Nevada Department
of Education

Nevada Ready!

American Rescue Plan
Elementary Secondary Schools Emergency Relief Funds
(ARP ESSER III)
Frequently Asked Questions (FAQ) Guide

As we provide technical assistance to districts and schools regarding ARP ESSER Funds, and more information becomes available from USED, NDE staff will add questions and answers to this document. New/updated information is labeled

NEW!

Contents

Contents

NOTE: This document will be updated on a regular basis. Please ensure that you are consulting the most current version by referencing the date on the front page as well as the header.

Updates to this FAQ will be posted on the NDE website under "Federal Relief Funding for K-12 Education"

ARP ESSER III Updates

Use of Funds Plan

#	Question	Answer
1	Aside from the budget narrative in ePAGE, is there any other information LEAs need to submit that explains the ARP ESSER funding plans?	Yes. The application on ePAGE prompts local education agencies (LEAs) to submit a federally required ARP ESSER Use of Funds Plan, in addition to the information required in the ePAGE application. Both the ePAGE application and Use of Funds Plan are due on September 10, 2021. For more information on the origin of the Use of Funds Plan, LEAs may refer to page 14 of USED's Frequently Asked Questions Elementary and Secondary School Emergency Relief Programs Governor's Emergency Education Relief Programs.
2	What should LEAs include in the ARP ESSER Use of Funds Plan?	Per U.S. Department of Education (USED) guidance, the Use of Funds Plan must address, at minimum, the following information: 1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning; 2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (at least 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs; 3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and 4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners (ELs), children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students. In development of its ARP ESSER Use of Funds Plan, an LEA must engage in meaningful consultation with stakeholders and give

#	Question	Answer
		the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, ELs, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Finally, under the requirement, each LEA's ARP ESSER plan must be: • In an understandable and uniform format • To the extent practicable, written in a language that parents can understand or if not practicable, orally translated • Upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. ARP ESSER Use of Funds Plans must be uploaded to ePAGE in the Related Documents section of the "ARP ESSER District Plans" page of the application.
3	What is the difference between the information provided in the budget narrative and the information provided in the Use of Funds Plan?	The information in the budget narrative must include all technical details on each proposed line-item expenditure (see answer to Question 135) The information provided in the Use of Funds Plan should provide a public friendly, comprehensive, and clearly described response to each of the four prompts in Question 113. The Use of Funds Plans are federally required to be in an understandable and uniform format in a language that parents should understand; NDE recommends LEAs write their Use of Funds Plans in non-technical, easily accessible language. In addition, an LEA's Use of Funds Plan should include and reference, as appropriate, information on how your LEA engaged stakeholders in a meaningful process of consultation, input, and feedback (see Questions 122 and 123).

#	Question	Answer
4	Is the ARP ESSER Use of Funds Plan the same as the federally required Plan for a Safe Return to In-Person Instruction and Continuity of Services?	No. The American Rescue Plan Act requires two distinct plans of LEAs with different sets of requirements as described in the interim final rule. Safe Return to In-Person Instruction and Continuity of Services Plans were due July 14, 2021, and must be posted to the LEA's website. ARP ESSER Use of Funds Plans are due, along with the ARP ESSER ePAGE application, on September 10, 2021. These are the only two Plans that must be submitted by LEAs in ePAGE for the ARP ESSER III application.
5	Do you have a sample Use of Funds plan that LEAs can use as a model?	***Prior Language:*** As the federal funding is unprecedented and the plan requirements are unique to the American Rescue Plan Act, NDE does not have models of plans. LEAs may consider engaging their national membership organizations (e.g., American Association of School Administrators) or peer LEAs in other states for examples. The following considerations for design of public-friendly documents may be of support: • Ensure that the document is compliant with the Americans with Disabilities Act accessibility requirements. • Use section headings to provide organization and help readers locate information quickly. • Consider using bulleted lists, timelines, graphics, etc. to help make content easier to locate and understand. • Create white space through the use of margins, line breaks, section breaks, headings, lists, side bars, font/typography formatting, etc. • Limit the use of technical language or jargon, and spell out all acronyms. • Consider providing a glossary of key terms or concepts. • Present data in charts, graphs, or other visualization, with all data points defined and clearly identified within the visualization. • Consider using a reading level checker like Hemingway to help you identify sentences or phrases that may be confusing to an average reader (generally, the rule of thumb is that parent-facing materials should be at an 8th grade reading level or below). • Use clear labels to specify any requirements or limitations (I.e., "must," "only," "always," etc.). Plan ahead to allow adequate time for multiple members of your LEA team to review for clarity, formatting, etc.,

		including those that work directly with family members/caregivers and other stakeholders in your community. **July 2023 Update:** Links to Nevada LEAs' Use of Funds Plans can be found at: Nevada LEA Reopening Plans and ARP ESSER Use of Funds Plans (nv.gov)
6	Can you clarify the discrepancies between the checklist on page 48 of the NDE ARP ESSER Planning Guide for LEAs and ePAGE?	The checklist in the Planning Guide and the information found on ePAGE have been corrected and are now accurate and in alignment.
7	How does NDE suggest that LEAs make use of the information found in the NDE ARP ESSER Planning Guide for LEAs (Planning Guide)?	The Planning Guide was created as a resource to assist LEAs in planning and consideration of how ARP ESSER funds may be used to best support student and educator success. The Planning Guide aligns with Statewide system priorities as determined by NDE and the State Board of Education in April 2020. In addition, it provides information on eligible uses of funding, strategies, and activities that an LEA may wish to consider as they determine how best to use these emergency funds in responding to the impacts of COVID-19 in their school communities. In addition to the Planning Guide, LEAs may wish to consult the following resources that have been published by the U.S. Department of Education: • Use of Funds Frequently Asked Questions and Fact Sheet Full Service Community Schools Frequently Asked Questions
8	Is there a template for Use of Funds Plan?	*Prior Language:* An optional template for the Use of Funds Plans is being developed by NDE staff. It is anticipated that it will be posted within the library on ePAGE as well as on NDE's federal relief funding webpage. *July 2023 Update:* While there is no template for the Use of Funds Plan, links to Nevada LEAs' Use of Funds Plans can be found at: Nevada LEA Reopening Plans and ARP ESSER Use of Funds Plans (nv.gov)

Review of Application Materials

#	Question	Answer
1	The Nevada ARP ESSER State Plan mentions that NDE will evaluate our plans and will return the plans if they don't meet all requirements (pg. 48). Is there a rubric for this review, and who will be completing the review?	Per the requirements of the U.S. Department of Education, applications submitted by LEAs must include all necessary components, including addressing the four questions/prompts described in federal guidance, which are also outlined in ePAGE and included in the response to Question 113. NDE staff will be reviewing applications for completeness and adherence to State and federal law and guidance. An LEA's ARP ESSER ePAGE application will not be approved by NDE until all requirements are addressed.

Use of Funds in Line with Most Recent CDC Guidance

#	Question	Answer
1	Will LEAs need to spend ARP ESSER funds "in line with the most recent CDC guidance" if they have already expended all funds necessary to support COVID-19 mitigation strategies?	*Prior Language:* There is no requirement for LEAs to use funding from ARP ESSER for COVID-19 mitigation in alignment with CDC guidance. If LEAs do not plan to use ARP ESSER funds to address COVID-19 mitigation, that should be explicitly stated in the Use of Funds Plan and ePAGE application where appropriate (as it is one of the federal expectations of the Plan's contents). Additionally, NDE requests that LEAs note any prior investment of ESSER allocations for COVID-19 prevention and mitigation in line with CDC requirements in the LEA's Use of Funds Plan. *July 2023 Update:* While there is no requirement to use ARP ESSER funding in alignment with CDC guidance, there is a requirement for ESSER funds to be used "to prevent, prepare for, and respond to COVID-19."

Meaningful Stakeholder Consultation

#	Question	Answer
1	Do we need to turn in a meaningful stakeholder consultation plan?	No. The Planning Guide and ePAGE have both been updated to reflect that there is no requirement to submit a separate stakeholder consultation plan. Rather than submitting a separate plan, the application on ePAGE requires each LEA to indicate using checkboxes all stakeholder groups with which they collaborated with in the development of their Use of Funds Plan. There is no requirement for LEAs to submit evidence of the stakeholder collaboration efforts at this time or with their ARP ESSER III application materials. However, LEAs will be required to provide documentation of that consultation during monitoring activities during the grant and funding cycle. Examples of such artifacts may include but are not limited to: • Agendas, summary notes, and minutes • Sign-in sheets/participant lists; call-logs • Presentation materials, PowerPoints, handouts July 2023 Update: Ongoing evidence of stakeholder engagement will be collected through desktop monitoring. Please continue to maintain any evidence of stakeholder feedback.
2	What is the definition of "meaningful consultation?"	Per USED ARP ESSER Office Hours: "Stakeholder engagement is a core element of the State and LEA planning process for the use of ARP ESSER funds. The Interim Final Rule (IFR) and the ARP ESSER State Plan template include a specific list of stakeholders with which an LEA must consult. "Meaningful consultation for the ARP ESSER State Plan may take different forms. We recognize and respect the work that States and school districts are already doing and have been doing throughout the pandemic to engage their communities. "Stakeholder consultation is essential, and we look forward to seeing and being able to amplify best practices on how states and LEAs are engaging the diverse communities that they serve." In addition, USED has made it clear in guidance that covering the costs of conducting stakeholder consultation (e.g., travel, hosting events, etc.) is an allowable use of ARP ESSER funds.

#	Question	Answer
3	Is there a specific month that US DOE or NDE is requiring LEAs to do their 6- month check in with the community on this grant? We were just not sure when the "clock" started on this. For example, does it start when the SEA posts the funds in ePAGE, or is it when the LEAs receive approval on their ESSER III grant?	The requirement for a period six-month review is for the LEA's safe return to in-person instruction and continuity of services plan. Because that plan was due to NDE on July 14, 2021, the six-month "clock" starts from then. Thus, the next time LEAs will be required to review, seek public input and revise (as needed) these plans will be January 14, 2021, and at least every six-months through September 30, 2023.

ESSA Levels of Evidence

#	Question	Answer
1	How should the ESSA levels of evidence be provided or cited in the application?	LEAs must reserve at least 20% of their ARP ESSER funding to address academic impact of lost instructional time through the implementation of evidence-based interventions. LEAs have flexibility in how they provide information on the ESSA level of evidence for interventions they select in meeting this requirement, as found in the second prompt in Question 113. As such, LEAs may choose one of the following options: • Include the ESSA level of evidence (1-4) directly in the budget narrative of the ePAGE application for applicable items • Include the ESSA level of evidence (1-4) for applicable interventions within the Use of Funds Plan that will be uploaded under Related Documents • Include the ESSA level of evidence (1-4) in an addendum (i.e., a separate document) that outlines the ESSA level of evidence for the applicable interventions that are included in the LEA's ARP ESSER ePAGE application and the Use of Funds Plan. Please title/label the document appropriately to identify that it is in reference to the ESSA levels of evidence requirement so that NDE reviewers can quickly locate it in determining compliance with the ARP ESSER III application requirements as provided by USED. LEAs do not need to provide the ESSA evidence level citations of specific research or source of evidence (such as What Works Clearinghouse, Evidence for ESSA, etc.) in their ARP ESSER ePAGE application or Use of Funds Plan. However, NDE is required to monitor adherence to evidence-based interventions so LEAs should have this information available.
2	Can you confirm that for the Use of Funds plan we do not need to include the actual citation(s) for the ESSA level of evidence, and that we only need to provide the level of evidence that the intervention to address learning loss	That is correct. See the response to the previous question regarding the requirements for ESSA levels of evidence within the Use of Funds plan. Please note that while the Use of Funds plan does not require the inclusion of citation(s) for the ESSA level of evidence, LEAs will be required to provide those citations regarding the ESSA level of evidence for each selected intervention (within the required minimum of 20% of funds to address learning loss) during grant monitoring activities at a later date.

#	Question	Answer
	meets in the Use of Funds plan?	

Maintenance of Equity

#	Question	Answer
1	Can you provide more information on the Maintenance of Equity (MOEquity) requirement?	*Prior Language:* The U.S. Department of Education (USED) has released a Frequently Asked Questions document on the new Maintenance of Equity (MOEquity) requirement included with ARP ESSER III funding. In addition, USED held office hours on the MOEquity on June 17, 2021; slides are available here. If additional information is released by USED, NDE will share it with LEAs. Appendix A in the FAQ document on Maintenance of Equity includes information that was required to be submitted by state education agencies (SEAs) no later than July 30, 2021. That requirement has been completed and NDE did not require any additional information from local education agencies (LEAs) to meet that submission deadline. *July 2023 Update:* On June 8, 2022, USED published final reporting requirements for LEA-level MOEquity in the Federal Register: https://www.govinfo.gov/content/pkg/FR-2022-06-08/pdf/2022-12296.pdf On June 9, 2022, USED conducted a webinar around the final requirements: https://oese.ed.gov/files/2022/06/060922-843399-DeptofEd-LEA.mp3
2	How is NDE planning to track information or data for the Maintenance of Equity (MOEquity) requirement?	USED has not released any additional information regarding the Maintenance of Equity (MOEquity) requirement found in the ARP Act. If additional information is provided by USED, it will be shared with LEAs as soon as possible. *July 2023 Update:* NDE has developed a template to provide to each non-exempt LEA to calculate the MOEquity pre-pupil funding and per-pupil staffing requirements. NDE worked with non-exempted LEAs in

#	Question	Answer
		December 2022 to gather and validate data for the 2021-2022 school year, and will again with non-exempt LEAs, in December of 2023 to gather and validate data for the 2022-2023 school year.
3	Will there be any reporting requirements by local education agencies (LEAs) for Maintenance of Equity (MOEquity)?	*Prior Language:* USED has not released any additional information regarding the Maintenance of Equity (MOEquity) requirement found in the ARP Act. If additional information is provided by USED on any reporting requirements that LEAs will be required to meet, it will be shared with LEAs as soon as possible. *July 2023 Update:* LEAs will be required to provide the following information if non-excepted: • By July 8, 2022: SY 2021-2022 high poverty schools list. • By November 1, 2022: SY 2022-2023 high poverty schools list. • By December 31, 2022: MOEquity data for SY 2021-2022. • By March 10, 2023: Description of adjustments to be made for any LEA who did not meet SY 2021-2022 requirements. • By December 31, 2023: MOEquity data for SY 2022-2023. • By March 29, 2024: Description of adjustments to be made for any LEA who did not meet SY 2022-2023 requirements.
4	Is there a penalty if an LEA fails to meet the Maintenance of Equity (MOEquity) requirement in the first year, especially given that the data must come from the previous school year and may be incomplete?	*Prior Language:* NDE will inquire with USED regarding any unforeseen penalties for failing to meet the Maintenance of Equity (MOEquity) requirement and provide any response we receive from USED to LEAs in updates to this FAQ document. In addition, LEAs may wish to consider applying for the waiver to the MOEquity requirement for the first year. LEAs can request a waiver to the MOEquity requirement by emailing nevada.oese@ed.gov (with the NDE contacts listed in this FAQ copied on that email) if they believe that they can demonstrate "exceptional circumstances" (as defined in the updated MOEquity FAQ) and would like to request a waiver from USED to the MOEquity requirement for the current fiscal year.

#	Question	Answer
		July 2023 Update: LEAs who cannot demonstrate maintenance of equity must identify the reasons for missing the requirements and have a description in place of the adjustments to be made.
5	Will the Maintenance of Equity (MOEquity) information be required to be uploaded to ePAGE? NEW!	*Prior Language:* Yes, the Maintenance of Equity (MOEquity) documents will be required to be uploaded to ePAGE. *July 2023 Update:* No, Maintenance of Equity (MOEquity) documents will not be required to be uploaded to ePAGE. Instead, MOEquity documents will be collected via email from non-excepted LEAs. Once compiled, NDE will post the MOEquity results on the NDE Federal Relief Funding for K-12 Education page for USED to review and approve.
6	Can we get a copy of the Maintenance of Equity (MOEquity) information that was submitted by NDE to USED? NEW!	*Prior Language:* Yes, the information submitted by NDE to USED for the state's initial Maintenance of Equity (MOEquity) requirement has been sent to each LEA's Chief Financial Officer. USED has also posted the MOEquity submissions for each SEA on their Maintenance of Equity website. *July 2023 Update:* MOEquity results are posted to the NDE Federal Relief Funding for K-12 Education page.

#	Question	Answer
7	Page 2 of the USE DOE FAQ document refers to FY 19. Please confirm that we are using FY 21 expenditure data and not FY 19 expenditure data.	References to FY 19 in the USED FAQ are for the State Education Agency (SEA) requirements for MOEquity calculations. For local education agencies (LEAs), the MOEquity calculations will compare FY 22 data (which aligns to School Year (SY) 2021-2022) to FY 21 data (which aligns to SY 2020-2021). They will compare FY 23 data (which aligns to SY 2022-2023) to FY 22 data (which aligns to SY 2021-2022). Question 7 of USED's MOEquity FAQs (updated October 1, 2021) clarifies that "fiscal year" may be interpreted to be either the Federal fiscal year or the applicable State fiscal year. Nevada has elected to follow the **state fiscal year** for identification purposes. Therefore, LEAs must do their identification of schools for state fiscal year 2022 (July 1, 2021-June 30, 2022) and state fiscal year 2023 (July 1, 2022-June 30, 2023).
8	Question #26 of the US DOE FAQ says to include all local and state revenues, but not federal revenues or private donations. Based on this, should we include all state grants and SPED funding but not federal pass through i.e., Title I, IDEA etc.?	State and local funding for the purposes of LEA calculations on MOEquity includes all sources of state and local funds the LEA has available for "current expenditures for free public education," as defined by ESEA (Sec. 8101(12)). State and local funding for the purposes of MOEquity calculations includes administration, instruction, attendance, health services, pupil transportation services, operation and maintenance of plan, fixed charges and net expenditures to cover deficits for food services. This would also include categorical funding for Special Education and other state funded programs. State and local funding for the purposes of MOEquity calculations do not include community services, capital outlay, and debt services. State and local funding for the purposes of MOEquity calculations also do not include federal funds or charitable contributions. LEAs may also exclude one-time disbursements for a specific purpose, such as a revenue surplus that was distributed only for one year.

#	Question	Answer
9	When determining FTE by school, do we include bus drivers or other staff that are not allocated to a school? Do we need to account for ALL district FTE, even including central services staff like a human resources director or accountants in the Business Office?	The calculations for the MOEquity requirements include all employees and contracted staff who perform "school-level services." LEAs may wish to consider using the same or a similar approach as was used for the Every Students Succeeds Act per-pupil expenditure reporting requirement, if the LEA feels that approach aligns with the intent of the MOEquity requirement. For staff that split their time between two or more schools, the level of FTE should be apportioned among the schools. These calculations should be done once enrollment and staffing decisions have been made "final for a specific school year," with a note that there is no requirement to recalculate staffing later in the school year.
10	What happens if an LEA only makes MOEquity in one category but not both categories in some high poverty schools but make MOEquity in both at other high poverty schools?	*Prior Language:* USED has not explicitly stated what, if any, penalties there might be for an LEA who fails to meet MoEquity in either category. USED has stated that it is not their intention to penalize LEAs; rather, they are dedicated to working with SEAs and LEAs to ensure that MoEquity is met. In addition, LEAs can apply for a waiver from USED for exception for the 2021-2022 school year. *July 2023 Update*: In order to meet the MOEquity requirements, an LEA will need to demonstrate that equity was maintained in both categories (per-pupil allocation and per-pupil staffing) for all high-poverty schools listed.
11	The MOEquity presentation reads that if per-pupil funding increased for each school, no further analysis is needed. In other words, we don't have to look at any disproportionality in increased funding, only if there are reductions. Correct?	Question 32 of the MOEquity FAQs addresses LEA exceptions from the MOEquity requirement. The processes for obtaining an exception for the 2021-2022 school year are explained in this USED document regarding the MOEquity exception process. We encourage LEAs to take a two-phased approach to the MoEquity analysis – first, is your LEA gaining funding and second, what is the result of the analysis if your LEA is losing funding. USED indicated that for the 2021-2022 school year, USED will exempt from the MOEquity requirements those LEAs that certify "they did not and will not implement an aggregate reduction in combined State and local per-pupil funding in FY 2022 (i.e., is not facing overall budget reductions)." Appendix B of the MOEquity FAQs provides a template certification LEAs must submit to

#	Question	Answer
		NDE. Based on the submission of these certifications, NDE will inform USED which LEAs in Nevada are excepted from the MOEquity requirements for this school year. This template should be submitted to: • ESSER@doe.nv.gov LEAs that do not qualify for the above exception but believe they may otherwise qualify for an exception to MOEquity for the 2021-2022 school year due to an "exceptional or uncontrollable circumstance" may apply directly to USED for consideration on a case-by-case basis. An LEA seeking consideration for this exception must write directly to USED and cc: NDE using the following email addresses: • To USED: nevada.oese@ed.gov • Cc NDE: ESSER@doe.nv.gov
12	For FY21, do we use budgeted or actual expenses in aggregate and by school?	USED is aware that not all districts will have final expenditures from the previous year and has not indicated that an LEA cannot use the final budget from last year compared to the final budget for this year.
13	When is the analysis for FY 21 due to NDE? NEW!	The SEA has the discretion to determine when LEAs in their state must submit their MOEquity analysis. In response to LEA stakeholder feedback, the initial deadline of December 31, 2021 that NDE set out has been extended and the exact due date is being finalized by NDE. Also in response to LEA stakeholder feedback, the deadline to submit a waiver or exemption request is January 28, 2021. If an LEA believes it cannot make this deadline, please contact esser@doe.nv.gov to request an extension. *July 2023 Update:* The analysis for FY 22 was due on December 31, 2022. Due to challenges with collecting MOEquity data, USED elected to provide an extension. The Analysis for FY 23 will be due on December 31, 2023.

#	Question	Answer
14	Do you have to provide funding in rank or grade span order if many of the schools are 100% FRL?	The MOEquity rule does not require LEAs to provide funding to schools in rank order, rather it limits how much funding and staff an LEA can cut from its "high -poverty schools." Question 23 of USED's guidance explains that for purposes of MOEquity, a "high- poverty school" is "a school that is in the highest quartile of schools served by the LEA based on the percentage of economically disadvantaged students in the school." Schools that meet this definition are protected against certain funding and staffing cuts. To identify the high-poverty schools that are protected, LEAs can either select its poorest schools overall on a districtwide basis or it can select schools by each grade span (for example, the poorest elementary school, the poorest middle school, and the poorest high school). Examples of these two options are available in Q&A 25 of USED's guidance. USED has not provided guidance on how LEAs should narrow down these schools if an LEA has more than 25% of its schools that is 100% FRL. However, per Brustein and Manasevit guidance, LEAs will need to have an additional/second-tier of review which can be any of the following: • Another poverty metric (Medicaid eligibility, Temporary Assistance to Needy Families eligibility, etc. • Number/percentage of special population students (EL, students experiencing homeless/in foster care, differently abled students) • Accountability measure (academic achievement, graduation rate, etc.)
15	Does an LEA need to meet all three criteria for an MOEquity exception or just one?	The ARP law defines three "automatic" exceptions where an LEA is excepted from local MOEquity requirements. If an LEA meets one of the three exceptions below, it is automatically excepted and does not need to do anything else other than maintain documentation demonstrating it met one of these three exceptions. An automatic exception is triggered if an LEA: • Has a total enrollment of less than 1,000 students, • Operates a single school, or • Serves all students within each grade span with a single school As described above, an LEA may also submit an exception certification to NDE if did not have an aggregate reduction in

#	Question	Answer
		combined State and local per-pupil funding in FY 2022 (school year 2021-2022).
		An LEA may also apply directly to USED for consideration of an exception request due to an "exceptional or uncontrollable circumstance."
		For more information about local MOEquity exceptions, please see this USED document from October 2021 regarding the MOEquity exception process and Question 32 of USED's MOEquity FAQs.
16	Is Nevada going to apply for a Maintenance of Equity waiver for this year?	There is no option to waive state-level MOEquity requirements.
17	Who decides (LEA/SEA/USED) on the identification of the High Poverty Schools and when that identification must occur? Can it occur now, or should we wait for additional information?	LEAs are responsible for identifying high poverty schools consistent with Q&A 25 of USED's guidance. It is reasonable to expect these identifications will be reviewed through oversight processes, so LEAs should retain documentation to support their identification procedures. NDE has selected free and reduced priced lunch eligibility (FRL/FRPL) as the poverty measure LEAs will use for MoEquity purposes. USED has not provided clarification on whether LEAs can use the community eligibility program (CEP) multiplier or whether they must use direct certification for identification of schools if using FRL poverty measure. However, NDE encourages LEAs to look to what USED says about using CEP to rank and serve Title I schools (guidance from Brustein and Manasevit) In addition, USED has not provided guidance on how LEAs should narrow down these schools if an LEA has more than 25% of its schools that is 100% FRL. However, per Brustein and Manasevit guidance, LEAs will need to have an additional/second-tier of review which can be any of the following:

#	Question	Answer
17	Who decides (LEA/SEA/USED) on the identification of the High Poverty Schools and when that identification must occur? Can it occur now, or should we wait for additional information?	- Another poverty metric (Medicaid eligibility, TANF eligibility, etc. - Number/percentage of special population students (EL, students experiencing homeless/in foster care, differently abled students) - Accountability measure (academic achievement, graduation rate, etc.)
18	Should LEAs anticipate which schools, but have a back-up plan in case the SEA or USED has additional input/information?	***Prior Language:*** Q&A 8 of USED's guidance says LEAs must determine whether they have maintained equity once they have "final appropriated and allocated amounts that are available for current expenditures for each" school, so this is likely a process LEAs should be undertaking now. NDE has selected free and reduced priced lunch eligibility (FRL/FRPL) as the poverty measure LEAs will use for MoEquity purposes. ***July 2023 Update:*** High poverty school for each non-excepted LEA was submitted on July 8, 2022 for FY 21 and November 1, 2022 for FY 2022.

Monitoring, Evaluation, and Reporting Requirements

#	Question	Answer
1	Can you provide any information on the monitoring, evaluation, and reporting requirements? Do you have a list of documents that will be needed for any required evaluation?	***Prior Language:*** USED has not provided information on what will be required for grant monitoring or evaluation, including any reporting requirements. Once more information is provided by USED, NDE will share it with LEAs. At this time, NDE strongly encourages LEAs to keep accurate documentation and records to demonstrate they have met the various ARP ESSER requirements for monitoring. This information includes documentation/evidence around stakeholder engagement, evidence-based intervention citations/research, etc. In addition, NDE anticipates LEAs needing to report on items such as spending data, effectiveness of interventions, etc. NDE will share more detailed information with LEAs once finalized by USED. ***July 2023 Update:*** Congress funded the Elementary and Secondary School Emergency Relief Fund through the Coronavirus Aid, Relief, and Economic Security Act (ESSER I), the Coronavirus Response and Relief Supplemental Appropriations Act (ESSER II), and the American Rescue Plan (ARP ESSER or ESSER III). The Department awarded grants to state educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation. Funds must be used for allowable activities to prevent, prepare for, and respond to COVID-19. Under ARP ESSER, States were required to develop and to submit to the Department plans for how they would use ARP ESSER funds to safely reopen schools and provide academic and mental health supports for school communities to address learning loss resulting from the COVID-19 pandemic. The FY23 ESSER Monitoring – Program Fiscal and Program Requirement Domains from OESE – **Subrecipient** Self-assessment can be found at: https://oese.ed.gov/files/2023/05/FY23_ESSER_Subrecip_Self-Assessment-Protocol-.pdf

#	Question	Answer
		NDE ARP ESSER Program Monitoring Timeline: 2023-24: 1. LEA (or other subrecipient) feedback on Questionnaire by: 9/29/2023 2. NDE Technical Assistance (TA) session 10/11/2023 1:00 – 3:00 pm 3. LEA (or other subrecipient) completes ARP ESSER Program Monitoring Questionnaire By: 4/9/2024 4. NDE reviews Plans and Budgets By: 4/9/2024 5. NDE conducts Review Process 4/9/2024 – 5/24/2024 6. Results of Desktop Review returned to LEA (or other subrecipient) By: 6/7/2024 7. If needed, LEA (or other subrecipient) responds in writing to NDE for "Action Required" items 6/10/2024 – 7/9/2024 8. NDE continues to work with LEA (or other subrecipient) on any additional follow-up needed 7/9/2024 – 8/16/2024
2	Can NDE please provide any information it receives from USED on the monitoring or reporting requirements as soon as possible? Could you also please consider placing that material on NDE's website?	*Prior Language:* Yes, NDE will share any information it receives from USED on the requirements for reporting and monitoring of ARP ESSER III funds with LEAs as quickly as possible. NDE will also explore the possibility of posting that information on NDE's federal relief funding webpage, pending accessibility and other similar requirements for the posting of those materials. *July 2023 Update:* Please see response to Question 1 above.

Points of Contact for More Information or Questions

#	Question	Answer
1	Who do we contact for questions?	***Prior Language:*** NDE is in the process of hiring contracted personnel to assist in the ARP ESSER III funding process. In the meantime, please reach out to the following individuals with any questions regarding ARP ESSER III funding, including the application process or requirements: • ARP Program Contact: o Sarah Nick, Education Programs Professional at SNick@doe.nv.gov o Jessica Todtman, Deputy Superintendent for Educatory Effectiveness and Family Engagement at JTodtman@doe.nv.gov o Gabrielle Lamarre, Education Programs Supervisor at GLamarre@doe.nv.gov • ARP Fiscal Contact: Heidi Haartz, Deputy Superintendent for Student Investment at HHaartz@doe.nv.gov ***July 2023 Update:*** For program related questions, please contact the ESSER Core Team: (see table below) Fiscal related questions (see table below)

For program related questions, please contact the ESSER Core Team:

Name	E-mail	Role
David Asato	david.asato@doe.nv.gov	Federal Relief Funds Programs Specialist
Brenda Moore-Grisham	brendabledsoe@doe.nv.gov	Educations Programs Professional
Reggie Grisham	reginald.grisham@doe.nv.gov	Federal Relief Funds Programs Specialist
Blakely Hume	bhume@doe.nv.gov	Educations Programs Professional

Fiscal related questions

Universal GMU Account	grantsinfo@doe.nv.gov

		ESSER Leadership Team:		
		Name	E-mail	Role
		Maria Sauter	msauter@doe.nv.gov	Director, Office of Student and School Supports
		Amber Reid	areid@doe.nv.gov	Administrative Services Officer 3
		Dr. Jessica DeLallo	jessica.delallo@doe.nv.gov	Title I Director and NDE Federal Liaison
		Jeffrey Buchwald	jeffrey.buchwald@doe.nv.gov	Federal Relief Funds EPS

2	Can you tell us who our Education Programs Professional (EPP) will be for each LEA?	*Prior Language:* NDE is in the process of hiring contracted personnel to assist with ARP ESSER III funds, including by providing programmatic support in the same way that EPPs have been assigned to support LEAs for ESSER I and ESSER II funds. Once that process has been completed, LEAs will be notified of their primary points of contact. Until that time, please continue to reach out to the individuals listed in Question 1. *July 2023 Update:*

LEA Supports for ESSER I, II and III and AB495
Last Updated: March 21, 2023

LEA	ESSER Core Team Programs Representative(s) (Office of Student and School Supports)
Carson City SD	Brenda Moore-Grisham and Blakely Hume
Churchill CSD	Brenda Moore-Grisham and David Asato
Clark CSD	Blakely Hume and David Asato
Douglas CSD	Brenda Moore-Grisham and Blakely Hume
Elko CSD	Reggie Grisham and David Asato
Esmeralda CSD	Blakely Hume and Reggie Grisham
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Storey CSD	Reggie Grisham and Brenda Moore-Grisham
Washoe CSD	Reggie Grisham and Brenda Moore-Grisham
White Pine CSD	Blakely Hume and Brenda Moore-Grisham
SPCSA	Brenda Moore-Grisham and David Asato

Grants Management Unit (GMU) support: grantsinfo@doe.nv.gov

Allowable Use of Funds

#	Question	Answer
1	Is hiring someone to manage the grant (paperwork, expenditures, etc.) an allowable ARP ESSER expenditure?	Yes, ARP ESSER III funds may be used to hire personnel to manage the ESSER grants.
2	Can a LEA us ARP ESSER III funding to provide employees and/or students an incentive for getting vaccinated?	Yes, per information provided by the Council of Chief State School Officers (CCSSO) during a recent webinar, the cost of providing an incentive for being vaccinated is related to responding to and preventing the spread of COVID-19. In addition, the use of incentives is an allowable use of ARP ESSER III funds (see the Use of Funds FAQ). An LEA wishing to provide such an incentive would need to ensure that the costs are both necessary (i.e., an increase in the number of vaccinated individuals will help stop the spread of COVID-19 in the LEA) and reasonable (i.e., ensuring that it is not an irrational amount of funding to offer as an incentive). For more information see the FAQ on using ARP and other relief funds to provide incentives for vaccines, as well as the FAQ on ESSER and GEER funds published by USED as it pertains to paying for vaccines.
3	If we can incentivize employees and/or students for becoming vaccinated, can we buy gift cards?	Yes, see complete response to the previous question regarding incentives for vaccination. Gift cards are an allowable use of funds as long as they cannot be used to purchase things that would violate other applicable laws and requirements (the gift cards could not be used to purchase alcohol, for example). For more information see the FAQ on using ARP and other relief funds to provide incentives for vaccines, as well as the FAQ on ESSER and GEER funds published by USED as it pertains to paying for vaccines.

#	Question	Answer
4	Can a school district use ESSER III funding to pay employees incentives that have already received their vaccinations (would be $100 in pay or gift cards)?	For employee incentives, USED has indicated that it would be comfortable using ESSER funds (ESSER I, II, or III) for a reasonable monetary incentive for staff who get vaccinated. B-3 of USED's ESSER & GEER FAQs says LEAs can use ESSER or GEER funds for incentives for staff to get vaccinated and gives paid time off as an example. This is likely not the only kind of incentive USED would be comfortable with, however. USED directly addresses monetary incentives in this guidance. Although this guidance is focused on incentives for students and their households, it seems to suggest that USED is open-minded about reasonable monetary incentives (they specifically refer to cash awards on p. 2). If the incentive is paid as employee compensation, it would be prudent for the LEA to have a written policy in place to satisfy the Uniform Grant Guidance (UGG) requirement that incentive compensation be paid "pursuant to an established plan" (2 CFR § 200.430(f)).
5	Can a school district use ESSER III funds to give bonuses to district central office staff (whether in arrears or in future pay)?	*Prior Language:* Using ESSER funds (either ESSER I, II, or III) could be allowable if the district can connect the incentive to COVID (for example, retention incentives, recognition of extra duties, etc.). When USED reviewed this document sent to them by the Council for Chief State School Officers (CCSSO), they didn't raise any concerns about their references to additional pay for teachers "and other staff." Also, in a recent letter to Florida, USED said administrative staff, including superintendents, can be paid with ESSER funds if "necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency." For the UGG provision on incentive compensation, the UGG gives two options: (1) the compensation can either be paid pursuant to an agreement with employees before services were rendered, or (2) through an established plan. USED has made clear that the plan need not be a pre-existing plan developed before COVID; it could, for example, be a policy the LEA establishes now in light of COVID. (See D-6 of USED's ESSER & GEER FAQs.)

#	Question	Answer
		Retention incentives are allowable with ESSER funding.

July 2023 Update:

If an LEA is looking to provide incentive pay to employees, the language must reflect a connection to COVID-19 and must use the labels of "Additional pay" or "Recruitment and retention incentives" and be connected to one or more of the following:

  • Address recruitment or retention challenges in light of the pandemic,

  • Provide additional compensation to teachers and other staff that work in-person,

  • Provide additional compensation to teachers and other staff that have assumed new duties because of COVID,

  • Incentivize effective teachers to move to schools with vulnerable students that have been disproportionately impacted by the pandemic, or

  • Provide additional pay to substitute teachers where there is a shortage.

It is also allowable to pay out compensation for work that was performed in the past, as long as it was completed by staff during the grant's period of performance, is necessary to prevent, prepare for, or respond to COVID-19, and can be connected to one or more of the Allowable Uses of Funds:
  1. Addressing learning loss through evidence-based improvements;
  2. Addressing school facility repairs and improvements;
  3. Planning for long-term closures, including providing meals to eligible students;
  4. Addressing unique needs of special populations;
  5. Purchasing educational technology (including hardware, software, and connectivity);
  6. Any activity authorized by ESEA, IDEA, McKinney-Vento, Perkins, etc.:
  7. Coordinate local education agencies with State, local, Tribal, and territorial efforts with departments of health and other relevant agencies to prevent, prepare, and respond to COVID-19;
  8. Providing social and emotional mental health services;
  9. Providing summer learning and supplemental afterschool programs (including online learning);

		10. Conducting other activities necessary to maintain the operation of services, employ existing staff, increase instructional hours that were reduced due to COVID-19, and coordinate activities;
		11. Purchase cleaning supplies to sanitize and clean facilities;
		12. Train staff on sanitation to minimize the spread of infectious disease;
		13. Procedures to improve school preparedness and response systems of LEAs;
		14. Administrative expenses which represent an increase over previously budgeted amounts that are necessary, reasonable, and allowable; and
		15. Indirect costs using the negotiated restricted rate.

Difference Between ARP ESSER III and HCY I and II

#	Question	Answer
1	What is the difference between categories of funding within the ARP ESSER III funds? For example, what is the difference between ARP ESSER III, ARP Homeless Children and Youth (HCY) I, and HCY II in terms of purpose, timelines, processes, etc.?	***Prior Language:*** ARP ESSER III • *Purpose*: help meet a wide range of needs arising from the coronavirus pandemic, including reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, mental health, and academic needs resulting from the pandemic. • *Timeline*: ePAGE application, including uploading the ARP ESSER Use of Funds Plans are due September 10, 2021. These funds must be obligated by September 30, 2023 (automatic Tydings Amendment extends this date to September 30, 2024). • *Process*: LEA application submitted via ePAGE ARP-HCY Homeless I and II • *Purpose*: support efforts to identify students experiencing homelessness and provide them with comprehensive, wrap-around services that address needs arising from the COVID-19 pandemic and allow them to attend school and participate fully in all school activities • *Timeline*: ePAGE application to be released in August 2021; application should be submitted within 60 days of application being released. These funds must be obligated by September 30, 2023 (automatic Tydings Amendment extends this date to September 30, 2024). • *Process*: LEA application submitted via ePAGE ***July 2023 Update:*** The Final Financial Report (FFR) for both ARP homeless grants are

		due at the end of the Tydings period in 2024.

Funding Period

#	Question	Answer
1	When does the grant period for ARP ESSER funds end?	Per the ARP Act, ARP ESSER funds must be obligated by September 30, 2023. USED has stated that the automatic Tydings amendment applies to ARP ESSER, which extends the deadline to obligate funds to September 30, 2024.

ESSER Allocation Amounts in ePAGE

#	Question	Answer
1	Why doesn't the allocation in ePAGE match our total ARP ESSER allocation amount?	NDE has received 2/3 of the ARP ESSER funding and is still awaiting the additional 1/3 of funds from USED, which is contingent upon the approval of our ARP ESSER State Plan. As such, only 2/3 of each LEA's ARP ESSER allocation is currently in ePAGE and the remaining 1/3 will be uploaded once NDE receives it from USED.

Budget Content and Formatting

#	Question	Answer
1	How do we indicate that funds will be used over multiple years in the budget section in ePAGE?	In order to indicate that funds will be spent over multiple years, LEAs may place a note in the budget narrative indicating which fiscal year the LEA intends to spend the funds (ex: FY22, FY23, or FY24), however this is not a requirement.

#	Question	Answer
2	How much detail about a program should LEAs include in the budget narrative?	LEAs should continue to follow the narrative approach used for federal funds (e.g., Title funds). Be sure to provide: • A description of the budget line items and what they are and also include a description of the types of supplies and how they will be used. • A clear description of how the costs were calculated must also be included. • When travel is included, include the dates, type of travel (in- vs. out-of-state), who is traveling (role/position, not names), and an estimate of costs that includes the phrase "not to exceed xxx." Include a description of how the cost was determined (e.g., 5 paraprofessionals, $400 per airplane ticket, 1 night hotel room at per diem, etc.) Please note that values reference in the narrative must precisely match the values used in the budget. An example of what should be included in a budget narrative is below: *NARRATIVE for Object Code Series 100:* NNFS is hiring 2 Aviation Professors under EAI at 100% of their time for the 21-22 school year for AV 199 "Special Topics in Aviation". These costs are an estimate and will not exceed $40,000 for each position. Names are TBD and will be submitted with monthly RFF. NNFS is hiring 1 Math Dept. Professor under EAI at 50% of their time for the 21-22 school year for Aviation related courses. This cost is an estimate and will not exceed $17,500 for the position. Name is TBD and will be submitted with monthly RFF. NNFS will be issuing out four $1,000.00 stipends to the listed instructors for the annual "Weekend in the Sky" Event on April 3rd, 2021. One instructor is TBD and their name will be submitted with the April RFF. *NARRATIVE for Object Code Series 600:* **610** • General Supplies include disinfectants, gloves, masks, cleaning • supplies, small office furniture. • Flight Supplies include EAI flight deck approved boots, goggles, leather gloves, flight logs, neck gators.

#	Question	Answer
		• Classroom Supplies include pens, paper, binders, and other common classroom items. • No single item in 610 exceeds $1,000.00. **612** Flight Jackets are an approved EAI Item but must remain property of NNFS. **640** • MH-60S Flight Manuals to be stored in aircraft, these replace outdated copies. • Robinson R66 Flight Manuals to be stored in aircraft, current copies are 5 years old and are deteriorated from normal use. **641** "Modern Aviation" Textbooks needed for the AV 199 "Special Topics in Aviation" course. **650** • Supplies include keyboards, mouses, printers, cables, office phones, and common IT items. • No single item in 650 exceeds $1,000.00. **652** Chromebooks to be used for distance learning due to Covid. T-Mobile Hotspots help provide internet access during distance learning for students with no other access. **600** All items in object code 600 include shipping and handling. *NARRATIVE for Object Code 580 (Travel):* **580** • 4 Staff Members will be attending the out of state 2020 NBAA Business Aviation Convention & Exhibition in Orlando, FL from October 6-8. • Each Staff member will receive: • 1 Round Trip Flight • 3 Night hotel stay @ $185 per night

#	Question	Answer
		3 Days of per diem @ $75 per day 3 Days of car rentals @ $100 per day 3 Days of Airport Parking @ $15 per day These costs are an estimate and will not exceed listed values.
3	Do we have to do line-item budgets by school building?	Budget line items are not required to be broken down by school building. School metatags are optional and should be utilized for funds that will be held by the school.

Requesting Reimbursement

#	Question	Answer
1	How will LEAs request reimbursement for expenditures incurred for summer school for FY2021 that has already passed?	ARP ESSER III funding may be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared, and is available for obligation by SEAs and subrecipients through September 30, 2023 (automatic Tydings Amendment extends this date to September 30, 2024). Please be advised that while crossing fiscal years is allowable, it is not advised since any claim from the previous fiscal year will be processed as stale claim. This is a State policy and is out of NDE's control. An LEA seeking reimbursements for FY 21 expenditures (i.e., expenditures that were incurred between July 1, 2020 and June 30, 2021) should have been submitted a reimbursement request by July 21, 2021. Any requests for reimbursement for FY21 expenditures received after July 21,2021 are subject to the State's federal stale claim processes. Requests for reimbursements that span multiple fiscal years must be processed separately, meaning one request per each fiscal year.
2	If we date an ARP ESSER expense back to March 13, 2020, will it be considered a stale claim?	As noted above, any request for reimbursement received after the July 21, 2021, deadline may be subject to the State's stale claim process. Any request for reimbursement for expenditures incurred in FY20 or FY21 received after the state fiscal year end, August 30, 2021, will be a stale claim. This is state policy and is beyond NDE's control.
3	Can you please clarify what documents are required when	For ARP ESSER III, LEAs must submit a general ledger (GL) with their RFR. Additional documentation such as invoices, proof of payment, etc. is only required for federal funds made available

#	Question	Answer
	submitting a request for reimbursement (RFR) in ePAGE for ESSER funds?	through the Governor's Emergency Education Relief (GEER) fund or the Legislature (Assembly Bill 3). • Invoices are only required for the GEER and Coronavirus Relief Funds (CRF) because they go through the Governor's office • For ESSER, regular GL backup documentation is required, per usual. Only funding that goes through the Governor's Office has different requirements.

Indirect Cost Rate

#	Question	Answer
1	The ePAGE indirect cost formula does not work with a multi-year grant since each Indirect Cost (IC) rate is for the 12-month fiscal year only. How will the error be resolved in ePAGE for multi-year grants?	We have reached out to HMB to understand the limitations of the system and to identify possible solutions. However, this should not be an issue for grants for this year.
2	What is the allowable Indirect Cost (IC) rate?	Indirect cost rates are established annually based upon the data provided in each LEA's application for establishing an indirect cost rate. This financial data is updated annually, and therefore can fluctuate from year to year based on an LEA's activities (revenues and expenditures). LEAs are notified annually of their IC rate. Entities other than school districts should use their cognizant agency's identified IC rate unless instructed differently by NDE. NDE will work with each subrecipient to ensure the correct indirect cost rate is utilized.

Supplement versus Supplant

#	Question	Answer
1	We experienced a reduction State funding. Are we allowed to use ESSER funding to address those reductions?	Yes. There is no supplement, not supplant provision in ESSER funding. ***July 2023 Update:*** While there is no supplement, not supplant provision in ESSER, please ensure that expenses are necessary to prevent, prepare for, or respond to COVID-19, and can be connected to one or more of the Allowable Uses of Funds listed in the response to Question 5 under the Allowable Use of Funds section.

Funding Timelines

#	Question	Answer
1	When did NDE submit the ARP ESSER III state plan and when will it be approved by USED?	NDE submitted the draft of the ARP ESSER III state plan for review to USED on July 9, 2021 and received the first round of comments and feedback from USED during the week of August 9, 2021. NDE will resubmit the state plan once those edits have been reconciled, however we do not have a way of knowing when the final approval will be provided to NDE by USED. It is also important to note that NDE considers the state plan to be a living document, in that stakeholder input and feedback, as elicited through public comment online and various ongoing engagement efforts, will continue to inform the contents of the state plan as it is updated throughout the funding period. July 2023 Update: The revised state plan was resubmitted to USED in May of 2022 and an approval letter was received on May 23, 2022.
2	Once NDE's state plan has been approved by USED how long will it take for LEAs to get the money to the LEAs?	NDE staff will work as quickly as possible to approve the funding for LEAs within ePAGE once the state plan has been approved by USED and the remaining portion of the ARP ESSER III funds have been made available for disbursement.

Contact Information

If you have any questions or need assistance on ARP ESSER III, please contact the NDE staff below:

- ARP Program Contacts:

LEA	ESSER Core Team Programs Representative(s) (Office of Student and School Supports)
Carson City SD	Brenda Moore-Grisham and Blakely Hume
Churchill CSD	Brenda Moore-Grisham and David Asato
Clark CSD	Blakely Hume and David Asato
Douglas CSD	Brenda Moore-Grisham and Blakely Hume
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SPCSA	Brenda Moore-Grisham and David Asato

- ARP Fiscal Contact:
  - grantsinfo@doe.nv.gov

Glossary of Acronyms

- **ARP** – American Rescue Plan Act
- **ePAGE** – Electronic Plans, Applications, Grants, and Expenditures, NDE's electronic grants management portal
- **ESSER** – Elementary and Secondary School Emergency Relief
- **GEER** – Governor's Emergency Education Relief
- **IC** – Indirect cost
- **LEA** – Local education agency, meaning county school districts and the State Public Charter School Authority
- **NDE** – Nevada Department of Education
- **SEA** – State education agency, meaning NDE and its peers nationally
- **USED** – U.S. Department of Education