

**Competitive AB495 American Rescue Plan
Addressing the Impact of Learning Loss and
Closing Funding Gaps
Technical Assistance Webinar**

Nevada Department of Education

July 12, 2022



Session Agenda

- NDE Introductions
- Competitive AB495 background information and important dates
- AB495 Purpose and Use of Funds and review of NOFO Application Narrative Requirements
- Overview of the 3 narrative responses
- Rubric location and Focus Areas
- NDE Offices Discussion Regarding Addressing Learning Loss
- NDE Contacts
- LEA Questions (please hold questions till the end of the presentation)

Session Objectives

- LEAs have the opportunity to have a brief overview of the various components and requirements of the Competitive AB495 American Rescue Plan application
- LEAs have the opportunity to learn about strategies to support their work related to addressing learning loss

AB495 Background and Important Dates

Background: Competitive AB495 Funds

- Assembly Bill 495 (AB495) was passed during the 2021 State Legislative Session.
 - \$200,000,000 federal funds
 - NDE has been charged to administer as a competitive grant.
 - AB495 is specifically aimed to address the impacts of learning loss experienced as a result of the COVID-19 pandemic.
- Eligible Entities
 - All Nevada local education agencies (LEAs) and University School for profoundly gifted students
- Period of Performance:
 - Funds must be obligated by December 30, 2024
 - Funds be expended by December 30, 2026

Submission Process and Important Dates

- All applicants must apply through the Department's online Electronic Plans, Applications, Grants and Expenditures (ePAGE) system.
- Important Dates:
 - **August 5, 2022 (COB): Applications are due in ePAGE**
 - August 24, 2022: Preliminary awards are released
 - September 7, 2022: Budget revisions are due in ePAGE
 - September 15, 2022: Final award notifications are released

Application Questions and Rubric Criteria

AB495 Purpose and Use of Funds

- AB495 is specifically aimed to augment programs implemented to address the impacts of learning loss experienced as a result of the COVID-19 pandemic.
- Indirect costs - Please refer to the July 7th webinar recording where we cover this in detail.

Review of NOFO Application Narrative Requirements

- Please remember, when you are creating your plan provide a strong rationale for how the requested items address the impact of learning loss.
- Please make sure that your response is aligned to your needs assessment and that all costs are reasonable, necessary, allowable, and allocable per 2 CFR 200.403 through 2 CFR 200.405.

Review of NOFO Application Narrative Responses

Narrative Response 1 (NOFO page 5) – Briefly provide an executive summary on projects funded by earlier allocations of COVID-19 federal relief funding, including the amounts of intended spending.

Narrative Response 2 a-g (NOFO page 5) - Please provide an overview (items a through g below in one single document) of the project funds your LEA will use 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).

Narrative Response 3 (NOFO page 5) - How is the proposed project meeting needs left unfulfilled by previous allocations of COVID-19 federal relief funding?

Application Rubric in Use of Funds Section

Scoring Guidelines and Rubric

[Download the Rubric in PDF format HERE.](#)

[Download the Rubric in MS Word format HERE.](#)

Focus Areas

Focus Area Budget Metatag Key	
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

Addressing Learning Loss

Alignment to:

- Needs assessment
- Fulfilling the gaps to augment the existing projects, programs, and services that use ESSER/GEER funding

Introduction of NDE Colleagues:

Christy McGill, Dana Walburn, Marie DuFresne - Office for a Safe and Respectful Learning Environment

Anna Severens – Office of Early Learning and Development

Denise Burton – Career Readiness, Adult Learning, and Education Options

Tina Statucki – Education Development, Licensure, and Family Engagement

SUSTAINING AND PROMOTING SCHOOL HEALTH NOW AND AFTER THE RECOVERY DOLLARS

July 12, 2022

Christy McGill
Marie DuFresne
Dana Walburn

Comprehensive school health services support the purpose of schools: learning.



All services provided in schools should be appropriate to the learning environment;

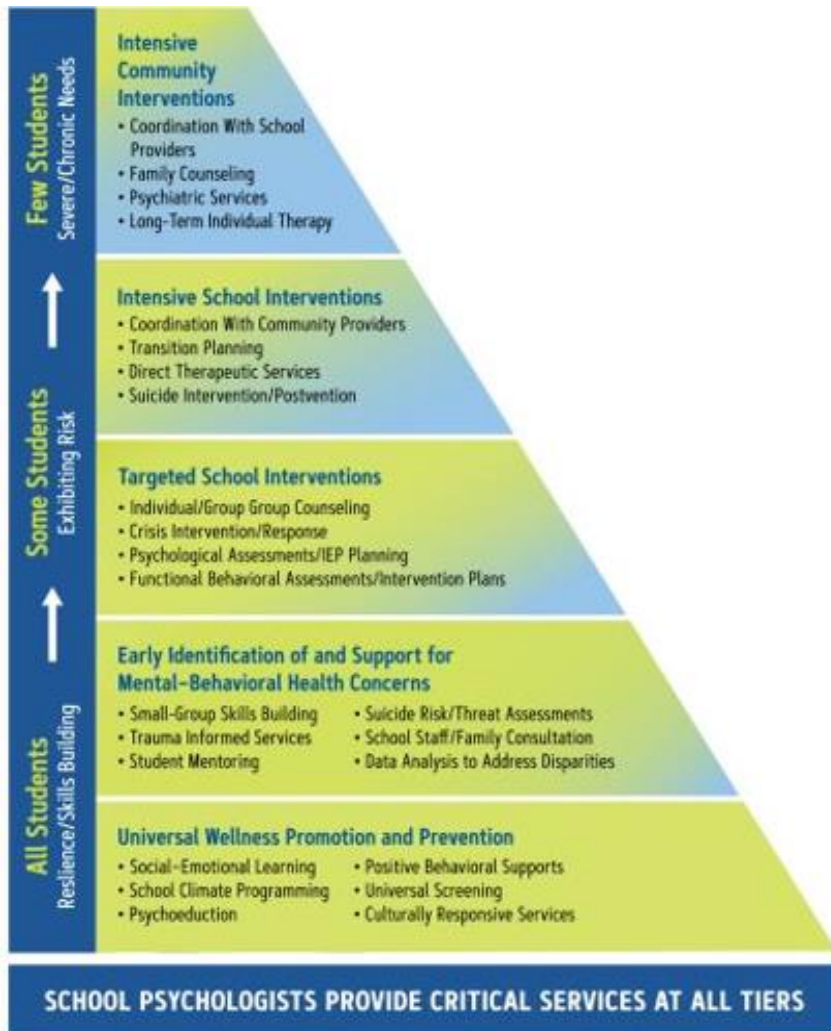
Comprehensive health services are most effective when provided through a multitiered system of supports (MTSS)

Nevada's MTSS Core-Elements

The foundational components of an equitable multi-tiered system of support in Nevada includes seven interdependent core-elements. The coherent implementation of these core-elements determines the effectiveness and sustainability of the support system. A strong and reliable commitment from state, district, school, and community stakeholders is necessary to ensure supports are provided throughout each grade, content team, and classroom.



School behavioral health supports School Safety



Key. School Support Community Support School & Community Collaboration

Nevada Ready!

Tier 1

Funding the “system”

MTSS/PBIS/Interconnected systems is key—or else just non-coordinated practices that come and go.

Practices

- Social Emotional Learning
- Restorative Practices
- Trauma Informed Schools

SEL WORKS

BENEFITS OF SOCIAL EMOTIONAL LEARNING



Improvement in students' social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate



Decline in students' anxiety, behavior problems, and substance use



Long-term improvements in students' skills, attitudes, prosocial behavior, and academic performance



Wise Financial Investment

The average return on investment for six evidence-based SEL programs is 11 to 1, meaning for every dollar invested there is an \$11 return (Columbia University, 2011)



VISIT CASEL.ORG

CASEL IS THE COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING

To learn more about research, practice, policy, and partnership approaches that advance the work of SEL, visit the CASEL website.

FOLLOW US ON TWITTER @SEL_APS

THE VERDICT IS IN:
**SEL
MATTERS**

A new study reveals that students who participate in school-based programs focused on social and emotional learning benefit in multiple ways as compared to students who do not experience programming in social and emotional learning.

Check out these incredible findings!

GoStrengths.com



9%
improvement in prosocial behavior



9%
improvement in attitudes about self, others, and school



9%
reduction in problem behaviors



10%
reduction in emotional distress



11%
increase in standardized achievement test scores



23%
increase in social and emotional skills

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82 (7), 405-432.

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Nevada Ready!

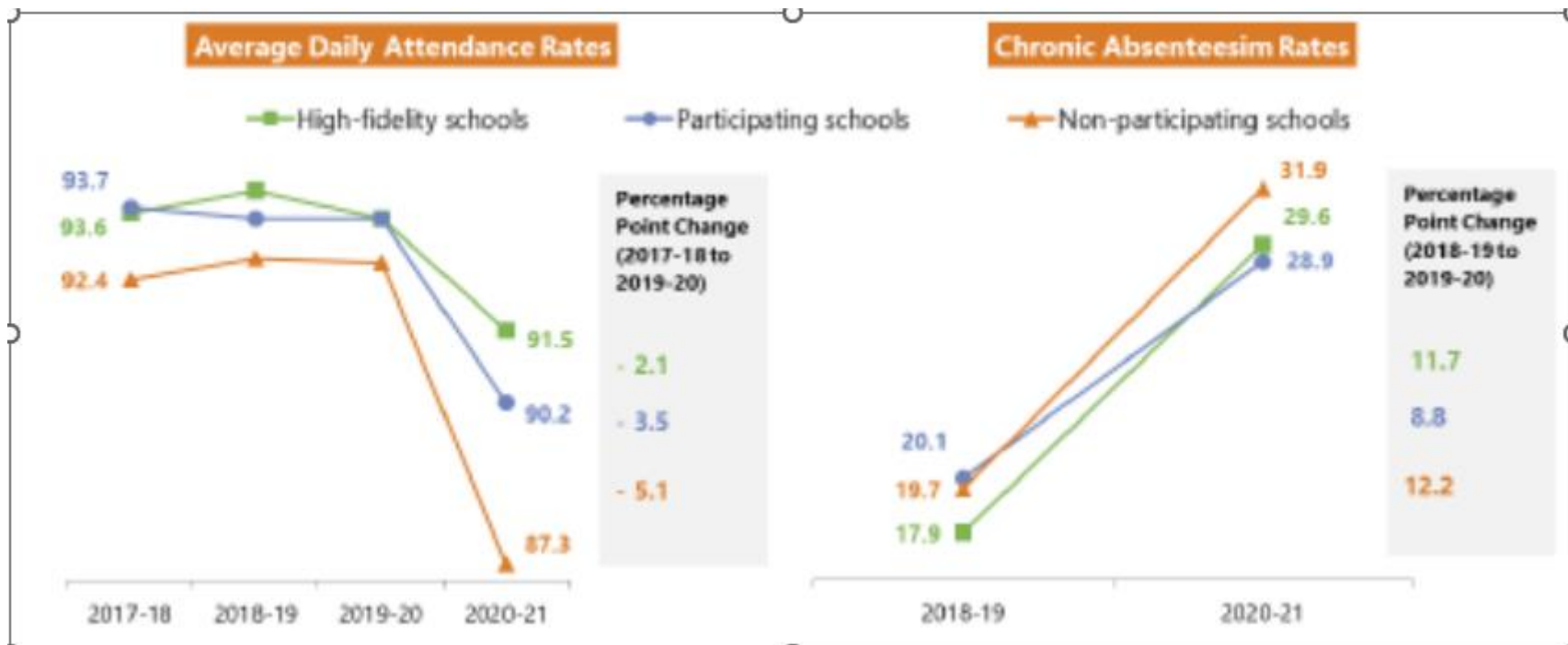
Evidence-Based SEL Resources

- CASEL Program Guide: <https://casel.org/programs-resources/>
- Evidence-Based Social-Emotional Learning Programs:
<https://www.evidenceforessa.org/programs/social-emotional>
- Social and Emotional Learning Research Review, Evidence-Based Programs from Edutopia:
<https://www.edutopia.org/sel-research-evidence-based-programs>
- Integrating Social and Emotional Learning throughout the School System A Compendium of Resources from WestEd: https://selcenter.wested.org/wp-content/uploads/sites/3/2020/09/SELCenter_CompndiumofResources.pdf
- IES-WWC What Works Clearinghouse:
<https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Behavior>

Restorative Practices Sample Training Costs

- Costs vary depending on training: \$6,900 – \$18,000/each

Student Outcomes worth sustaining



Tier 2-3

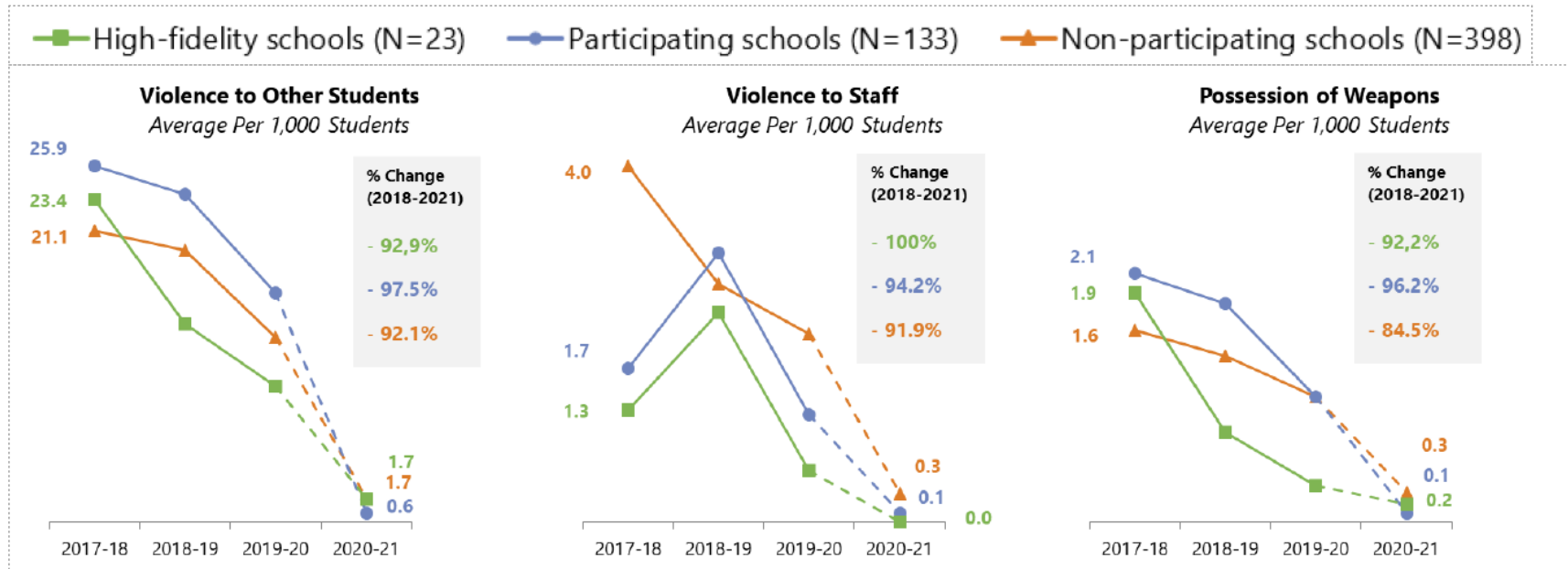
Funding the “system” MTSS/PBIS/Interconnected systems is key—if billing for Medicaid, digitalizing this system becomes key.

Practices

- Screening
- Assessment/entrance/exit
- Evidence based interventions
- Do not forget the two sides of billing services/business

Trends in School Discipline and Behaviors

Figure 15. Trends in Disciplinary Incidents Related to Violence and Possession (State Report Card Data)



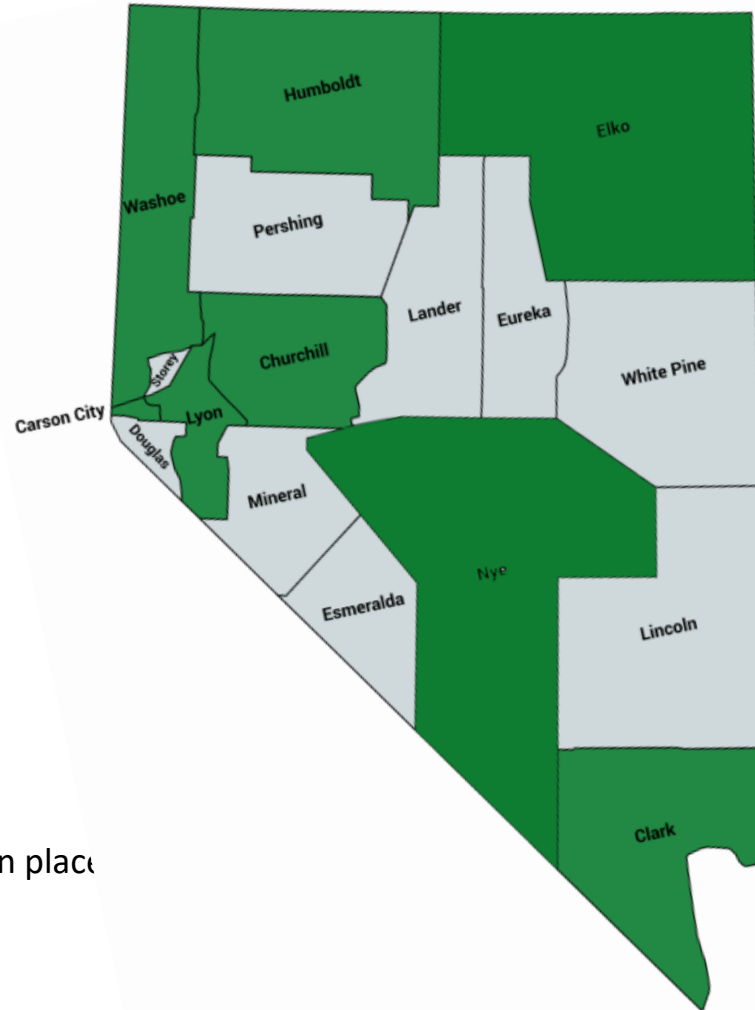
Non-Binding SISP Ratios

The State Board of Education [adopted](#) non-binding recommended ratios in April 2020 in alignment with SB89 (2019) and based on national standards of best practices as recommended by national associations representing SISP.

Specialized Instructional Support Personnel	Recommended Non-Binding Ratio
School Counselors	1:250
School Psychologists	1:500
School Social Workers	1:250
School Nurses	1:750
School Library Media Specialist	1:school

School Districts

School districts approved to bill Medicaid as of February 2022



**Green=Local Education Agency (LEA)s contract in place

**Gray=School districts without a contract

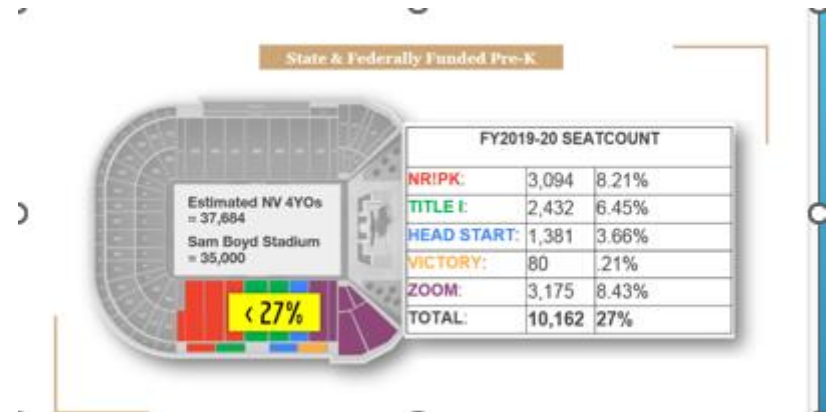
Addressing Learning Loss: AB 495 Early Childhood Education

- 1) Fulfilling the gaps to augment the existing projects, programs, and services that use ESSER/GEER/ARP funding
- 2) Closing opportunity gaps for students who have been traditionally underserved

- Allowable expenses:
 - Increasing access to high-quality PreK
 - Certified Staff
 - Curriculum and Comprehensive Assessment: PD and/or materials
 - Inclusion
 - Comprehensive Services
 - Family Engagement
 - Supporting social-emotional learning and Pyramid Model implementation to help decrease challenging behaviors (i.e. implementation fidelity, increase coaching, etc.)

Pre-K Priorities and needs: Increasing Access to High-Quality Pre-K

- 27% of 4-year-olds across the state were being served either by district prek or head start programs (see side graphic).
- The majority of children are entering kindergarten coming from a variety of places and experiences, including community childcare and staying at home with a family member. And these numbers and learning gaps have increased with the pandemic which in turn increases learning loss and learning gaps when children enter school.
- Nevada ranks 41st in access to PreK for 4-year-olds
- \$8,410/child is currently only available for children meeting 200% poverty. By braiding funds, more children with other risk factors may be able to access high-quality PreK programs.



CTE Opportunities

- Opportunities for “Hands On” Opportunities
- 6 Career Student Organizations (CTSO’s) are co-curricular with CTE Programs of Study helps students develop employability skills that lead to employment upon graduation
- Each CTSO has curriculum approved by NDE that can be used as part of the CTSO activities either during or after school
- Develop skills and address learning loss by participating in Work-based Learning activities (internships, clinical experiences, credential participation)

Improving the Quality and Effectiveness of Educators

(the more effective an educator is, the quicker his/her students will recover academically from the impact of the pandemic)

- Purposeful Professional Development
 - Build the capacity of educators to help them build authentic relationships with families (e.g. home visits), help families support their child(ren) at home (e.g. parent workshops/parent university), teach families how to navigate the school system (e.g. K transition programs, Parent Campus use, etc.), and access and transportation for families for their children to attend additional learning opportunities (e.g. tutoring, afterschool programs, summer school, etc.) (NEPF PRS 4)
 - PD to educators to support differentiated learning (NEPF IPS 2.2, 5.1) to address learning loss as well as enrichment/ advancement opportunities
 - PD to educators on best practices for Tier 1, 2, 3 instruction - scaffolding (NEPF IPS 2.3)
 - Job-embedded PD opportunities for all (NEPF 2.2)
 - Real-time, relevant
 - Incentivize participation (to develop, deliver, and attend)
 - Include PD for admin on instructional leadership (to support their teachers to differentiate learning)

Improving the Quality and Effectiveness of Educators

- Mentorship Program (NEPF 2.3)
 - Newer (1-3 years)/ minimally effective teachers
 - Compensation
 - Extra duty pay
 - Credit toward salary advancement
 - Licensure renewal credit
 - Apprenticeships/ Practicums
 - Differentiated opportunities based on educator need
- Equitable Access to Effective Educators
 - Incentivize teachers to work in high needs areas (not just in those schools deemed at-risk)
 - Per pupil funding by teacher (demographic make-up of class, actual pupil count)

Teacher Retention and Recruitment

(students will only be able to recover from the academic impact of the pandemic if they have equitable, consistent access to qualified, effective educators)

- Incentivize teachers to provide extended learning/enrichment instruction
- Extra duty pay (beyond typical compensation)
- Credit toward salary advancement
- Licensure renewal credit
- Create opportunities for subs to use participation in extended learning opportunities toward student teaching requirements
- Incentivize participation in mentorship program for master teachers
- Extra duty pay
- Credit toward salary advancement
- Licensure renewal credit

NDE Contact Information

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

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, Grant 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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ESSER Funding Contact Information

LEA	Programs Representative(s) (Office of Student and School Supports)
Carson City SD	Susan Ulrey and Blakely Hume
Churchill CSD	Brenda Bledsoe and David Asato
Clark CSD	Blakely Hume and David Asato
Douglas CSD	Brenda Bledsoe and Blakely Hume
Elko CSD	Susan Ulrey and David Asato
Esmeralda CSD	Blakely Hume and Tawney Pearson
Eureka CSD (*only ESSER I competitive)	Blakely Hume and David Asato
Humboldt CSD	Susan Ulrey and Tawney Pearson
Lander CSD	Blakely Hume and Brenda Bledsoe
Lincoln CSD	Brenda Bledsoe and David Asato
Lyon CSD	Tawney Pearson and Blakely Hume
Mineral CSD	Susan Ulrey and David Asato
Nye CSD	Susan Ulrey and Tawney Pearson
Pershing CSD	Brenda Bledsoe and Tawney Pearson
Storey CSD	Tawney Pearson and Brenda Bledsoe
Washoe CSD	Tawney Pearson and Susan Ulrey
White Pine CSD	Blakely Hume and Brenda Bledsoe
SPCSA	Brenda Bledsoe and David Asato

Reminders:

July 7th and July 12th TA session recordings and PowerPoint presentations

Link:

https://us06web.zoom.us/rec/share/iFU_QqtZ5fkRUB9pWQrnBFVf4s7LhltGTHk54QIQE9vduZ1EhJf1GcjgXGodfSbA.PEPkEs8MHYurs2t3

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AB495 Open Office Hour on July 27th from 9:00-10:00 am

Questions and Answers