted by the COVID-19 pandemic, including equitable access for students from the following groups: low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migratory students, and any other historically underserved student groups.</p> <p>3-4 points The plan adequately addresses the academic, mental, and behavioral needs of students disproportionately impacted by the COVID-19 pandemic, including equitable access for students from the following groups: low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migratory students, and any other historically underserved student groups.</p> <p>1-2 points The plan partially addresses the academic, mental, and behavioral needs of students disproportionately impacted by the COVID-19 pandemic, including equitable access for students from the following groups: low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migratory students, and any other historically underserved student groups.</p> <p>0 points The plan does not address the academic, mental, and behavioral needs of students disproportionately impacted by</p>		X 2	

Application Component	Points Available	Scoring Range	Points given	Multiplier	TOTAL POINTS
		<p>the COVID-19 pandemic, including equitable access for students from the following groups: low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migratory students, and any other historically underserved student groups.</p>			
<p>Application Question 3</p> <p>How is the proposed project meeting needs left unfulfilled by previous allocations of COVID-19 federal relief funding?</p>	5 points	<p>5 points There is a strong alignment between the needs assessment, previous funding requests for federal relief funds, and the proposed project plan. The plan compliments and supports previous efforts within the district to address learning loss, and it bridges gaps to accelerate learning. The proposed project meets the unique and immediate needs of the local school community.</p> <p>3-4 points There is an alignment between the needs assessment, previous funding requests for federal relief funds, and the proposed project plan. The plan compliments and supports previous efforts within the district to address learning loss, and it bridges gaps to accelerate learning. The proposed project addresses the unique and immediate needs of the local school community.</p> <p>1-2 points There is a partial alignment between the needs assessment, previous funding requests for federal relief funds, and the proposed project plan. The plan supports previous efforts within the district to address learning loss, and it bridges gaps to accelerate learning. The proposed project addresses the needs of the local school community.</p> <p>0 points There is little to no alignment between the needs assessment, previous funding requests for federal relief funds, and the proposed project plan. The plan does not compliment or support previous efforts within the district to address learning loss. The proposed project does not address the unique and immediate needs of the local school community.</p>		X 3	

Review for Completion

- Coversheet is included
- Federal Relief Funding Table is included
- Budget Summary and Narrative is included and completed
- Certifications included
- Additional Grant Questions is included

Points Awarded by Question:

Budget:

Alignment _____/5 points possible

Narrative _____/5 points possible

Accuracy _____/5 points possible

Question 1:

a. _____ / 10 points possible

Question 2:

a. _____ / 10 points possible

b. _____ / 5 points possible

c. _____ / 10 points possible

d. _____ / 5 points possible

e. _____ / 5 points possible

f. _____ / 5 points possible

g. _____ / 10 points possible

Question 3:

a. _____ / 15 points possible

TOTAL POINTS AWARDED:

_____ / 90 TOTAL POINTS

Appendix A: NDE Contact Information for Technical Assistance and Support

Please contact the Nevada Department of Education team members for more information about the grant application process.

Name	Email	Role
Dr. Seng Dao Keo	skeo@doe.nv.gov	Chief Strategy Officer, Office of the Superintendent
Gabby Lamarre, Esq.	glamarre@doe.nv.gov	Director, Office of Student and School Supports
Christy McGill	cmcgill@doe.nv.gov	Director, Office for a Safe and Respectful Learning Environment
Amber Reid	areid@doe.nv.gov	Administrative Services Officer 3, District Support Services
Marie DuFresne	mdufresne@doe.nv.gov	Education Programs Supervisor

Federal Relief Funds Core Team in the Office of Student and School Supports

Name	Email	Role
David Asato	david.asato@doe.nv.gov	Federal Relief Funds Programs Specialist
Brenda Bledsoe	brendabledsoe@doe.nv.gov	Education Programs Professional
Blakely Hume	bhume@doe.nv.gov	Education Programs Professional
Tawney Pearson	tawney.pearson@doe.nv.gov	Federal Relief Funds Programs Specialist
Dr. Susan Ulrey	sulrey@doe.nv.gov	Education Programs Professional

Supports for Tiers in the Office for a Safe and Respectful Learning Environment

Name	Email	Role
Marie DuFresne	mdufresne@doe.nv.gov	Education Programs Professional (Tier 1)
Dana Walburn	dwalburn@doe.nv.gov	Education Programs Professional (Tiers 2-3)
Ruby Kelly	kellyr@doe.nv.gov	Education Programs Professional (workforce development strategies)

Grants Technical Assistance from the Office of District Support Services, Grants Management Unit (GMU)

Universal GMU Account	grantsinfo@doe.nv.gov
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Financial Risk Assessment from the Office of Division Compliance

Universal Compliance Account	sidcompliance@doe.nv.gov
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Appendix B: Application Coversheet

Organization Name:			
Organization Address:			
Organization City, State:		Organization Zip Code:	
Organization Website:			
Entity Type (<i>non-profit, government agency, etc.</i>):			
EIN #:			
UEI #:			
Active SAM.gov Registration?:	<input type="checkbox"/> Yes <input type="checkbox"/> No	Expiration:	Vendor #:
Project Period: (<i>Month/Day/Year</i>)	Start Date	End Date	
Amount Requested:			

Appendix C: Evidence-Based Intervention Additional Information

What is evidence-based? For the purposes of the State and Local Fiscal Recovery Funds (SLFRF), with the exception of investments in educational services (see additional information below), evidence-based refers to interventions with strong or moderate evidence as defined below:

Strong evidence means that the evidence base can support causal conclusions for the specific program proposed by the applicant with the highest level of confidence. This consists of one or more well-designed and well-implemented experimental studies conducted on the proposed program with positive findings on one or more intended outcomes.

Moderate evidence means that there is a reasonably developed evidence base that can support causal conclusions. The evidence base consists of one or more quasi-experimental studies with positive findings on one or more intended outcomes OR two or more non-experimental studies with positive findings on one or more intended outcomes. Examples of research that meet the standards include well-designed and well-implemented quasi-experimental studies that compare outcomes between the group receiving the intervention and a matched comparison group (i.e., a similar population that does not receive the intervention).

Preliminary evidence means that the evidence base can support conclusions about the program's contribution to observed outcomes. The evidence base consists of at least one non-experimental study. A study that demonstrates improvement in program beneficiaries over time on one or more intended outcomes OR an implementation (process evaluation) study used to learn about and improve program operations would constitute preliminary evidence. Examples of research that meet the standards include: (1) outcome studies that track program beneficiaries through a service pipeline and measure beneficiaries' responses at the end of the program; and (2) pre- and post-test research that determines whether beneficiaries have improved on an intended outcome. For investments in educational services, "evidence-based", consistent with the American Rescue Plan Act, has the meaning in section 8101(21) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6301 et seq.). Please see page 16 of this Frequently Asked Questions resource on the Department of Education's Elementary and Secondary School Emergency Relief Programs and Governor's Emergency Education Relief Programs for more information.

Source: <https://home.treasury.gov/system/files/136/SLFRF-Compliance-and-Reporting-Guidance.pdf>

In addition, please see these additional resources for evidence-based interventions supports: a) [Nevada ARP ESSER Planning Guide for LEAs](#), b) [Addressing Learning Change: Staying Connected to the Data and Research](#), c) [Doing What Works: Addressing Learning Change With Evidence-Based Strategies](#), d) [REL West Resources for Identifying and Selecting Evidence-Based Programs](#).

Appendix D: Statement of Certification

STATEMENT OF CERTIFICATION State and Local Fiscal Recovery Funds (SLFRF)

SECTION A: APPLICATION FOR A GRANT/SUBGRANT CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for State and Local Fiscal Recovery Funds (SLFRF). The local Board of Trustees/Organization has authorized me to file this application and such action is recorded in the minutes of the board meeting held on Date., if applicable.

Authorized Representative:	Click or tap here to enter text.	Date:	Click or tap here to enter text.
Signature:			

PART I – APPLICANT

Applicant - Legal Name of Agency	Click or tap here to enter text.
Mailing Address	Click or tap here to enter text.
Authorized Representative Name and Title	Click or tap here to enter text.
Authorized Representative Phone #	Click or tap here to enter text.
Fiscal Representative Name and Title	Click or tap here to enter text.
Fiscal Representative Phone #	Click or tap here to enter text.
Amount of Application	Click or tap here to enter text.

PART II – STATE DEPARTMENT OF EDUCATION USE

Date Received	Click or tap here to enter text.
Obligation Amount	Click or tap here to enter text.
Reviewer Name	Click or tap here to enter text.
Date of Review	Click or tap here to enter text.
Reviewer Signature	

Appendix E: Pre-Award Assessment Questions

Does your organization have a time and effort accounting system in place? *May state N/A if previously submitted for FY23.*

Click or tap here to enter text.

What accounting system does your organization use? *May state N/A if previously submitted for FY23.*

Click or tap here to enter text.

Does your organization have previous experience managing similar grants? *Please provide an example/describe in 3-4 sentences.*

Click or tap here to enter text.

Please list any relevant licenses or accreditations that your organization may have relative to the grant and indicate if they in good standing.

Click or tap here to enter text.

Does your organization have adequate financial staffing and experience to implement and manage the grant? *(e.g., are you currently hiring or training new employees, planning for retirements, etc.) Please describe in 3-4 sentences.*

Click or tap here to enter text.

Document Requests			
<i>Please submit up-to-date copies of the following documents as applicable to your organization. If you do not have any of the below documents, please mark it accordingly and attach a brief written response related to its absence.</i>			
Internal Controls	Attached	No applicable document	Already Submitted for FY23
Financial Management Policies	Attached	No applicable document	Already Submitted for FY23
Conflict of Interest Policy	Attached	No applicable document	Already Submitted for FY23
Civil Rights Policy	Attached	No applicable document	Already Submitted for FY23
Student Privacy Policy	Attached	No applicable document	Already Submitted for FY23
Ledger of Expenditures	Attached	No applicable document	Already Submitted for FY23

Appendix F: Pre-Award Assessment Rubric

Risk Factor	Least Risk (0)	High Risk (1)
Is the applicant currently in receivership?	No	Yes
Is the applicant currently debarred?	No	Yes: not eligible to receive funds
What is the applicant's SAM.gov status?	Clear and active status in SAM.gov	Inactive status on SAM.gov
What is the applicant's Unique Entity Identifier (UEI) status?	Has an active UEI number	No UEI number
What is the applicant's Nevada Vendor status?	Has an active Nevada Vendor number	Does not have an active Nevada Vendor number
What is the status of the applicant in FAPIIS?	Has a clear status in FAPIIS	Has one or more findings in FAPIIS
Did the applicant have and submit their Internal Controls?	Has and submits internal controls	Does not submit internal controls / Does not have internal controls document
Did the applicant have and submit their Financial Management Policies?	Has and submits financial management policies	Does not submit financial management policies / Does not have a financial management policy
Did the applicant have and submit their Conflict-of-Interest Policy?	Has and submits conflict-of-interest policy	Does not submit conflict of interest policy / Does not have a conflict-of-interest policy
Did the applicant have and submit their Civil Rights Policy?	Has and submits civil rights policy/statement	Does not submit civil rights policy / Does not have a civil rights policy
Did the applicant have and submit their Student Privacy Policy?	Has and submits a policy related to protection of student privacy/data	Does not submit student privacy statement / Does not have a policy
Did the applicant have and submit their Ledger of Expenditures?	Has and submits ledger of expenditures	Does not submit ledger of expenditures / Does not have a ledger of expenditures
What is the status of any relevant accreditations and/or licenses for the applicant?	The applicant holds the relevant accreditation status and/or licenses	The applicant has recently lost accreditation and/or relevant licenses
Does the applicant plan to subcontract their awarded funds?	The applicant will not be subcontracting the awarded funds	The applicant will be subcontracting the awarded funds
Does the applicant's project align with one or more of NDE's 2020 STIP goal strategies?	The applicant's project clearly aligns with one or more of NDE's 2020 STIP goal strategies	The applicant's project does not clearly align with any of NDE's 2020 STIP goal strategies

Does the applicant have previous experience working with similar grants? (e.g., federal or state, amount of funding, etc.)	Applicant has previous history working with similar grants	Applicant is new to working with grants of similar size and/or complexity
Does the applicant have adequate financial staffing and experience to implement and manage the grant?	80% or more of positions are filled and have the training needed to effectively manage the grant	20% or more of positions are vacant or hiring and will need training to effectively manage the grant
Is the applicant able to segregate indirect costs from other funds?	Applicant is able to segregate indirect costs from other funds	Applicant is unable to segregate indirect costs from other funds
What accounting system does the applicant use, and can it identify receipts and expenditures of program funds separately and by budget categories?	Accounting system in place identifies receipts and expenditures of program funds separately for each award and by budget cost categories	Accounting system does not identify receipts and expenditures separately for each award and by budget cost categories
Does the applicant have a time and effort accounting system in place?	Has a time and effort accounting system in place	Does not have a time and effort accounting system in place

Risk Factor	Least Risk (0)	Medium Risk (1)	High Risk (2)
If match or maintenance of effort is required, has applicant identified an allowable and sustainable source?	There are no matching/MOE requirements for the applicant	There are match or MOE requirements for the applicant and they have identified a single sustainable source	There are match or MOE requirements for the applicant and they have identified fragmented sources
What is the status of recent state or federal financial audits for the applicant?	No findings on the most recent state or federal audits	No recent state or federal audits were conducted	One or more findings on the most recent state or federal audit
Is the applicant's Single Audit clear of any significant findings in the past three years?	No findings in the previous three fiscal years.	No Single Audit conducted in the previous three fiscal years.	One or more findings in the previous three fiscal years.
What was the Financial Subrecipient Monitoring score for the applicant in the previous fiscal year?	Low	Medium	High; alternatively, has not previously received an FSM
What was the PAA score for the applicant in the previous fiscal year?	Low	Medium	High; alternatively, has not previously received a PAA
What was the last reported Organizational Assessment score for the applicant?*	Low	Medium	High; alternatively, has not previously receive an OA

What is the assigned Program Complexity Score?*	Low	Medium	High
What is the assigned Reporting Complexity Score?*	Low	Medium	High

*These questions are effective for FY24 grants, and for FY23 applications will be scored "0"

Appendix G: State and Federal Assurances

Federal Assurances will be in ePAGE.

GENERAL STATE GRANT ASSURANCES

The RECIPIENT assures that if awarded a grant or contract:

The State Agency shall hold the RECIPIENT to the provisions within the applicable Nevada Revised Statute (NRS) that govern the funds passed through the Nevada Department of Education (NDE) to the RECIPIENT.

STATE REGULATIONS

The Nevada Department of Education (NDE), which administers the funds and program, shall hold the RECIPIENT to the following provisions:

1. The RECIPIENT assumes full responsibility for the overall program, which includes, but is not limited to fiscal administration, timely submission of required reports, program management including personnel, and meeting the goals and objectives in the approved grant award.
2. The RECIPIENT agrees to fully comply with evaluation and audit teams that will evaluate the effectiveness of this grant. Noncompliance may affect the RECIPIENT'S eligibility for future awards from NDE or result in forfeiture of remaining funds.
3. The RECIPIENT agrees that monthly Requests for Funds (RFF) are due to the NDE by the 15th of each month for expenditures incurred in previous month. The final RFF must be submitted no more than 21 calendar days after the period of performance has ended. Failure to comply with these requirements may result in denial of the RFF.
4. Expenditures cannot exceed the approved budget in any object code (category). All requests for cost or no-cost budget amendments must be made in writing and approved prior to expenditure of funds. Any changes to the object code budget must be approved by NDE prior to expenses being incurred. NDE reserves the right to deny reimbursement for any amount exceeding the previously approved budget for each object code. Budget amendments may be accepted up to 60 calendar days prior to the end date of the grant period of performance and should not occur more than once per quarter.
5. The RECIPIENT will submit the Final Financial Reports to the NDE within 30 calendar days after the period of performance has ended. Failure to comply with this requirement may result in ineligibility for future grant awards from NDE.
6. The RECIPIENT agrees to comply with NDE's requirement to submit supporting source documentation with reimbursement requests to demonstrate that all costs charged to state grants are allowable.
7. All documentation, such as invoices or contracts, etc., should be maintained at the RECIPIENT's principle place of business and readily available for examination upon request. If not, the RECIPIENT must bear the cost of making original documents available for examination by the

State. RECIPIENTS generally must retain financial and programmatic records, supporting documents, statistical records, and all other records that are required by the terms of a grant or may reasonably be considered pertinent to a grant for a period of 3 years from the date the annual FFR is submitted to NDE.

8. Personnel employed, such as teachers and instructional aides, by the RECIPIENT or personnel contracted to provide services to the RECIPIENT shall be certified pursuant to the provisions of NRS 386.590 (as amended by Senate Bill 509 of the 2015 Session of the Nevada Legislature, Chapter 238, Statutes of Nevada (2015)).
9. The RECIPIENT shall maintain effective control and accountability for all grant funds, property, and other assets. Good internal control necessitates that fiscal responsibilities be clearly established. Accounting functions should be separated to the fullest extent possible, so that no one person authorizes, executes, and approves the same transaction. Policies covering personnel and accounting procedures and separation of duties must be documented in a policies and procedures manual or similar document and should be made available to NDE upon request.
10. The RECIPIENT must maintain continued responsibility of the overall program. This includes the establishment of written policies and procedures for program operations. The following areas must not be delegated to persons who are not employees or officials of the RECIPIENT organization:
 - a. Being informed of and accountable for all program income and expenditures;
 - b. Performance of timely, written evaluations of the program and monitoring of established goals and objectives as written in the program's grant award;
 - c. Financial reports and other reports required by NDE, including monthly Requests for Funds, quarterly progress reports and final program reports (as applicable);
 - d. Administration of the program in accordance with each RECIPIENT'S administrative practice.
11. If the RECIPIENT decides to establish a policy-making body (as required by law or by funding source), its roles and responsibilities must be clearly defined. This must be approved by the NDE Program Director.
12. Any activities that deviate from the scope of work/goals and objectives identified in the grant agreement must receive prior written approval from the NDE Program Director and may require an amendment to the grant agreement. These changes may be accepted up to 60 calendar days prior to the end date of the grant period of performance.
13. RECIPIENTS must notify the NDE Education Programs Professional immediately regarding any legal action or negative publicity related to grant-funded events, activities, services, purchases, or outreach.
14. All instructions, requirements, rules, and regulations for grants administered through the RECIPIENT are applicable to the RECIPIENT'S contracts or other mechanisms passing on these funds. It is the responsibility of the RECIPIENT to ensure compliance of these entities through monitoring, reporting, site visits, fiscal reviews, or other means. NDE may implement probationary measures with the RECIPIENT for noncompliance.

15. Indirect costs are not allowed for State grants or contracts to school districts, charter schools, non-profit organizations, Nevada System of Higher Education (NSHE) or other entities that are funded in whole or in part with State funds.
16. No organization may participate in the grant-funded project in any capacity or be a recipient of State funds designated for this project if the organization has been debarred, suspended, or otherwise found to be ineligible for participation in federal assistance programs under Executive Order 12549, "Debarment and Suspension" (see 45 CFR 92.35). Prior to issuing grant awards under this grant, NDE will consult the Excluded Parties List System to ensure that organizations under funding consideration are not ineligible. The list may be accessed online through the System for Award Management at <https://www.sam.gov>.
17. Decisions made by NDE must be based on the grant agreements, approved budgets, grant assurances, written program policies and procedures, and written fiscal policies and procedures, including those in the State Administrative Manual, Nevada Revised Statutes or state regulations and guidance that apply to the funding source. If a RECIPIENT disagrees with a decision, the RECIPIENT has the option to dispute the decision by taking the following steps:
 - a. Request in writing that the NDE Education Programs Professional provide:
 1. Documentation upon which a decision is based. Written response will be made within seven (7) working days.
 2. If the disagreement is still unresolved, request in writing that the matter be reviewed by the NDE Program Director, whose decision will be final and will not be open to further discussion or challenge.
 3. All interactions will be conducted with honesty, courtesy, and respect. It is essential that a professional relationship be maintained in order to properly administer the grant and provide effective services in the community.
 4. Conduct that interferes with the administration of the grant or negatively impacts the ability to provide effective program services may result in termination of the grant after NDE carefully reviews the circumstances.
18. Timeliness of report submission will be tracked and noted in the RECIPIENT grant file. Any extensions or exceptions to requirements must also be noted in the RECIPIENT file.

The RECIPIENT understands and agrees that failure to comply with the assurances detailed above may result in the loss of State funds and may be considered grounds for the suspension or termination of this grant award.

State Fiscal Year _____

Project Title _____

Project Number _____

Name of Recipient (District/Organization) _____

Signature of Recipient Authorized Person _____

Recipient Authorized Person Name and Title _____

Date _____