

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

Nevada Department of Education

July 7, 2022

and

July 12, 2022



# Session Agenda

- NDE Introductions
- Competitive AB495 background information
- Important Dates
- AB495 Purpose and Use of Funds
- Review of NOFO Application Narrative Requirements
- Application Checklist
- ePAGE Application Overview
- Pre-Assessment Requirement
- NDE Contacts
- LEA Questions (please hold questions till the end of the presentation)

# Session Objectives

- Applicants will understand the various components and requirements of the Competitive AB495 American Rescue Plan application
- Applicants will understand the submission process and required documentation

# 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 grants to school districts and university school for profoundly gifted students.
  - AB 495 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 31st, 2024
  - Funds be expended by December 31st, 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. 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 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



# AB495 Purpose and Use of Funds Cont'd

- 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 budgeted and reported under the same expenditure category (EC) as the project.
- Please see page 7 of the NOFO for specific details

# 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 Response 1 (NOFO page 5)

- In two 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.)

When reviewers are looking at the application, they will be looking at the rubric in which it states that districts should:

- Clearly describe how previous federal relief funding has been used to meet local district and school needs.
- Provide a clear context for how the district's funding requests across the different federal relief funds are aligned and coherent.

# Review of NOFO Application Narrative Response 2 (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).

*(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.)*

- Each subsection (a through g) will receive a specific score. Please refer to the rubric in the Use of Funds section in ePAGE.

# Review of NOFO Application Narrative Response 2a (NOFO page 5)

Briefly give an overview of the project.

The Response should:

- Provide a clear connection between the purpose, objectives, and goals of this project and be aligned specifically to address the impact of learning loss.
- Include a cohesive execution plan which includes each of the following:
  - 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.

# Review of NOFO Application Narrative Response 2b (NOFO page 5).

Briefly describe the ways in which the community was engaged to inform the project.

The community engagement plan (since the pandemic) should be strategically designed to:

- Include a diverse representation from special populations represented within the community
- Include multiple opportunities for community members to participate
- Include at least four methods of collecting information to allow for the greatest number of participants
- Be structured to ensure that the feedback received was meaningful and tied to addressing the impact of learning loss
- Include a strategy for incorporating community feedback into the plan.

# Review of NOFO Application Narrative Response 2c (NOFO page 5)

What are the project goals?

Project goals submitted should be:

- Clearly 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 funding - Addressing the impact of Learning Loss and Closing Funding Gaps grant.
- Clearly focused on academics and mental and behavioral health supports for both educators and students to appropriately address learning loss.

# Review of NOFO Application Narrative Response 2d (NOFO page 5)

- 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)?
- The response should contain interventions or strategies that meet the objective(s), and each intervention or strategy should be aligned to the goals/outcomes which will be used to demonstrate the effectiveness of the intervention or strategy.
- Each intervention or strategy should also be connected to a detailed, realistic timeline, which includes points of review, reevaluation, and modifications (as necessary).
- The response should identify 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.



# Review of NOFO Application Narrative Response 2e (NOFO page 5).

Describe the use of evidence-based interventions in the project. Identify the evidence-level (strong, moderate, promising, or demonstrates) and research to demonstrate the project will lead to improved outcomes.

- The proposal clearly demonstrate 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 include a detailed and systematic process for determining the effectiveness of strategies and interventions. Ideally, the implemented intervention provides strong (Tier 1), moderate (Tier 2), and promising (Tier 3) evidence of effectiveness.

# Review of NOFO Application Narrative Response 2f (NOFO page 5).

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?

- 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 clearly demonstrate how the project goals will be 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.

# Review of NOFO Application Narrative Response 2g (NOFO page 5).

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.).

- 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.

# Review of NOFO Application Narrative Response 3 (NOFO page 5).

How is the proposed project meeting needs left unfulfilled by previous allocations of COVID-19 federal relief funding?

- 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.
- The plan bridges gaps to accelerate learning.
- The proposed project meets the unique and immediate needs of the local school community.

# ePAGE Application Overview

# ePAGE Application Sections

View NDE History Log View Change Log		Validation	Print
Description ( View Sections Only View All Pages )			Select Items
<b>All</b>		Messages	Print
<b>History Log</b>			Print
History Log			Print
Create Comment			
<b>Allocations</b>		Messages	Print
Allocations		Messages	Print
NDE Checklist			Print
<b>Pre-Award Assessment</b>			Print
Pre-Award Assessment			Print
<b>AB495 ARP Budget Section</b>			Print
Notice of Funding Opportunity			Print
Current Federal Relief Funds Table			Print
Narrative			Print
Use of Funds			Print
Budget			Print
Budget Overview			Print
Budget Matrix (Read Only)			Print
<b>Appendices</b>			Print
Appendix A: NDE Contact Information for Technical Assistance and Support			Print
Appendix B: Application Coversheet			Print
Appendix C: Evidence-Based Intervention Additional Information			Print
Appendix D: Statement of Certification			Print
Appendix E: State and Federal Assurances			Print
<b>Contacts</b>			Print
Contacts			Print
<b>All</b>		Messages	Print

# Application Checklist

When submitting your application, please ensure that the following are completed and included:

- Coversheet
- Federal Relief Funding Table
- Needs Assessment ePAGE
- Budget/Narrative
- Statement of Certifications
- State and Federal Assurances

# ePAGE Application Sections


## Notice of Funding Opportunity

### 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.

### Documents

Type	Document Template	Document/Link
Needs Assessment [Upload at least 1 document(s)] 	N/A	



# ePAGE Application Sections

## Current Federal Relief Funds Table

### Current Federal Relief Funds Table

Carson City SD (13) Public District - FY 2023 - AB495 American Rescue Plan (ARP) - Rev 0 - AB495 ARP Budget Section

Go To

#### Current Federal Relief Funds Table

Please list the amount of federal relief funding the agency has been awarded, obligated, and expended as of May 31, 2022.

	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	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
ESSER II through FY23	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
ARP ESSER III through FY24	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
GEER I through FY22	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
GEER II through FY23	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
Intended Summer Learning and Afterschool Opportunities Competitive Grant*	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
<b>TOTAL</b>	\$ <input type="text" value="0.00"/>	\$ <input type="text" value="0.00"/>	\$ <input type="text" value="0.00"/>

\*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.

# ePAGE Application Sections

## Narrative Questions

### Narrative

Carson City SD (13) Public District - FY 2023 - AB495 American Rescue Plan (ARP) - Rev 0 - AB495 ARP Budget Section

Go To ▶

Please upload responses to the following (3) questions:

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.)

Documents		
Type	Document Template	Document/Link
Executive Summary (Upload 1 document(s))	N/A	

2. Please provide an overview (Items a through g below in one single document) 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.

Documents		
Type	Document Template	Document/Link
Project Overview (Upload 1 document(s))	N/A	

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.)

Documents		
Type	Document Template	Document/Link
Unfulfilled Needs of Prior Funding (Upload 1 document(s))	N/A	

Nevada Department  
of Education



# ePAGE Application Sections

## Use of Funds – Focus Areas - Rubric

### 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.

### 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

### Scoring Guidelines and Rubric


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

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



# ePAGE Application Sections

## Appendices

	<b>Appendices</b>
	<a href="#"><u>Appendix A: NDE Contact Information for Technical Assistance and Support</u></a>
	<a href="#"><u>Appendix B: Application Coversheet</u></a>
	<a href="#"><u>Appendix C: Evidence-Based Intervention Additional Information</u></a>
	<a href="#"><u>Appendix D: Statement of Certification</u></a>
	<a href="#"><u>Appendix E: State and Federal Assurances</u></a>

# Pre-Assessment Requirement and NDE Contacts

# Pre-Award Assessment Requirement

- All sections on the Pre-Award Assessment should be filled out completely.
- Where indicated, the response may be NA if the information has already been submitted for FY23.

\* Does your organization believe that it will be able to comply with the assurances as written?

Yes  Unsure  No

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

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

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

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

\* 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.*

- A link to NDE Student Investment Division Pre-Award Assessment Business Rule and Rubric is provided.



# NDE Contact Information

Name	Email	Role
Dr. Seng-Dao Keo	<a href="mailto:skeo@doe.nv.gov">skeo@doe.nv.gov</a>	Chief Strategy Officer, Office of the Superintendent
Gabby Lamarre, Esq.	<a href="mailto:glamarre@doe.nv.gov">glamarre@doe.nv.gov</a>	Director, Office of Student and School Supports
Christy McGill	<a href="mailto:cmcgill@doe.nv.gov">cmcgill@doe.nv.gov</a>	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	<a href="mailto:david.asato@doe.nv.gov">david.asato@doe.nv.gov</a>	Federal Relief Funds Programs Specialist
Brenda Bledsoe	<a href="mailto:brendabledsoe@doe.nv.gov">brendabledsoe@doe.nv.gov</a>	Education Programs Professional
Blakely Hume	<a href="mailto:bhume@doe.nv.gov">bhume@doe.nv.gov</a>	Education Programs Professional
Tawney Pearson	<a href="mailto:tawney.pearson@doe.nv.gov">tawney.pearson@doe.nv.gov</a>	Federal Relief Funds Programs Specialist
Dr. Susan Ulrey	<a href="mailto:sulrey@doe.nv.gov">sulrey@doe.nv.gov</a>	Education Programs Professional

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

Name	Email	Role
Marie DuFresne	<a href="mailto:mdufresne@doe.nv.gov">mdufresne@doe.nv.gov</a>	Education Programs Professional (Tier 1)
Dana Walburn	<a href="mailto:dwalburn@doe.nv.gov">dwalburn@doe.nv.gov</a>	Education Programs Professional (Tiers 2-3)
Ruby Kelly	<a href="mailto:kellyr@doe.nv.gov">kellyr@doe.nv.gov</a>	Education Programs Professional (workforce development strategies)

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

Universal GMU Account	<a href="mailto:grantsinfo@doe.nv.gov">grantsinfo@doe.nv.gov</a>
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## *Financial Risk Assessment from the Office of Division Compliance*

Universal Compliance Account	<a href="mailto:sidcompliance@doe.nv.gov">sidcompliance@doe.nv.gov</a>
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# 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



# Questions and Answers