

Nevada State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund



Submitted to the U.S.
Department of Education
July 9, 2021





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U.S. Department of Education

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Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies (“LEAs”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education (“Department”) is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation’s schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency’s (“SEA’s”) plan in order to make the State’s remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

Cover Page

Grantee and Contact Information

ARP ESSER PR Award Number (e.g., S425U2100XX): S425D210018

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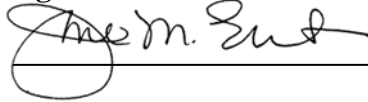
By signing this document, I agree to each of the assurances listed in Appendix C and further assure that:

To the best of my knowledge and belief, all information and data included in this plan are true and correct.

Chief State School Officer or Authorized Representative (Printed Name)

Jhone M. Ebert, State Superintendent of Public Instruction

Signature of Authorized SEA Representative



Date

7/9/2021

A. Describing the State's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. **Progress and Promising Practices:** Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's [Safer Schools and Campuses Best Practices Clearinghouse](#) so that they can be shared with other States and LEAs.

The Nevada Department of Education (NDE) continues to partner with the Nevada Governor's office, State agency partners, districts, and schools to lead the pre-K-12 education response to and recovery from COVID-19. In accordance with our values (as identified in the [Statewide Plan for the Improvement of Pupils](#)) and in partnership with the State Board of Education, NDE identified and aligned its COVID-19 response and recovery – including the allocation of federal relief funds – to the following priorities established in April 2020, which have been updated (in red) as the State shifts from COVID-19 response to recovery and renewal:

- Closing opportunity gaps for students who have been traditionally underserved
- Safe, efficient, and equitable re-opening of school buildings
- Access to technological capacity for educators, students, and families
- Social and emotional support of students in response to COVID-19
- Access to high-quality professional development ~~in delivering distance education~~ for educators
- Access to high-quality instructional materials ~~through distance education~~ for educators and students
- Support of parents, families, and communities
- Access to adult education and workforce development opportunities

The top 3 strategies that have been most effective in supporting the priorities outlined above and the needs of students in Nevada are ensuring 1:1 connectivity (Connecting Kids NV), prioritizing a safe and equitable return to school buildings, and investing in high-quality distance/digital education.

1:1 Connectivity – Governor Steve Sisolak's COVID-19 Private Sector Task Force adopted bridging the digital divide for students and families as one of its priorities in the summer of 2020. In partnership with the Elaine P. Wynn & Family Foundation, Communities in Schools Nevada, the Public Education Foundation, and R&R Partners, the COVID-19 Task Force launched [ConnectingKidsNV](#). At its launch in August, approximately 120,000 of Nevada's 500,000 students did not have the device and/or connectivity they needed to participate in distance learning. The goal of Connecting Kids NV was to equip every student (not just household) with a device and connectivity.

On January 5, 2021, Nevada was the first state in the nation to [confirm](#) that every public school student participating in digital learning, whether full- or part-time, had a learning-ready device and internet connection. Prior to this milestone, some students learning from home in Nevada had been sitting outside restaurants, libraries, or WiFi-equipped school buses to access education. In addition, many students had been sharing devices during the school day or relying on cellular data plans to connect to learning.

The online tracker at connectingkidsnv.org was updated weekly, and regular status updates were sent to 500-plus Statewide leaders who consistently responded to calls for assistance from educators and families. NDE and the Governor’s Office of Science, Innovation, and Technology mobilized resources and resolved issues for district and charter schools with a particular focus on remote rural and Tribal communities, where families may struggle to access reliable internet service.

There was no one-size-fits-all approach in the Connecting Kids NV response – staff and volunteers knocked on doors to find and connect students and through public-private partnerships maintained a virtual Family Support Center, where call agents connected families to the internet six days a week. The Family Support Center fielded more than 45,000 calls from families and connected nearly 18,000 families to reliable internet.

Prioritizing a Safe and Equitable Return to Schools – On emergency order of Governor Sisolak, school buildings in Nevada were closed effective March 16, 2020 through the [end of the 2019-20 school year](#). In preparation for the start of the 2020-21 school year, Governor Sisolak [returned authority](#) for decisions regarding the reopening of school buildings to local education agencies in consultation with public health officiations.

NDE convened a Re-Opening of Schools Committee comprised of State health officials, district superintendents and staff, charter school leaders, school safety experts, emergency mangers, and other experts, that produced the [Framework for a Safe, Efficient, and Equitable Return to School Buildings \(Framework\) \(translated into Spanish\)](#). The *Framework* focused on four key areas: re-opening school buildings, human resources, logistics, and wellness and recovery. It included checklists for priority topics – such as communications planning, nutrition services, and trauma-informed interventions – to support districts and schools in local planning and considerations to ensure safe and welcoming learning environments for the 2020-21 school year. Governor’s [Declaration of Emergency Directive 022](#) and NDE [Guidance Memo #20-05](#) established expectations and flexibilities for the 2020-21 school year.

Nevada’s 17 county school districts and charter schools put in place community-informed reopening plans for the 2020-21 school year.

- Five school districts were able to offer in-person instruction to all students for the entire school year with face covering, physical distancing, and other COVID-19 mitigation protocols in place.
- Ten school districts offered hybrid learning models all school year, whether through weekly, partial week, or partial day approaches.
- Elko County School District started the school year fully remote and began welcoming students back in November and Clark County School District – the largest in Nevada and

fifth largest in the nation – began welcoming students back for in-person instruction in March 2021.

In all cases, parents and families were able to choose a distance education option for their students.

[Emergency Directive 044](#) and [Guidance Memorandum 21-02](#) set expectations for the 2021-22 school year, and local education agencies (LEAs) retain authority to make determinations regarding instructional approaches in consultation with local public health officials. LEA Plans for Safe Return to In-Person Instruction and Continuity of Services are due July 14, 2021 to NDE's grant application website as an uploaded file and will also be posted to LEA websites in a public-friendly format as required by USED's guidance.

Investing in High-quality Distance and Digital Education – When learning moved to distance/digital instruction due to school building closures in March 2020, NDE moved quickly to establish the Nevada Digital Learning Collaborative (NvDLC), so students could access high-quality, rigorous distance education. In July, NDE [announced](#) the official launch of [NvDLC website](#). The site features tools and resources for grades pre-K-12 that help educators, students, and families thrive in an online learning environment. On the NvDLC website, educators can find high-quality curricular materials and instructional strategies to help them meaningfully connect with students and families in a virtual learning environment.

The NvDLC website includes tools to support educators in addressing the needs of diverse learners, such as students with disabilities and English Learners, professional learning programs through which educators can hone their virtual teaching skills and provides students and families with support regarding the new virtual learning environment, offering resources such as how to structure the day when digital learning. The site includes a translate option tab on each page, so a language of choice may be selected in support of English Learners. From July 2020 through May 2021, 14,822 distinct users have visited the NvDLC website, accumulating 50,542 views across 71 countries.

As a complement to the NvDLC, NDE launched the Nevada Digital Engineers, a network of experienced classroom, school, school administrators, and district leaders in Nevada who build capacity for distance learning statewide by providing virtual training and coaching to stakeholders. The Digital Engineers continue to expand NvDLC website content in support of a long-term vision for this multi-use platform that will live beyond the pandemic. Thanks to the Digital Engineers, Nevada's educators were provided high-quality professional learning, instructional supports, and materials. Digital Engineers offer office hours by content area, including: Career and Technical Education, Inclusive Education, Special Education, Computer Science, Mathematics, Fine Arts, Social Emotional Learning, among others. Through these office hours, Nevada teachers may connect with a colleague who is a Digital Engineer and receive direct support for improving their instruction.

In addition, NDE cultivated several digital curriculum partnerships to help educators transition to distance instruction and minimize the disruptions experienced by students.

- NDE launched a Statewide partnership with Canvas, a learning management system, with a Digital Engineer point of contact for each school district. Students and teachers were

able to access high-quality digital instructional materials and professional learning through Canvas to inform lesson plans and digital or distance instruction. Currently, nine Nevada LEAs and 19 charter schools are active in Canvas, with over 560,000 distinct users.

- Thanks to a public-private collaboration, NDE launched a [two-year partnership](#) to provide students and educators with access to Discovery Education *Experience*, the award-winning, flexible K-12 platform that keeps students connected to learning whether at home or at school. As of June 30, 2021, 730 schools, 221,350 students, and 15,867 educators had used the *Experience* platform.
- NDE also extended our reading [partnership with myON](#) to provide pre-K-12 students and families with access to online reading materials at no cost. This partnership allows students to access a library consisting of thousands of digital books and age-appropriate news articles based on a student’s reading level, personal likes, and preferences. Nevada students have read 6,434,814 digital books and more than 58 million minutes using myON since May 2020.

Nevada’s priority remains the safe and equitable reopening of school buildings. However, the State will continue to invest in high-quality digital instructional materials and professional learning to ensure students, families, and educators have access to resources and support to address the impacts of interrupted learning, support learning acceleration, and continue to advance student achievement in the State well beyond COVID-19 recovery.

2. **Overall Priorities:** Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

The top issues currently facing students and schools across Nevada as a result of the COVID-19 pandemic include supporting social, emotional and mental health, addressing interrupted learning, and recruiting, supporting, and retaining effective educators. To identify these priorities, the Nevada Department of Education (NDE) engaged with dozens of groups representative of the stakeholder categories required by the U.S. Department of Education guidance. In addition to stakeholder conversations, feedback provided by NDE’s programmatic experts informed the selection of the top issues facing students and schools. Lastly, NDE took into account [statewide survey results](#) from a survey that was conducted in fall 2020. NDE partnered and collaborated with the University of Nevada, Reno Extension (Extension) and the Nevada Association of Counties to develop a Statewide survey targeting parents/families, school personnel, and community representatives to learn about what is considered the most important in efforts to ensure quality of education for Nevada’s youth. Extension is a unit within the University of Nevada, Reno that is engaged with Nevada’s communities through direct education, programs, and resources.

Supporting Social, Emotional, and Mental Health – The most frequently cited issue facing

students and schools among Nevada’s stakeholders was social, emotional, and mental health supports for both students and staff. Stakeholders specifically mentioned interventions including: hiring additional licensed social workers, decreasing student-to-mental-health-professional ratios, providing wraparound services and on-site support, and reaching out directly to students. Nevada currently does not meet the nationally recommended best practice of 250:1 students-to-school-counselor or social worker. Currently, Nevada’s ratio is 463:1 students-to-school-counselor and 1,174:1 for students-to school-social worker.

More evidence to support the need to decrease student-to-mental-health-professional ratios comes from The [Nevada School Wellbeing Survey](#). The Nevada School Wellbeing Survey was administered in November and December of 2020 to students, family members/caregivers, and school staff to collect information about the most pressing needs resulting from the impacts of COVID-19. This was the first year for the Nevada School Wellbeing Survey which creates a baseline of data and the beginning of a longitudinal data system for student and staff wellbeing. Supports for mental health were identified by LEA leaders as a key concern in survey design and this need was confirmed by the survey results. While Statewide results for students and families indicated moderate mental health needs, the majority of school staff responses indicated more severe needs. Staff identified the following as major or moderate concerns: personal or family mental health (75% of respondents), feelings of burnout (76%), and personal or family wellbeing (84%).

Addressing Interrupted Learning (Learning Loss) – Nevada’s educators and staff demonstrated persistence and ingenuity in ensuring continuity of instruction for students during COVID-19 using the resources provided by the Nevada Digital Learning Collaborative (NvDLC, referenced above in Section A1 as a “Promising Practice”). Despite these and other efforts, addressing the impact of interrupted learning is a top priority for stakeholders and policymakers. Nevada’s family engagement partners, special education advocates, and other civil rights groups named possible learning loss as a top issue to address in the upcoming school year. Many of Nevada’s local education agencies are proactively offering credit recovery and summer acceleration programs to close opportunity gaps that have been exacerbated by COVID-19. NDE applied for and received approval for waivers of certain assessment and accountability requirements for the 2019-20 school year. During the 2020-21 school year, districts and schools administered required federal assessments and we anticipate being able to use assessment results (once available) to inform our efforts to evaluate and respond to the effects of interrupted learning.

Recruiting, Supporting, and Retaining Effective Educators – With supports provided through the Nevada Digital Learning Collaborative and other partnerships for digital instruction, Nevada’s educators adapted to distance and hybrid instructional approaches. Throughout our stakeholder conversations, educators, including school leaders, cited the ARP ESSER funds as an opportunity support ongoing efforts to recruit, support, and retain more qualified and effective educators. In alignment with the first priority outlined above in Section A2, the need to recruit and retain effective educators extends beyond classroom teachers to include specialized instructional support personnel. Specialized instructional support personnel include school counselors, social workers, and school psychologists who are trained to provide the social, emotional, and mental health services school communities

need. As highlighted earlier, current ratios of these vital staff are far behind the nationally recommended best practice ratios. The Nevada State Board of Education recognized this need by formally adopting the nationally accepted best practice ratios as non-binding recommendations in April 2020. Further details regarding Nevada’s educator workforce are found in Section F.

3. **Identifying Needs of Underserved Students:** Describe your State’s 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:
- i. Students from low-income families,
 - ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
 - iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
 - iv. English learners,
 - v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
 - vi. Students experiencing homelessness,
 - vii. Children and youth in foster care,
 - viii. Migratory students, and
 - ix. Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,¹ chronic absenteeism, student engagement, and social-emotional well-being.

Table A1.

Note from NDE: Table A1 was completed using 1) information gathered during the stakeholder facilitation protocol described in Section C, 2) data accessed through [NevadaReportCard.com](https://www.nv.gov/education/assessment/assessment-reports), and 3) the [Nevada School Climate Survey](#). Where school climate survey index score results are referenced, they align with the updated U.S. Department of Education benchmarked performance level categories: 100 - 299 - Least favorable conditions; 300 - 400 - Favorable conditions; 401 - 500 - Most favorable conditions.

¹ For the purposes of the plan, “academic impact of lost instructional time” refers to “learning loss” experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

Students throughout the State, regardless of who they are or where they go to school experienced similar challenges due to the circumstances created by COVID-19. Those challenges and concerns are addressed in the State’s top three priorities, with the recognition that some students and communities experienced impacts disproportionately. For example, access to digital devices and internet was a significant barrier for students from families experiencing poverty or homelessness who also tend to be disproportionately students of color. For students whose primary support system is traditionally peers and supportive adults at school, such as those who are LGBTQ+, the loss of those connections due to school building closures resulted in a sense of alienation and had serious impacts to their sense of emotional safety.

Nevada is fortunate to have an incredibly diverse student population, and we trust our partners in local education agencies to support the implementation of focused and targeted supports that are tailored to the unique needs of their school communities. As a State, we continue to emphasize the need for social, emotional, and mental health supports as a key component of recovery and renewal of our education system in the aftermath of COVID-19. When coupled with the important task of assessing the impact of interrupted learning that school building closures brought, along with a commitment to continue to ensure that all students have access to high-quality digital learning opportunities that reinforce and enhance in-person learning, we are setting a solid course toward continuing to maintain safe in-person learning. NDE will use data to address the disparities that the pandemic shone a light on through a renewed focus and the investment of the necessary resources to accomplish those goals.

Student group	Highest priority needs
Students from low-income families	<p>Key priorities identified for Nevada’s students include:</p> <ul style="list-style-type: none"> • Wraparound services including social, emotional, and mental health supports for students and families. • Addressing the digital divide and building digital literacy/platform capacity • Assessing the impact of interrupted learning (i.e., learning loss) and providing accelerated and personalized instruction <p>Where specific priorities are not highlighted for the student groups disaggregated by race/ethnicity in the rows below, they should be assumed to align to these high-level common priorities.</p>
American Indian/Alaska Native Students	<p>Priority: Addressing the digital divide and building digital literacy capacity. Ensuring food security/access to nutrition services, especially in remote rural communities.</p> <p>School climate survey index scores for students who identify as American Indian were lowest for Emotional Safety (343), followed by Relationships (351) and Physical Safety (361). This group’s highest index score was for Cultural and Linguistic Competence (365).</p>
Asian students	<p>Priority: Wraparound services including social, and emotional, and mental health supports for students and families.</p>

Student group	Highest priority needs
	School climate survey results for students who identify as Asian were lowest for Emotional Safety (364), followed by Relationships (370) and Physical Safety (375). This group’s highest index score was for Cultural and Linguistic Competence (387).
Hispanic/Latino students	Priority: Wraparound services including social, and emotional, and mental health supports for students and families. School climate survey results for students who identify as Hispanic/Latino were lowest for Emotional Safety (354), followed by Relationships (363) and Physical Safety (366). This group’s highest index score was for Cultural and Linguistic Competence (374).
Black/African American students	Priority: Wraparound services, addressing the digital divide/connectivity, and building digital literacy/platform capacity. School climate survey results for students who identify as Black were lowest for Emotional Safety (349), followed by Physical Safety (352). This group’s highest index scores were for Relationships (360) and Cultural and Linguistic Competence (361).
Pacific Islander students	Priority: Wraparound services, addressing the digital divide/connectivity, and building digital literacy/platform capacity. School climate survey results for students who identify as Pacific Islander were lowest for Emotional Safety (363), followed by Physical Safety (369) and Relationships (369). This group’s highest index score was for Cultural and Linguistic Competence (382).
Students who identify with two or more races	Priority: Wraparound services, addressing the digital divide/connectivity, and building digital literacy/platform capacity. School climate survey results for students who identify with Two or More Races were lowest for Emotional Safety (352), followed by Relationships (360) and Physical Safety (365). This group’s highest index score was for Cultural and Linguistic Competence (372).
White students	Priority: Wraparound services, addressing the digital divide/connectivity, and building digital literacy/platform capacity. School climate survey results for students who identify as white were lowest for Emotional Safety (354), followed by Relationships (362) and Physical Safety (372). This group’s highest index score was for Cultural and Linguistic Competence (379).
Students who identify as male	Priority: Wraparound services including social, and emotional, and mental health supports for students and families. School climate survey results for students who identify as male were lowest for Emotional Safety (341), followed by Relationships (354) and Cultural and Linguistic Competence (365). This group’s highest index score was for Physical Safety (372).

Student group	Highest priority needs
Students who identify as female	<p>Priority: Wraparound services including social, and emotional, and mental health supports for students and families.</p> <p>School climate survey results for students who identify as female were lowest for Emotional Safety (331), followed by Relationships (345) and Cultural and Linguistic Competence (352). This group’s highest index score was for Physical Safety (368).</p>
Students who do not identify as female nor male	<p>Priority: Wraparound services including social, and emotional, and mental health supports for students and families.</p> <p>School climate survey results were lower across the board for students who do not identify as either male or female, with the lowest index score for Emotional Safety (304), followed by Relationships (323) and Cultural and Linguistic Competence (328). This group’s highest index score was for Physical Safety (345).</p>
Students who are English Learners	<p>Priority: Wraparound services, addressing the digital divide/connectivity, and building digital literacy/platform capacity. Additional opportunities and/or instructional time for English Learners to hone their oral and written skills.</p> <ul style="list-style-type: none"> • Progress monitoring tools/system to assess English Learners’ progress throughout the school year • Interpretation/translation and communication services for EL students and their families
Children with disabilities	<p>Priority: Wraparound services including social, and emotional, and mental health supports for students and families.</p> <ul style="list-style-type: none"> • Addressing the social and emotional needs of children with disabilities • Bridging the gap between the general education classroom and implementation of Individualized Education Programs (IEPs) • Accessibility and accommodation of special education students using technology and Personal Protective Equipment (PPE), particularly ensuring appropriate supports are available to students (and relevant staff) who may find face coverings a barrier to learning or communicating
Students experiencing homelessness	<p>Priority: Wraparound services, addressing the digital divide/connectivity, and building digital literacy/platform capacity.</p> <ul style="list-style-type: none"> • Multigenerational programming • Identifying students experiencing homelessness and proactively supporting students and families who may experience homelessness • Transportation services to and from school and other learning opportunities
Children and youth in foster care	<p>Priority: Wraparound services, addressing the digital divide/connectivity, and building digital literacy/platform capacity.</p>

Student group	Highest priority needs
	<ul style="list-style-type: none"> • Addressing the digital divide/connectivity and building digital literacy capacity • At-home instructional and academic supports
Migratory students	Priority: Wraparound services, addressing the digital divide/connectivity, and building digital literacy/platform capacity. <ul style="list-style-type: none"> • Transition programs and personalized supports • Wraparound services
Other groups of students identified by the State (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	Priority: Wraparound services, addressing the digital divide/connectivity, and building digital literacy/platform capacity. <ul style="list-style-type: none"> • Military-connected students: Distance learning supports and infrastructure and addressing the digital divide/connectivity • Rural students: Ensuring schools and programs are adequately staffed addressing the digital divide/connectivity; ensuring accessible nutrition services (example provided by stakeholders of limited hours during which to pick up food at a central location that was not convenient for working parents/caregivers) • LGBTQ+: Professional development for educators and counselors on how to support LGBTQ+ youth and school therapists

4. **Understanding the Impact of the COVID-19 Pandemic:** Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

The Nevada Department of Education (NDE) has supported local education agencies throughout the COVID-19 response and recovery in prioritizing student and staff well-being and ensuring continuity of learning. Key strategies that we will implement to support LEAs going forward include:

- Modeling and sharing best practices for meaningful stakeholder engagement;
- Leveraging data to identify groups of students most adversely impacted by COVID-19; and
- Maximizing resources to identify and respond to the needs of students most adversely impacted by COVID-19.

Modeling and Sharing Best Practices for Meaningful Stakeholder Engagement –

Throughout the COVID-19 response, NDE has been committed to soliciting and making decisions based on stakeholder input, including by inviting LEAs, parents, and students to testify at open public meetings regarding their pandemic experiences.

To continue this engagement in support of Nevada’s ARP ESSER State Plan, NDE created a stakeholder consultation toolkit for the use of our programmatic staff experts. The toolkit includes a process overview document, a norming PowerPoint, a public-facing PowerPoint presentation with talking points, draft invitation text, and a post-engagement survey form. NDE’s federal relief funding leads invited over 20 programmatic staff experts to a stakeholder engagement planning session, during which programmatic staff experts were presented with the process overview and norming PowerPoint to ground them in the purpose and significance of our stakeholder consultation process for ARP ESSER. When they left the planning session, the staff experts had draft invitation text they could use to invite their stakeholder groups to feedback sessions, as well as the PowerPoint deck and talking points to present during that session. The PowerPoint deck and talking points included prompts for stakeholder feedback on how the SEA set aside should be spend in alignment with State Board of Education relief priorities. The stakeholder feedback session prompts were directly aligned to the ARP ESSER State Plan, specifically Sections A, C, E, and F, so all SEA responses would be inclusive of stakeholder feedback. A member of our federal relief funding lead team attended each session to support the program experts with any questions they could not field and take notes. Those notes were then entered into a post-engagement survey form, so they could be consolidated and reconciled to inform this application and other recovery and renewal efforts going forward. NDE held multiple feedback sessions tailored to LEAs and shared the toolkit with district leaders as a model for their ongoing efforts to engage stakeholders in the development of the two LEA plans required by the American Rescue Plan Act. Over 30 stakeholder groups participated the ARP ESSER stakeholder feedback sessions. The groups invited reflect the stakeholder groups reflected in Table A1 of the ARP ESSER State Plan and include:

- LGBTQ+ Youth
- Children’s Advocacy Alliance
- Native American Youth
- Native American Tribal Representatives
- LEA Tribal Liaisons
- State Public Charter School Authority
- Charter school leaders
- Multi-tiered Systems of Supports State Team
- Special Education Directors Association
- Special Education Advisory Committee
- Nevada Hands and Voices (civil rights advocacy group)
- Title I, D coordinators
- Title I Committee of Practitioners
- My Brother’s Keeper, Las Vegas Chapter
- LEA McKinney-Vento Liaisons
- LEA Foster Care Liaisons

- Advisory Council for Family Engagement
- District Parental Involvement and Family Engagement Liaisons
- Superintendent’s Teacher Advisory Council
- Superintendent’s Principal Advisory Council
- TeachPLUS (teacher-informed education policy advocacy group)
- Private School Educators
- English Mastery Council (State-appointed English Learner advocacy group)
- LEA Title III Directors
- Children’s Cabinet
- LEA Early Childhood Education District Coordinators/Administrators
- LEA Chief Nurses
- Social, Emotional, Academic Supports and Restorative Practices Workgroup
- School Bus Transportation Directors
- SafeVoice Liaisons (K-12 school safety anonymous tip hotline)
- Military Interstate Children’s Compact Commission
- School Mental Health Providers
- Nevada Medicaid
- Nevada Division of Children and Family Services
- Nevada Parent Teacher Association (PTA)
- Nevada Association of School Superintendents

In addition to sessions planned with various partner and advocacy groups, NDE hosted two feedback “make-up” sessions to provide opportunities for those who could not attend with their stakeholder group to participate in the consultation process.

Finally, NDE created and posted to our website an [ARP ESSER Planning Guide for LEAs](#) to support them in their planning and stakeholder engagement efforts.

Leveraging Data to Identify Groups of Students Most Adversely Impacted by COVID-19– NDE will support districts in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being by providing disaggregated and timely data. NDE applied and received approval for an accountability and assessment waiver for the 2019-20 school year and a limited accountability waiver for the 2020-21 school year. In accordance with the waiver for 2020-21, NDE will not be calculating school ratings or index scores as part of the Nevada School Performance Framework (NSPF). School ratings/reports will carry over from the most recent year (SY 2018-19), and all designated schools (comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement, also known as CSI, TSI, and ATSI respectively) will maintain their current designation status.

The following data categories will be reported by NDE and available to LEAs to support their efforts to address the needs of students most impacted by the pandemic, including the formulation of their ARP ESSER plans:

- Assessment results for elementary, middle, and high school English language arts, mathematics, science, and English language proficiency - Academic achievement is used in all three levels of school ratings in the Nevada School Performance Framework

(NSPF): elementary, middle, and high schools. Academic Achievement uses performance on state tests for Math, English Language Arts (ELA), and Science. For Math and ELA, the Smarter Balanced Assessments are administered in grades 3 – 8 and the American College Test (ACT) is administered in grade 11. The state science assessments are administered in grades 5, 8, and 10. The Nevada Alternative Assessment (NAA) is administered to students with severe cognitive disabilities and these results are combined with Smarter Balanced, ACT, and Science assessment results. Additionally, Nevada annually measures English proficiency for ELs using the WIDA ACCESS assessment. The English Language Proficiency Indicator is also included in all three levels (elementary, middle, and high school) of the school rating system in the Nevada Performance Framework (NSPF).

- Academic growth using a skip-year analysis following guidelines from the National Center for Assessment - Student growth is the amount of academic progress a student has made over time in comparison with their academic peers. In Nevada, student growth is determined by calculating Student Growth Percentiles (SGPs). Nevada measures student growth using annual Smarter Balance assessments for: Mathematics 4th grade through 8th grade and ELA 4th grade through 8th grade. Nevada also measures growth for English Learners (ELs) by administering the WIDA Access Assessment annually to students in 1st grade through 12th grade. The WIDA assessment is administered to determine the English language proficiency of students for whom English is not their first language. Since accountability and testing were waived for school year 2019-20 in accordance with USED guidance, Nevada will implement a skip-year growth analysis which shows student progress over two academic years combined (i.e., school year 2018-19 and school year 2020-21), rather than just a single year of learning. At the school level, this means that skip-year growth measures will capture the collective impact of two years of instruction on a cohort of students' learning trajectories.
- Graduation data (4-year and 5-year adjusted cohort graduation rate [ACGR]) - The four-year cohort graduation rate measures the percent of students in a ninth-grade cohort who graduate with a regular high school diploma within four years or less. The five-year ACGR measures the percent of students in a ninth-grade cohort who graduate with a regular diploma in five years or less. Both the four-year and five-year ACGR are used in the Nevada School Performance Framework (NSPF) school accountability rating system.
- Closing opportunity gaps data – Closing opportunity gaps as defined in Nevada's ESSA Plan specifically focuses on elementary and middle school students who were previously not proficient but are now on track to proficiency. Every year, all 3rd to 8th grade students in Nevada participate in Math and ELA assessments. Growth, or progress, toward proficiency is measured for each student that has at least two consecutive years of scores. This growth determines whether a student is on track to reach proficiency in three years or by the end of 8th grade.
- Career and college readiness indicators - College and Career Readiness is included in the high school rating system in the Nevada School Performance Framework (NSPF) and reflects the State's commitment to college and career readiness for all high school students. There are many programs of college and career readiness coursework that prepare students for post-secondary life. Some of these programs include Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). Students that participate in these

programs may earn a Nevada College and Career Ready (CCR) Diploma. To earn a CCR diploma, a student must meet the criteria for an Advanced Diploma and also take additional classes and assessments.

- Chronic absenteeism and attendance collected and reported for ED Facts federal reporting - Research shows that reducing chronic absenteeism is critical to improving student achievement; therefore, many states include this measure in their accountability systems. Chronic Absenteeism is a measure showing the percentage of students missing 10% or more of school days enrolled for any reason, including excused, unexcused, and disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.
- Credit sufficiency and academic learning plans - The Student Engagement Indicator (sometimes referred to as the Student Success or School Quality Indicator) satisfies the requirement for inclusion of a school quality or school success Indicator in a state's accountability system. This Indicator includes Measures that vary across school levels. The Chronic Absenteeism Measure applies to all three school levels (elementary, middle, and high). In addition to the Chronic Absenteeism Measure, middle school Measures include eighth grade credit requirements and Academic Learning Plans as required by State regulations, while high school Measures include Ninth Grade Credit Sufficiency. The Student Engagement Indicator contributes up to 10% to a school's total index score at all school levels.
- Enrollment - Nevada reports annual student enrollment counts disaggregated by race/ethnicity, gender, special populations, and grade level. This validated collection occurs annually as of October 1st and is reported on the NDE website and Nevada Report Card accountability portal.
- Retention - Nevada reports data on retention by grade for the State, districts, and schools on the [Nevada Report Card](#) accountability portal.
- Teacher information - Nevada reports data on teachers at State, district, and school levels, including the number of teachers, number of core classes not taught by highly qualified teachers, teacher ADA, teacher average daily attendance, paraprofessional and substitute teacher information, school administrators, and professional qualifications.
- Discipline and attendance data - Nevada reports data on pupil attendance and discipline, including bullying and cyber bullying, for the State, districts, and schools. Per State law ([NRS 385A.240](#) and [NRS 385A.250](#)), this data must be disaggregated by the student groups outlined in the Every Student Succeeds Act (ESSA), which includes pupils: who are economically disadvantaged, from major racial and ethnic subgroups, with disabilities, who are English learners, who are migratory children, who are homeless, who are in foster care, who are military impacted, and by gender.
- School climate survey results - The Nevada School Climate/Social Emotional Learning (NV-SCSEL) survey has been administered each school year since 2015 and includes questions on students' perceptions of their own social emotional competency as well students' perceptions of their school across four school climate constructs: Relationships, Cultural and Linguistic Competency, Emotional Safety, and Physical Safety. An online [Data Tool](#) allows for the results to be disaggregated whenever possible. [Reports](#) are provided in both English and Spanish, and a [Peer Matching Tool](#) incorporates academic data from the State's accountability portal, as well. Results are reported according to national performance benchmarks established by the U.S. Department of Education in

2017. Legislation passed during Nevada’s 2019 State Legislative Session requires that the annual plans to improve the achievement of pupils include these measures of school climate from students, family members/caregivers, and school staff. A pilot school staff climate survey was administered in spring 2021, which will inform a Statewide annual administration beginning in fall 2021, when the student survey will be administered for the 2021-22 school year. The pilot will serve as a baseline for data and the start of a longitudinal database for years to come.

- Financial information (per pupil spending) - Nevada provides data on per pupil spending, remedial education funding, and legislative appropriations.

In addition, NDE required LEAs to complete or update their needs assessment in relation to COVID-19 and planning for ESSER I funding. As part of their ESSER I application, each LEA provided a summary of how their needs assessment was conducted, the extent to which stakeholders were involved in the process, and a summary of the most critical prioritized needs. LEAs used a variety of sources, such as assessment data and parent/community surveys, to identify LEA and school needs. NDE also provided technical assistance to LEAs, reminding them that their funding priorities should be responsive to the findings of their needs assessment. With ESSER II and ARP ESSER funding, NDE is encouraging LEAs to review and update their existing needs assessment to continue to inform their spending.

Maximizing Resources to Respond to the Needs of Students Most Adversely Impacted by COVID-19 – NDE will support LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being by contracting with research experts in these areas. These experts will provide an evaluation of Nevada’s status of student learning loss and student well-being needs, as well as create recommendations and provide services to close opportunity gaps.

As of the publishing of this document, NDE received State Legislature approval to use ESSER funds to contract with an education evaluation firm to conduct a Statewide comprehensive needs assessment. The comprehensive needs assessment will include a landscape analysis to understand the unique needs of school communities related to: academic learning and potential learning loss, attendance and participation, social emotional learning, mental health, professional development for varied learning environments (virtual, hybrid, and in-person), summer learning, evidence-based interventions, and opportunity gaps. The comprehensive needs assessment and its results will be available to all districts to inform local COVID-19 recovery.

5. **School Operating Status:** It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:
 - i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:
 - a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both

- remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;
- b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and
- c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.

The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.

- ii. To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

The Nevada Department of Education (NDE) has collected school operating status/mode of instruction and student enrollment in relation to attendance and posted it to NDE’s website as a downloadable file [here](#). The downloadable file is modeled after the tables in Appendix A of the ARP ESSER State Plan template. Districts submitted the identified primary mode of instruction at individual schools and NDE disaggregated student enrollment by race/ethnicity and special populations to produce enrollment counts for remote/online only, hybrid, and full-time in-person instruction. At this time, our data collection methodology does not allow us to identify modes of instruction “offered to some students.”

For the 2021-22 school year, NDE will implement a methodology to collect individual student mode of instruction as a component of attendance in our student information system. The school operating status/mode of instruction and student enrollment data collection and posting for the 2021-22 school year will be aligned to quarterly average daily attendance counts administered planned to be collected by NDE on October 1st, January 1st, April 1st and July 1st.

B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1. **Support for LEAs:** Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:
 - i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (“CDC”) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

All Nevada LEAs offered in-person instruction to at least some students for part, if not all, of the 2020-21 school year. The Nevada Department of Education will continue to support LEAs in the safe operation of school facilities in alignment with CDC and State guidance.

Additionally, NDE has a staff representative serving on the Governor’s COVID-19 Mitigation and Management Task Force who also liaises with State and local public health officials to ensure districts and schools have the most up-to-date and accurate information available.

Upon the issuance of any State Emergency Directives related to education or that have implications for school settings, NDE prepares guidance or resources to support LEAs in meeting expectations. Examples of Emergency Directives and guidance can be found on [NDE’s COVID-19 Resources webpage](#).

Table B1.

Mitigation strategy	SEA response
Universal and correct wearing of masks	As of the writing of this document and based on State Emergency Directives, face coverings are required by all adults and students over the age of 9 in school settings and by students of all ages on public transportation.
Physical distancing (e.g., including use of cohorts/podding)	As of the writing of this document, State Emergency Directives provide LEA leaders, in consultation with local public health officials, the authority to make determinations regarding physical distancing, space capacity, and large gathering requirements.
Handwashing and respiratory etiquette	Nevada’s Framework for a Safe, Efficient, and Equitable Return to School Buildings (Framework) includes key considerations for physical hygiene, including hand washing reflective of CDC Guidance.
Cleaning and maintaining healthy facilities, including improving ventilation	Nevada’s Framework for a Safe, Efficient, and Equitable Return to School Buildings (Framework) includes key considerations for cleaning and maintaining health facilities, including hand washing reflective of CDC Guidance.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial,	Some considerations related to contract tracing and exclusion (quarantine) of students and staff are covered in the <i>Framework</i> . The State has also supported the Nevada Department of Education and its LEAs by establishing Nevada Health Response (which includes an education section), as well as a COVID Trace Mobile App .

Mitigation strategy	SEA response
or Tribal health departments	<p>In addition, Nevada Department of Health and Human Services' Division of Public and Behavioral Health (DPBH) helped support mitigation measures in school-based settings by assisting with implementation of surveillance, symptom monitoring and disease investigation. Efforts included the development of a School Absenteeism Monitoring System (SAMS), which serves as a standardized process through Infinite Campus for tracking and reporting on student absenteeism and symptom monitoring for Nevada schools. SAMS has been utilized by the Washoe County School District (WCSD) and the Washoe County Health District (WCHD), and the data collected and analyzed through this program has been a useful tool to monitor irregularities in absences and served as an early indicator of potential outbreaks. The Nevada Department of Health and Human Services worked in collaboration with NDE to expand the SAMS program by extending it to all school districts throughout the State.</p>
Diagnostic and screening testing	<p>From September through December 2020, \$6.2 million in Coronavirus Relief Funds from the CARES Act was used to implement the Task Force Initiative for Educator's Safety and Screening (T.I.E.S.). T.I.E.S. was designed in collaboration with district leaders, teacher representatives, and health professionals and provided a free COVID-19 testing program for participating educators, administrators, bus drivers, and school staff. Originally conceptualized to serve Clark County School District, the fifth largest district in the nation, NDE partnered with THT Health to expand T.I.E.S. to serve educators and staff throughout Nevada's 17 school districts and public charter schools.</p> <p>In addition, NDE and the Nevada Department of Health and Human Services' Division of Public and Behavioral Health (DPBH) are working together to support each school district, charter, and private school to access funding available through the Epidemiology and Laboratory Capacity (ELC) Reopening Schools: Support for Screening Testing to Reopen & Keep Schools Operating Safely through ARP.</p> <p>DPBH has been collaborating with NDE on BinaxNOW rapid test rollout and distribution to all interested public, charter, and private schools – regardless of their model for in-person or virtual instruction. Each participating school district or school is required to have a State of Nevada laboratory license and a Federal CLIA (Clinical Laboratory Improvement Amendments) certificate prior to administering the BinaxNOW test. The DPBH's Bureau of Health Care Quality and Compliance (HCQC) has a plan to review licensure applications for each school district or school choosing to opt into the BinaxNOW testing capability, whereas all schools within a school district or the</p>

Mitigation strategy	SEA response
	SPCSA would be authorized branches of the singular, approved school district license.
Efforts to provide vaccinations to educators, other staff, and students, if eligible	Pre-K and K-12 educators in Nevada were prioritized at the top of the Frontline & Essential Workforce lane under the Nevada COVID-19 Vaccination Playbook . This includes teachers, guidance counselors, bus drivers, cafeteria staff, cleaning and maintenance staff and every other valued and essential employee who serves Nevada's students. As of February 26, 2021, every educator in every county school district in the State had either received their first and/or second shot, was scheduled to get vaccinated, or had the opportunity to access vaccination under this priority group.
Appropriate accommodations for children with disabilities with respect to the health and safety policies	The <i>Framework</i> identifies the needs of students with disabilities as a key consideration along numerous aspects of reopening plans. In addition, the distance education guidance issued by NDE for the 2020-21 and 2021-22 school year stipulates that distance education plans must ensure all students receive access to the services to which they are entitled to, including English Learners, students with Individualized Education Programs, and students with 504 plans.

Prior to the opening of schools for the 2020-21 school year, NDE worked collaboratively with the Governor’s COVID-19 Task Force and Division of Emergency Management to procure and distribute Personal Protective Equipment (PPE) to all LEAs. Following this distribution, NDE again coordinated with the Division of Emergency Management and Department of Health and Human Services to procure and distribute PPE for the remainder of the first semester of the 2020-21 school year. The PPE included gowns, N-95 masks, gloves, and sanitizer. In addition, all districts and the State Public Charter School Authority received a distribution of youth and adult size cloth masks from FEMA that were delivered or made available for pick up by the Division of Emergency Management. As of February 2021, the Nevada Division of Emergency Management provided over 4.5 million items of PPE to public, private, charter, and Tribal schools throughout Nevada.

- ii. Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation;

Plans and policies related to NDE’s COVID-19 response can be found on the [COVID-19 Resources webpage](#). Key plans and policies include:

- April 22, 2020: [Ongoing response to school building closures in Nevada](#)
- April 28, 2020: [Path Forward Plan: Responding to COVID-19](#)
- June 9, 2020: [Summer Learning and Activities Guidance](#)

- August 26, 2020: [Framework for a Safe, Efficient, and Equitable Return to School Buildings](#) (and [translated into Spanish](#))
- February 26, 2021: [COVID-19 Education Response Overview](#)
- June 10, 2021: [Supporting Students Through Federal Relief Funding: ARP ESSER Planning Guide for LEAs](#)

Governor's [Declaration of Emergency Directive 022](#) and NDE [Guidance Memo #20-05](#) established expectations and flexibilities for the 2020-21 school year; [Emergency Directive 044](#) and [Guidance Memorandum #21-02](#) set expectations for the 2021-22 school year. LEAs will have to submit their federally required Plans for Safe Return to In-Person Instruction and Continuity of Services by July 14, 2021 through Nevada's grant management platform, which must include a plan for distance education and be accompanied by the LEA leader's certification for distance education as described in Memo #21-02.

In implementing distance education for the 2021-22 school year, districts and schools must ensure students participating in distance education have access to the technology necessary to participate in distance education, such as access to a computer and internet connectivity, or plan to provide accommodations for students without access to such technology. Districts and schools must provide opportunities for distance education as follows:

- Any district or charter school student who has documentation from a medical professional related to a condition that would be compromised by attending school in-person or is quarantined on the advice of local public health officials must have an opportunity to access and participate in distance education.
- All county school district students must have an ability to access and participate in distance education at the request of their parent/guardian through a process to be established by the district.

In addition, districts and schools must provide a distance education option for the 2021-22 school year as follows:

- A licensed teacher or substitute teacher must attempt to contact each student via electronic means or by telephone at least once per instructional day; if a student's lack of access to a telephone or internet service results in an inability to be contacted, a licensed teacher or licensed substitute teacher must attempt contact via other means (e.g., home visit) once per week and maintain a record of attempts.
- The program of instruction must provide appropriate education for English Learners, students with Individualized Education Programs, and students with 504 Plans.
- Licensed teachers and/or licensed substitutes must be accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours.
- Students participating in distance education must receive access to the nutrition services to which they are entitled.
- Districts and schools must use a consistent method in Infinite Campus (Nevada's statewide student information system) for recording contact with students participating in

distance education, which may include students demonstrating regular weekly progress in their classwork that can be verified through a learning management system.

As of the publication of this document, the Nevada Department of Education's Office for a Safe and Respectful Learning Environment was approved to hire a registered nurse to provide technical assistance to LEAs regarding re-opening and compliance with CDC and State guidance. The registered nurse will also review and confirm plans for the safe operation of schools to ensure alignment with CDC guidance.

- iii. To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and

The Nevada Department of Education (NDE) consults with federal, State, and local health officials when updating its guidance to LEAs with both routine and on-demand meetings and collaboration. NDE continues to work with health districts and the Nevada Division of Public and Behavioral Health during scheduled monthly and weekly collaboration meetings. NDE also hosts monthly LEA chief school nurse meetings to support the implementation of federal and State health requirements for screening, contact tracing and other COVID-19 related activities across all schools.

Legislation passed during the 2021 State Legislative Session added epidemics to the list of events mandating preparation and response plans to the Crisis, Emergency, and Suicide Response (CESR) plans that are required of all schools in Nevada. NDE provides a model CESR plan and supports local education agencies in developing and reviewing those plans on an annual level to ensure quality and that best practices are being effectively leveraged to support all aspects of school preparedness and response efforts. NDE also convened a 3-day virtual Statewide School Safety conference in June 2021, which featured presentations on best practices for COVID-19 recovery, as well as trauma-informed schools, suicide prevention, social emotional learning, and comprehensive mental health supports.

- iv. Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.

The Nevada Department of Education (NDE) has made re-opening guidance and technical assistance opportunities available to LEAs through its Framework, regular LEA convenings, and availability of expert staff to support the safe re-opening of schools. In addition, NDE will continue to provide professional learning and technical assistance in following areas:

- Implementing CDC pandemic guidelines during the recovery and renewal phasis of the pandemic,
- Social and emotional support in the recovery and renewal phases of the pandemic,
- Mental health supports and suicide prevention,
- Training on identifying and responding to self-harm student behaviors,
- Training and support in grief and loss,

- Training and support on learning loss and recovery, and
- Behavioral health threat assessment.

Safe Return to In-Person Instruction and Continuity of Services Plans:

Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA’s website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA’s website such a plan that meets statutory requirements before the enactment of the ARP Act, including:

- v. How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;

[Emergency Directive 044](#) and [Guidance Memorandum #21-02](#) set expectations for the 2021-22 school year. LEAs will have to submit their federally required Plans for Safe Return to In-Person Instruction and Continuity of Services through Nevada’s grant management platform. In accordance with Guidance Memorandum #21-02, such plans must include a plan for distance education and be accompanied by the LEA leader’s certification for distance education.

As updated federal and State guidance regarding COVID-19 mitigations efforts is promulgated, NDE will produce frequently asked questions documents and other resources to support LEA implementation of health and safety best practices.

- vi. How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students’ academic needs, and students’ and staff social, emotional, mental health, and other needs, which may include student health and food services;

All Nevada LEAs accomplished a safe re-opening of schools during the 2020-21 school year and will continue in-person instruction with the option of full-time or hybrid distance education for the 2021-22 school year. The Nevada Department of Education (NDE) issued Guidance Memo #21-02, which sets expectations for instructional methodologies and options for the 2021-22 school year.

In providing a distance education option, districts must ensure the following (and each LEA leader must sign a certification agreeing to uphold these requirements):

- A licensed teacher or substitute teacher must attempt to contact each student via electronic means or by telephone at least once per instructional day; if a student’s lack of access to a telephone or internet service results in an inability to be contacted, a licensed teacher or licensed substitute teacher must attempt contact via other means (e.g., home visit) once per week and maintain a record of attempts.
- The program of instruction must provide appropriate education for English Learners, students with Individualized Education Programs, and students with 504 Plans.
- Licensed teachers and/or licensed substitutes must be accessible to students through the internet or by telephone during the school’s regularly scheduled instructional hours.
- Students participating in distance education must receive access to the nutrition services to which they are entitled.
- Districts and schools must use a consistent method in Infinite Campus (Nevada’s statewide student information system) for recording contact with students participating in distance education, which may include students demonstrating regular weekly progress in their classwork that can be verified through a learning management system.

To support LEAs in maximizing available funding for recovery and renewal of our Pre-K-12 education system, NDE will be hiring contract staff to ensure the implementation of the fiscal, programmatic, and health and safety expectations of the ARP ESSER grant.

- vii. How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023),² and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and

The Nevada Department of Education (NDE) will ensure that the LEAs periodically review by requesting that plans are resubmitting to NDE at minimum every six months and at most whenever they are substantially updated. As required by federal guidance, LEAs will also be posting and maintaining updated plans on their respective websites. In addition, as part of their application for ARP ESSER funds, LEAs must indicate the stakeholders with whom they consulted in the development of their plan. NDE released its ARP ESSER State Plan stakeholder engagement protocol and staff training materials to LEAs as an exemplar for stakeholder engagement.

The above requirements will also be a part of NDE’s ARP ESSER monitoring of LEAs.

- viii. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs’ needs for support and technical assistance to implement strategies

² ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

consistent, to the greatest extent practicable, with relevant CDC guidance.

The Nevada Department of Education does not collect specific information about LEA implementation of each element of the CDC guidance. Such information should be addressed in LEA reopening plans due July 14, 2021. Plans for the 2020-21 school year are available on [NDE's website](#). Nevada LEAs are supported by NDE, in partnership with State and local public health officials, in implementing CDC guidance and have not at this time expressed a need for further support nor technical assistance.

C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. **SEA Consultation:** Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. Tribes (if applicable);
 - iv. civil rights organizations (including disability rights organizations);
 - v. school and district administrators (including special education administrators);
 - vi. superintendents;
 - vii. charter school leaders (if applicable);
 - viii. teachers, principals, school leaders, other educators, school staff, and their unions; and
 - ix. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

The Nevada Department of Education (NDE) sought input from diverse stakeholders to develop the SEA's ARP ESSER State Plan through a process of mobilizing its stakeholders, aligned to the groups listed in subsections i-ix, deploying a facilitation protocol aligned to the sections of the SEA's ARP ESSER State Plan, summarizing feedback, and using the feedback to inform the responses in the ARP ESSER State Plan. The Nevada Department of Education relied on its staff who serve as stakeholder liaisons to the groups listed in subsections i-ix to deploy the facilitation protocol to over 30 stakeholder groups who participated the ARP ESSER stakeholder feedback sessions. The

groups invited reflect the stakeholder groups reflected in Table A1 of the ARP ESSER State Plan and include:

- LGBTQ+ Youth
- Children’s Advocacy Alliance
- Native American Youth
- Native American Tribal Representatives
- LEA Tribal Liaisons
- State Public Charter School Authority
- Charter school leaders
- Multi-tiered Systems of Supports State Team
- Special Education Directors Association
- Special Education Advisory Committee
- Nevada Hands and Voices (civil rights advocacy group)
- Title I, D coordinators
- Title I Committee of Practitioners
- My Brother’s Keeper, Las Vegas Chapter
- LEA McKinney-Vento Liaisons
- LEA Foster Care Liaisons
- Advisory Council for Family Engagement
- District Parental Involvement and Family Engagement Liaisons
- Superintendent’s Teacher Advisory Council
- Superintendent’s Principal Advisory Council
- TeachPLUS (teacher-informed education policy advocacy group)
- Private School Educators
- English Mastery Council (State-appointed English Learner advocacy group)
- LEA Title III Directors
- Children’s Cabinet
- LEA Early Childhood Education District Coordinators/Administrators
- LEA Chief Nurses
- Social, Emotional, Academic Supports and Restorative Practices Workgroup
- School Bus Transportation Directors
- SafeVoice Liaisons (K-12 school safety anonymous tip hotline)
- Military Interstate Children’s Compact Commission
- School Mental Health Providers
- Nevada Medicaid
- Nevada Division of Children and Family Services
- Nevada Parent Teacher Association (PTA)
- Nevada Association of School Superintendents

In addition to sessions planned with various partner and advocacy groups, NDE hosted two feedback “make-up” sessions to provide opportunities for those who could not attend with their stakeholder group to participate in the consultation process.

Finally, NDE created and posted to our website an [ARP ESSER Planning Guide for LEAs](#) to support them in their planning and stakeholder engagement efforts.

The facilitation protocol was so successful, LEAs requested the protocol and staff training materials to guide LEA stakeholder engagement as required for the ARP ESSER Use of Funds application. The input received has been incorporated throughout NDE's ARP ESSER State Plan, including the needs listed in Section A1 and table A1. A list of key aspects of stakeholder feedback are summarized as follows:

- Increase in social, emotional, and mental health supports for both students and educators, including the hiring of fully-licensed behavioral health professionals including school social workers, counselors and psychologists,
- Enhance and encourage summer and after-school programs,
- Equity and diversity training and professional development for school staff,
- Support for educators and teachers such as mentor teachers,
- Recruitment and retention efforts for effective teachers,
- Opportunities for socialization and connection in school communities,
- Evaluation and assessment of student needs,
- Maintenance of the 1:1 device and connectivity infrastructure created during COVID-19,
- Increase inclusion programs for students with disabilities, especially in early childhood education, and
- Interventions to address the impact of interrupted learning experienced during COVID-19.

The facilitation protocol included a list of potential projects to be funded by the SEA's ARP ESSER allocation. Stakeholders were overwhelmingly in support of NDE's priorities and proposed projects. One critical piece of feedback received was the need to focus not just on making up for learning loss but using this as a turning point to propel Nevada's students forward. Finally, the Nevada Department of Education made its draft ARP ESSER State Plan available publicly on its website for public comment.

2. **Coordinating Funds:** Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:
 - i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security ("CARES") Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

All Nevada LEAs accomplished a safe re-opening of schools during the 2020-21 school year and will continue in-person instruction with the option of full-time or hybrid distance education for the 2021-22 school year. Thanks to a highly coordinated Statewide effort and with the support of public-private partnerships, the majority of costs related to safe reopening – including personal protective equipment, testing, sanitizer, contact tracing, etc. – were born by other funding sources. While LEAs certainly used some federal relief funding to ensure health and safety protocols were being met, the majority of education funding has been able to be reserved for educational services and wraparound supports to expand equitable access to high-quality learning opportunities.

In addition, NDE used SEA funds and partnered with the Governor’s Office to access GEER funds to support Statewide initiatives that advanced student learning during school building closures and beyond including the Nevada Digital Learning Collaborative and Digital Engineers, READ Nevada with myON, Discovery Education *Experience*, Canvas Learning Management System, and funding for Pre-Kindergarten seats.

Coronavirus Aid, Relief, and Economic Security (CARES) – As detailed in Section C Subsection 2 ii below, the Nevada Department of Education awarded \$11 million in Statewide activities funding through a competitive grant process. LEAs’ CARES Act ESSER Funding grant applications can be viewed on [NDE’s grants management system](#). Use the “Search” menu, select “Grants,” select fiscal year “2020,” then select “CARES Act ESSER Funding” and click “Search” to view a list of LEA grant applications.

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) – LEAs’ CRRSA Act ESSER II Funding grant applications can be viewed on [NDE’s grants management system](#). Use the “Search” menu, select “Grants,” select fiscal year “2021,” then select “CRRSA ESSER II” and click “Search” to view a list of LEA grant applications. As of the publication of this document, not all LEA applications have been submitted and approved by NDE. Key projects undertaken by NDE using CRRSA funds are detailed in Appendix A of [Supporting Students Through Federal Relief Funding: ARP ESSER Planning Guide for LEAs](#) and included here:

System Priority: Closing opportunity gaps for students who have been traditionally underserved

Project	Overview
High School Graduation	\$4.2 million to design programming and implement incentives to support students who did not graduate high school with their cohort due to circumstances created by COVID-19. Programming will support “fifth-year seniors” in meeting the graduation requirements for a high school diploma and concluding their K-12 education experience ready for college or careers.
Incentivizing Pathways to Teaching	\$20.7 million to fund stipends for pre-service teachers completing their student teaching or final semesters in educator preparation programs will strengthen the pipeline and retain/support students in their progress to on-time completion. Ensuring that qualified candidates complete ready to obtain their professional

Project	Overview
	license as a K-12 educator in Nevada will expand Nevada’s teacher workforce and help ensure equitable access to effective teachers for all students.
Expanding Access to College-Level Coursework	\$1.6 million to expand equitable access to dual enrollment coursework for all Nevada students. Despite broad opportunities for dual enrollment in Nevada, there are critical gaps in enrollment, specifically for low-income, first generation, and underrepresented students. Access to dual enrollment must be available to all Nevada high school students, regardless of their zip code or socio-economic background.
Strategic School Improvement Planning Platform	\$1.0 million to purchase or build out a Statewide digital platform for school performance plans, district performance plans, and comprehensive needs assessments which inform those plans. NDE is currently working with districts in the pilot phase of implementing updated performance plans and have identified an opportunity to create a single platform that will streamline improvement planning for districts and schools and make it easier to ensure alignment of improvement plans to the Statewide Plan for the Improvement of Pupils as well as local priorities.
Pre-Kindergarten Access	\$5.0 million to maintain and expand State-funded pre-Kindergarten seats for Nevada’s most vulnerable children and support NDE’s goal of all children having access to quality early care and education. Nevada Ready! State Pre-K served 3,094 in the 2019-20 school year which is approximately 20% of all eligible 4-year-olds.

System Priority: Safe, efficient, and equitable re-opening of school buildings

Project	Overview
Uniform Financial Management System	\$6.0 million to develop a uniform financial management system to enhance transparency and improve the accuracy and timeliness of financial accounting and budgeting.

System Priority: Social and emotional support of students in response to COVID-19

Project	Overview
School-Based Mental Health Professionals	\$7.5 million to support districts and charter schools in hiring 100 school-based mental health professionals. These additional licensed providers are needed to support staff and student populations with ongoing recovery from the pandemic and its effects.
Multi-Tiered Systems of Support	\$1.7 million to hire a Multi-Tiered Systems of Support (MTSS) coach to assist each district in meeting the immediate needs for additional interventions to support students throughout the recovery phase of the pandemic. MTSS helps schools to identify struggling students early so that they may receive assistance quickly, and includes strong universal teaching approaches to reduce the amount of students needing interventions. MTSS is also a systematic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

Project	Overview
Infinite Campus Expansion for Social-Emotional Support	\$150,000 to build out reporting features in the Statewide student information system related to specialized instructional support personnel (SISP - school counselors, nurses, psychologists, social workers, and library media specialists). This enhanced capability will support the successful implementation of the Lifeline project currently being developed and implemented throughout Clark County School District as a pilot for all other districts.
Coordinating School-Based Behavioral Health	\$260,000 for costs related to contractors to support districts and schools in ensuring equitable access to behavioral health services during the COVID-19 recovery. Included in this amount is \$50,000 for billing contractors PCG and Accilfy to build out new school-based services so that LEAs using these contractors will be able to bill Medicaid for additional services by September 2021.
Sustaining SafeVoice	\$333,000 including a subgrant to the Department of Public Safety (DPS) to continue to provide the necessary level of 24/7 staffing for the SafeVoice tip platform. In addition, funds are needed to fund the maintenance of the SafeVoice platform.
Restorative Justice	\$380,000 for a national provider to provide evidence-based trainings and coaching for district and school staff and school resource officers across the State. The goal is to create a cadre of 20 trained trainers in the area of restorative justice/practices to assist district/school staff and students through the recovery and renewal phases of the pandemic. As of now, this expertise is a significant gap in Nevada, which hampers our efforts to advance equity and to decrease disproportionality in student discipline.

System Priority: Access to high-quality professional development

Project	Overview
Science of Literacy Professional Development	\$1.0 million to partner with an external expert in the areas of early literacy and the science of reading to support resources for the implementation of a statewide professional learning opportunity at no cost to educators for the 2021-22 school year. The professional learning experience would take place in a cohort model where educators are learning how to apply the work to daily instructional practice.

System Priority: Access to high-quality instructional materials

Project	Overview
Canvas Learning Management System	\$2.0 million to extend the existing contract beyond its expiration of September 30, 2022 to September 30, 2023. Canvas is designed to simplify teaching and elevate learning. It provides professional development as well as high-quality pre-K-12 curriculum and courses developed by Nevada Digital Engineers and other educators across the State. One key benefit is it provides the ability to access multiple sources through a single sign-on. Currently, 551,506 users are active in Canvas across the state. This includes educators and students from Churchill,

Project	Overview
	Clark, Elko, Eureka, Nye, and Storey School Districts and 17 charter schools. <i>Available to districts and charter schools on an opt-in basis.</i>
myON	\$1.5 million to extend the existing contract beyond its expiration of June 30, 2021 to June 30, 2022 at a cost of \$1,500,000. In partnership with Renaissance and the Nevada State Library, Public Records, and Archive, NDE launched summer reading with myON during May 2020. Nevada students have read 6,434,814 digital books and more than 58 million minutes using myON since May 2020.
Discovery Education <i>Experience</i>	\$2.2 million to extend the existing contract beyond its expiration of September 30, 2022 to September 30, 2024. The flexible K-12 <i>Experience</i> platform keeps students connected to learning whether at home or at school. It covers a wide array of academic subjects including math, science, social studies, and more, and offers resources for families on how to support students in online environments as well as social-emotional supports. In addition, Experience offers multimedia activities for students, like hands-on laboratory activities, and on-demand virtual field trips that will take them around the world. As of June 30, 2021, 730 schools, 221,350 students, and 15,867 had used the <i>Experience</i> platform. <i>Available to districts and charter schools on an opt-in basis.</i>

System Priority: Support of parents, families, and communities

Project	Overview
Translation Services	\$2.0 million to contract for translation services to allow us to prioritize public-facing documents for translation into multiple languages, including but not limited to Spanish and Tagalog.
Integrate and Increase Accessibility of Web Resources	\$799,000 to hire a contractor to conduct an audit of our public-facing resources that will help us develop a Request for Proposals for a website redesign. NDE’s website layout is not public-friendly or easily navigated by individuals who do not use it every day. In addition, the Nevada Digital Learning Collaborative website launched in April 2020 is entirely separate from NDE’s general website and we would endeavor to create seamless integration across web resources.
Nevada Digital Learning Collaborative	\$855,070 to hire staff work full-time on sustaining the Nevada Digital Learning Collaborative (NvDLC) as well as stipends for Digital Engineers, soon to be known as “Digital Ambassadors.” The Digital Ambassadors are educators and administrators with “superpowers” related to digital learning who are responsible for building capacity across the field and curating content for the NvDLC. From July 2020 through May 2021, 14,822 distinct users have visited the NvDLC website, accumulating 50,542 views across 71 countries.

System Priority: Access to adult education and workforce development opportunities

Project	Overview
Youth Career Pathways Platform	\$450,000 to develop an education-focused labor market data dashboard with accompanying professional development training for educators. This data dashboard will function specifically for Nevada to align Career and Technical

Project	Overview
	Education (CTE) courses and pathways to their local labor market to assist students in finding employment opportunities due to jobs lost during COVID-19. Furthermore, the Pathway2Careers math curricula for Algebra I and Geometry will be provided to support career exposure and preparation within high-value career pathways for students.

- ii. To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.

All ESSER I and ESSER II funds have been obligated based on the State’s definition and we will continue to track LEA obligations in alignment with our standing monitoring protocols and procedures. Subgrant agreements between NDE and each subrecipient, including LEAs, allow subrecipients the full grant period to expend funds. Subrecipients are reimbursed for expenses incurred and request reimbursement monthly as a condition of the subgrant agreement. Reimbursement for programs and services cannot be requested until the programs and services have been provided. Reimbursement for purchased items is provided upon receipt of the items. Some LEAs have experienced supply chain and shipping delays due to unprecedented demand for certain goods (like technology devices) during the COVID-19 pandemic.

For ESSER I funds a total of \$105,466,541 was awarded to LEAs. In addition, NDE made available a portion of its ESSER I State-level activities funding available to LEAs and other entities providing educational supports to students across the State, such as community-based organizations which totaled \$11,132,580 that was sub-granted in a competitive application process. Of the \$11,132,580 in competitive grants a total of \$5,493,276 was awarded to LEAs. The competitive grant process allocated funding across three focus areas:

- Wrap around services for students and families,
- High-quality professional development, and
- High-quality digital instruction materials.

From ESSER II, LEAs received a total of \$429,590,194, which is the amount of the mandatory 90% LEA allocation for ESSER II.

The Nevada Department of Education tracks expenditures for all federally funded grants, including ESSER I and ESSER II. This tracking is conducted in alignment with the Nevada Department of Education’s internal controls. Additionally, NDE has encouraged subrecipients, specifically LEAs, to expend federal relief dollars in the order received, with the understanding that each federal relief grant has a different grant period.

- iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 (“ESEA”), IDEA, Workforce Innovation and Opportunity Act (“WIOA”), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.³

The Nevada Department of Education (NDE) continues to support LEAs in identifying federal funding that could be applied toward COVID-19 response and recovery. For example, Title IV-B 21st Century Federal funding was used by some LEAs to purchase 1:1 devices. Similarly, LEAs were able to purchase career and technical education equipment using Perkins funding until supplies were 1:1 (each student using their own assigned equipment) to reduce shared surfaces and maintain physical distancing. For example, Washoe County School District purchased additional welding gloves, jackets, and shaded goggles to support their students in the metalworking program of study at Incline High School.

NDE also worked with LEAs to apply Title IV-B 21st Century Funds to improve early literacy in conjunction with the State’s Read by Grade 3 program. This literacy partnership project between 21st Century funds and Read by Grade 3 establishes research-based summer school pilot opportunities for elementary school students who struggled to demonstrate proficiency in literacy during the past school year. Four elementary school sites that were awarded 21st Century funds will operate a Summer Lit Camp over a six-week period during the summer of 2021. All Lit Camp teachers will use a common framework, a common pacing schedule, and a common professional learning guide. NDE’s Read by Grade 3 team will provide literacy support throughout the experience and staff from both the Read by Grade 3 and 21st Century programs will monitor the project.

The Nevada School Climate / Social Emotional Learning (NV-SCSEL) survey and Nevada School Wellbeing Survey were funded through a combination of State and federal dollars from the School Climate Transformation Grant. Data from both surveys has been used to inform funding priorities as we continue our recovery from COVID-19. Further, three federally funded grants for mental health that were used to support students during the COVID-19 pandemic include the School-Based Mental Health Services (SBMHS) grant, the Trauma Recovery Demonstration Grant (TRDG), and Project AWARE Grant.

- The School-Based Mental Health Services (SBMHS) Grant is a five-year, \$10 million award to increase mental health professionals in high-need schools as defined by

³ Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is in addition to the supports and services provided with ARP ESSER funds.

inclusion in opportunity zones and / or located in frontier and rural settings through Recruitment, Retention, and Respecialization strategies.

- The Trauma Recovery Demonstration Grant (TRDG) is a five-year, \$5 million award to provide trauma specific interventions to pre-K-12 students impacted by trauma.
- The Project AWARE Grant is a five-year, \$10 million award to increase mental health awareness, screenings, and connections to community-based mental health services.

NDE will use its State activities funds under ARP Homeless to support LEAs and their students experiencing homelessness. NDE will partner with community-based organizations throughout the State to assist LEAs with the identification and support of youth experiencing homelessness. In addition, NDE will partner with a national organization to provide technical assistance and capacity building on identifying and supporting youth and families experiencing homelessness.

D. Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

1. **Academic Impact of Lost Instructional Time:** Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;

The Nevada Department of Education (NDE) will ensure that the SEA-selected evidence-based interventions to recovery any interrupted learning [learning loss] experienced by students are evaluated for impact through its existing monitoring and internal controls. The Nevada Department of Education (NDE) Office of Student and School Supports is working in partnership with the University of Nevada, Las Vegas in reviewing of evidence-based providers.

Prior to expending federal relief funds, NDE must receive State Legislative approval for discrete expenditures or initiatives. At the time of publication, NDE has a number of proposals being prepared for review by the Legislature during a future meeting of the Interim

Finance Committee. NDE is working as quickly as possible to gain approval for the receipt and expenditure of federal funds, which will be invested in alignment with NDE priorities for COVID-19 recovery and renewal.

- ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time;

The selected interventions were chosen based on stakeholder feedback, school climate and wellbeing data, and student achievement data. The project descriptions above indicate how these projects will benefit the students most adversely impacted by COVID-19.

- iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The Nevada Department of Education will work with LEAs and stakeholders to identify students and provide evidence-based interventions in the areas of social and emotional supports, credit recovery, and instructional supports. In addition, NDE used federal funds to develop a module in Infinite Campus (Nevada’s student information system used by all LEAs) for use by school social workers, counselors, and other Specialized Instructional Support Personnel (SISP). This module helps analyze equitable access to mental health and social emotional wellness supports, as well as evaluate the effectiveness of those supports on academic indicators including attendance, behavior, grades, and timely completion. SISP can use the module to input data on services that are provided to students, in both FERPA (Family Educational Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act of 1996) compliant mechanisms and metrics. Following development and testing, the SISP Module was linked to all LEAs’ versions of Infinite Campus. The module includes reporting functionality at the level of the student, cohort, school, district/charter, and State.

2. **Evidence-Based Summer Learning and Enrichment Programs:** Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State’s total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students’ academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or high-dosage tutoring, accelerating

learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

Given timing and capacity constraints, the Nevada Department of Education (NDE) will not be using the State’s allocation of ARP ESSER funds to directly invest in summer learning and enrichment in 2021. SEA activities that will indirectly support summer learning include extending the academic supports for career and technical education, social and emotional learning supports, access to high-quality instructional materials and professional learning, and extending curriculum partnerships as detailed in Section D of the ARP ESSER State Plan.

In addition, Nevada Department of Education (NDE) is implementing new legislation passed during the 2021 Legislative Session that outlines LEAs’ expectations for implementing and reporting the outcomes of summer enrichment programs. The program requirements include supporting students most impacted by the COVID-19 pandemic, including English Learners, students eligible for free-and-reduced-price lunch, and students in need of early literacy support. The reporting requirements include data and the demonstration of learning growth during the summer learning program.

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.--viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and

The Nevada Department of Education (NDE) will specifically address the disproportionate impact of COVID-19 on groups of students, inclusive of those listed in A.3.i—viii using evidence-based programs responsive to both stakeholder engagement and data sources. Table A1 reflects the needs of student groups as reported by Nevada’s stakeholders and Climate Survey data and the summer learning interventions are in alignment with these recommendations. Additional data sources NDE may use to identify students most in need of summer learning and enrichment programs include (as repeated from ARP ESSER State Plan Section A4):

- Assessment results for elementary, middle, and high school English language arts, mathematics, science, and English language proficiency - Academic achievement is used in all three levels of school ratings in the Nevada School Performance Framework (NSPF): elementary, middle, and high schools. Academic Achievement uses performance on state tests for Math, English Language Arts (ELA), and Science. For Math and ELA, the Smarter Balanced Assessments are administered in grades 3 – 8 and the American College Test (ACT) is administered in grade 11. The state science assessments are administered in grades 5, 8, and 10. The Nevada Alternative Assessment (NAA) is administered to students with severe cognitive disabilities and these results are combined with Smarter Balanced, ACT, and Science assessment results. Additionally, Nevada

annually measures English proficiency for ELs using the WIDA ACCESS assessment. The English Language Proficiency Indicator is also included in all three levels (elementary, middle, and high school) of the school rating system in the Nevada Performance Framework (NSPF).

- Academic growth using a skip-year analysis following guidelines from the National Center for Assessment - Student growth is the amount of academic progress a student has made over time in comparison with their academic peers. In Nevada, student growth is determined by calculating Student Growth Percentiles (SGPs). Nevada measures student growth using annual Smarter Balance assessments for: Mathematics 4th grade through 8th grade and ELA 4th grade through 8th grade. Nevada also measures growth for English Learners (ELs) by administering the WIDA Access Assessment annually to students in 1st grade through 12th grade. The WIDA assessment is administered to determine the English language proficiency of students for whom English is not their first language. Since accountability and testing were waived for school year 2019-20 in accordance with USED guidance, Nevada will implement a skip-year growth analysis which shows student progress over two academic years combined (i.e., school year 2018-19 and school year 2020-21), rather than just a single year of learning. At the school level, this means that skip-year growth measures will capture the collective impact of two years of instruction on a cohort of students' learning trajectories.
- Graduation data (4-year and 5-year adjusted cohort graduation rate [ACGR]) - The four-year cohort graduation rate measures the percent of students in a ninth-grade cohort who graduate with a regular high school diploma within four years or less. The five-year ACGR measures the percent of students in a ninth-grade cohort who graduate with a regular diploma in five years or less. Both the four-year and five-year ACGR are used in the Nevada School Performance Framework (NSPF) school accountability rating system.
- Closing opportunity gaps data – Closing opportunity gaps as defined in Nevada's ESSA Plan specifically focuses on elementary and middle school students who were previously not proficient but are now on track to proficiency. Every year, all 3rd to 8th grade students in Nevada participate in Math and ELA assessments. Growth, or progress, toward proficiency is measured for each student that has at least two consecutive years of scores. This growth determines whether a student is on track to reach proficiency in three years or by the end of 8th grade.
- Career and college readiness indicators - College and Career Readiness is included in the high school rating system in the Nevada School Performance Framework (NSPF) and reflects the State's commitment to college and career readiness for all high school students. There are many programs of college and career readiness coursework that prepare students for post-secondary life. Some of these programs include Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). Students that participate in these programs may earn a Nevada College and Career Ready (CCR) Diploma. To earn a CCR diploma, a student must meet the criteria for an Advanced Diploma and also take additional classes and assessments.
- Chronic absenteeism and attendance collected and reported for EDFacts federal reporting - Research shows that reducing chronic absenteeism is critical to improving student achievement; therefore, many states include this measure in their accountability systems. Chronic Absenteeism is a measure showing the percentage of students missing 10% or

more of school days enrolled for any reason, including excused, unexcused, and disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

- Credit sufficiency and academic learning plans - The Student Engagement Indicator (sometimes referred to as the Student Success or School Quality Indicator) satisfies the requirement for inclusion of a school quality or school success Indicator in a state's accountability system. This Indicator includes Measures that vary across school levels. The Chronic Absenteeism Measure applies to all three school levels (elementary, middle, and high). In addition to the Chronic Absenteeism Measure, middle school Measures include eighth grade credit requirements and Academic Learning Plans as required by State regulations, while high school Measures include Ninth Grade Credit Sufficiency. The Student Engagement Indicator contributes up to 10% to a school's total index score at all school levels.
- Enrollment - Nevada reports annual student enrollment counts disaggregated by race/ethnicity, gender, special populations, and grade level. This validated collection occurs annually as of October 1st and is reported on the NDE website and Nevada Report Card accountability portal.
- Retention - Nevada reports data on retention by grade for the State, districts, and schools on the [Nevada Report Card](#) accountability portal.
- Teacher information - Nevada reports data on teachers at State, district, and school levels, including the number of teachers, number of core classes not taught by highly qualified teachers, teacher ADA, teacher average daily attendance, paraprofessional and substitute teacher information, school administrators, and professional qualifications.
- Discipline and attendance data - Nevada reports data on pupil attendance and discipline, including bullying and cyber bullying, for the State, districts, and schools. Per State law ([NRS 385A.240](#) and [NRS 385A.250](#)), this data must be disaggregated by the student groups outlined in the Every Student Succeeds Act (ESSA), which includes pupils: who are economically disadvantaged, from major racial and ethnic subgroups, with disabilities, who are English learners, who are migratory children, who are homeless, who are in foster care, who are military impacted, and by gender.
- School climate survey results - The Nevada School Climate/Social Emotional Learning (NV-SCSEL) survey has been administered each school year since 2015 and includes questions on students' perceptions of their own social emotional competency as well students' perceptions of their school across four school climate constructs: Relationships, Cultural and Linguistic Competency, Emotional Safety, and Physical Safety. An online [Data Tool](#) allows for the results to be disaggregated whenever possible. [Reports](#) are provided in both English and Spanish, and a [Peer Matching Tool](#) incorporates academic data from the State's accountability portal, as well. Results are reported according to national performance benchmarks established by the U.S. Department of Education in 2017. Legislation passed during Nevada's 2019 State Legislative Session requires that the annual plans to improve the achievement of pupils include these measures of school climate from students, family members/caregivers, and school staff. A pilot school staff climate survey was administered in spring 2021, which will inform a Statewide annual administration beginning in fall 2021, when the student survey will be administered for the 2021-22 school year. The pilot will serve as a baseline for data and the start of a longitudinal database for years to come.

- Financial information (per pupil spending) - Nevada provides data on per pupil spending, remedial education funding, and legislative appropriations.

In addition, NDE required LEAs to complete or update their needs assessment in relation to COVID-19 and planning for ESSER I funding. As part of their ESSER I application, each LEA provided a summary of how their needs assessment was conducted, the extent to which stakeholders were involved in the process, and a summary of the most critical prioritized needs. LEAs used a variety of sources, such as assessment data and parent/community surveys, to identify LEA and school needs. NDE also provided technical assistance to LEAs, reminding them that their funding priorities should be responsive to the findings of their needs assessment. With ESSER II and ARP ESSER funding, NDE is encouraging LEAs to review and update their existing needs assessment to continue to inform their spending.

- iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The Nevada Department of Education (NDE) will use the SEA ARP ESSER funds to identify and engage students who have missed the most in-person instruction during the 2019-20 and 2020-21 school years using the evidence-based interventions described in section D for career and technical education, early learning, instructional supports, gifted and talented education, social and emotional supports, and credit recovery.

For credit recovery, the Nevada Department of Education (NDE) has contracted a consultant to develop a Statewide plan that will identify and provide supports and credit recovery options for students who did not graduate high school with their 4-year cohort during the COVID-19 pandemic. This would be inclusive of students who are currently considered at-risk of not completing high school on-time due to missing in-person instruction or not consistently participating in distance learning during the past two school years.

NDE's statewide plan to support students at-risk for graduation, along with the instructional supports detailed in Section D will be developed in consultation with LEAs. This will ensure the students who missed the most in-person instruction and those who did not consistently participate are being reached with equitable services in response to the COVID-19 pandemic. For example, the training provided by the National Equity Project to equip educators to respond to system racism and inequities answers requests from LEAs to build their capacity in creating equitable education systems. One the inequities the training intends to address is reaching students most impacted by the COVID-19 pandemic and social justice movements of the 2019-2020 and 2020-2021 school years.

3. **Evidence-Based Comprehensive Afterschool Programs:** Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act

(totaling not less than 1 percent of the State’s total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students’ academic, social, emotional, and mental health needs. The description must include:

- i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

The Nevada Department of Education will use its SEA ARP ESSER funds toward afterschool programs in response to stakeholder feedback and data identifying need for programs in early learning, instructional support, credit recovery, Gifted and Talented Education, and social and emotional supports.

Career and Technical Student Organizations - All of Nevada’s Career and Technical Education (CTE) programs of study are directly linked to at least one of six nationally and State recognized Career and Technical Student Organizations (CTSOs). CTSOs are co-curricular and enhance student learning through contextual instruction, leadership and personal development, applied learning, and real-world application. **CTSOs work as an integral component of the classroom curriculum and instruction as well as serving as an afterschool program to build upon employability and career skills and concepts through the application and engagement of students in hands-on demonstrations and real life and/or work experiences through a CTE program.** CTSOs help guide students in developing a career path, a program of study, and provide opportunities in gaining the skills and abilities needed to be successful in those careers. During the stakeholder engagement meetings with students, the students reported that CTSOs assist with learning loss by providing additional resources, help prepare students for competitive, hands-on events, learn terminology, and teach them to apply their knowledge and critical thinking skills to be successful. CTSOs can provide students with opportunities to learn about their career field that is not directly taught in the curriculum and allows them to expand on the content being taught within the CTE standards.

Gifted and Talented Education - The Nevada Department of Education (NDE) will use funds to reform Gifted education in Nevada by improving identification systems for effectiveness and equity. The project will entail professional learning aimed to increase the capacity of school districts to implement equity-focused gifted and talented identification methods, as well as to increase the number of school districts offering gifted and talented services, both during and after school. This project is a three-phase strategic planning and implementation process to take place during the 2021 - 2022 and 2022 - 2023 school year. The first phase will involve a team of outside experts working with NDE to identify places to improve policy, improve equity, and incorporate additional resources for school districts. The second phase will involve working with Gifted education directors from around the state to gather feedback on these resources and scale up best practices to districts. Finally, in the third phase, staff from NDE and a team of external consulting experts will deliver virtual and in-

person professional development to Gifted education teachers and support with a goal of implementing equitable practices in schools.

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of comprehensive afterschool programming; and

Data sources include Teacher survey data, parent survey data, behavior data, academic data/interim assessment results (e.g., grades)

The Nevada Department of Education (NDE) will specifically address the disproportionate impact of COVID-19 on groups of students, inclusive of those listed in A.3.i—viii using evidence-based programs responsive to both stakeholder engagement and data sources. Table A1 reflects the needs of student groups as reported by Nevada’s stakeholders and Climate Survey data and the summer learning interventions are in alignment with these recommendations. Additional data sources NDE may use to identify students most in need of summer learning and enrichment programs include (as repeated from ARP ESSER State Plan Section A4):

The following data categories will be reported by NDE and available to LEAs to support their efforts to address the needs of students most impacted by the pandemic, including the formulation of their ARP ESSER plans:

- Assessment results for elementary, middle, and high school English language arts, mathematics, science, and English language proficiency - Academic achievement is used in all three levels of school ratings in the Nevada School Performance Framework (NSPF): elementary, middle, and high schools. Academic Achievement uses performance on state tests for Math, English Language Arts (ELA), and Science. For Math and ELA, the Smarter Balanced Assessments are administered in grades 3 – 8 and the American College Test (ACT) is administered in grade 11. The state science assessments are administered in grades 5, 8, and 10. The Nevada Alternative Assessment (NAA) is administered to students with severe cognitive disabilities and these results are combined with Smarter Balanced, ACT, and Science assessment results. Additionally, Nevada annually measures English proficiency for ELs using the WIDA ACCESS assessment. The English Language Proficiency Indicator is also included in all three levels (elementary, middle, and high school) of the school rating system in the Nevada Performance Framework (NSPF).
- Academic growth using a skip-year analysis following guidelines from the National Center for Assessment - Student growth is the amount of academic progress a student has made over time in comparison with their academic peers. In Nevada, student growth is determined by calculating Student Growth Percentiles (SGPs). Nevada measures student growth using annual Smarter Balance assessments for: Mathematics 4th grade through 8th grade and ELA 4th grade through 8th grade. Nevada also measures growth for

English Learners (ELs) by administering the WIDA Access Assessment annually to students in 1st grade through 12th grade. The WIDA assessment is administered to determine the English language proficiency of students for whom English is not their first language. Since accountability and testing were waived for school year 2019-20 in accordance with USED guidance, Nevada will implement a skip-year growth analysis which shows student progress over two academic years combined (i.e., school year 2018-19 and school year 2020-21), rather than just a single year of learning. At the school level, this means that skip-year growth measures will capture the collective impact of two years of instruction on a cohort of students' learning trajectories.

- Graduation data (4-year and 5-year adjusted cohort graduation rate [ACGR]) - The four-year cohort graduation rate measures the percent of students in a ninth-grade cohort who graduate with a regular high school diploma within four years or less. The five-year ACGR measures the percent of students in a ninth-grade cohort who graduate with a regular diploma in five years or less. Both the four-year and five-year ACGR are used in the Nevada School Performance Framework (NSPF) school accountability rating system.
- Closing opportunity gaps data – Closing opportunity gaps as defined in Nevada's ESSA Plan specifically focuses on elementary and middle school students who were previously not proficient but are now on track to proficiency. Every year, all 3rd to 8th grade students in Nevada participate in Math and ELA assessments. Growth, or progress, toward proficiency is measured for each student that has at least two consecutive years of scores. This growth determines whether a student is on track to reach proficiency in three years or by the end of 8th grade.
- Career and college readiness indicators - College and Career Readiness is included in the high school rating system in the Nevada School Performance Framework (NSPF) and reflects the State's commitment to college and career readiness for all high school students. There are many programs of college and career readiness coursework that prepare students for post-secondary life. Some of these programs include Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). Students that participate in these programs may earn a Nevada College and Career Ready (CCR) Diploma. To earn a CCR diploma, a student must meet the criteria for an Advanced Diploma and also take additional classes and assessments.
- Chronic absenteeism and attendance collected and reported for ED Facts federal reporting - Research shows that reducing chronic absenteeism is critical to improving student achievement; therefore, many states include this measure in their accountability systems. Chronic Absenteeism is a measure showing the percentage of students missing 10% or more of school days enrolled for any reason, including excused, unexcused, and disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.
- Credit sufficiency and academic learning plans - The Student Engagement Indicator (sometimes referred to as the Student Success or School Quality Indicator) satisfies the requirement for inclusion of a school quality or school success Indicator in a state's accountability system. This Indicator includes Measures that vary across school levels. The Chronic Absenteeism Measure applies to all three school levels (elementary, middle, and high). In addition to the Chronic Absenteeism Measure, middle school Measures include eighth grade credit requirements and Academic Learning Plans as required by

State regulations, while high school Measures include Ninth Grade Credit Sufficiency. The Student Engagement Indicator contributes up to 10% to a school's total index score at all school levels.

- Enrollment - Nevada reports annual student enrollment counts disaggregated by race/ethnicity, gender, special populations, and grade level. This validated collection occurs annually as of October 1st and is reported on the NDE website and Nevada Report Card accountability portal.
- Retention - Nevada reports data on retention by grade for the State, districts, and schools on the [Nevada Report Card](#) accountability portal.
- Teacher information - Nevada reports data on teachers at State, district, and school levels, including the number of teachers, number of core classes not taught by highly qualified teachers, teacher ADA, teacher average daily attendance, paraprofessional and substitute teacher information, school administrators, and professional qualifications.
- Discipline and attendance data - Nevada reports data on pupil attendance and discipline, including bullying and cyber bullying, for the State, districts, and schools. Per State law ([NRS 385A.240](#) and [NRS 385A.250](#)), this data must be disaggregated by the student groups outlined in the Every Student Succeeds Act (ESSA), which includes pupils: who are economically disadvantaged, from major racial and ethnic subgroups, with disabilities, who are English learners, who are migratory children, who are homeless, who are in foster care, who are military impacted, and by gender.
- School climate survey results - The Nevada School Climate/Social Emotional Learning (NV-SCSEL) survey has been administered each school year since 2015 and includes questions on students' perceptions of their own social emotional competency as well students' perceptions of their school across four school climate constructs: Relationships, Cultural and Linguistic Competency, Emotional Safety, and Physical Safety. An online [Data Tool](#) allows for the results to be disaggregated whenever possible. [Reports](#) are provided in both English and Spanish, and a [Peer Matching Tool](#) incorporates academic data from the State's accountability portal, as well. Results are reported according to national performance benchmarks established by the U.S. Department of Education in 2017. Legislation passed during Nevada's 2019 State Legislative Session requires that the annual plans to improve the achievement of pupils include these measures of school climate from students, family members/caregivers, and school staff. A pilot school staff climate survey was administered in spring 2021, which will inform a Statewide annual administration beginning in fall 2021, when the student survey will be administered for the 2021-22 school year. The pilot will serve as a baseline for data and the start of a longitudinal database for years to come.
- Financial information (per pupil spending) - Nevada provides data on per pupil spending, remedial education funding, and legislative appropriations.

Additional Data in Support of Career and Technical Education Afterschool Programs - Nevada's enrollment in secondary career and technical (CTE) programs of study generally mirrors the State student population with some areas for improvement.

- Black/African American secondary student population is 10.8% of high school enrollment and is 9.8% of CTE enrollment.
- The Students with a Disability secondary student population is 10.8% of the high school enrollment and is 8.4% of the CTE enrollment.

- The English Learner secondary student population is 11.9% of high school enrollment and is 10.5% of the CTE enrollment.

Through the planned expansion of CTE programs of study at the high school and middle school level, all students will have access to the curriculum and afterschool programs that Career Technical Student Organizations (CTSOs) provide.

Additional Data in Support of Gifted Education Afterschool Programs - According to the U.S. Department of Education Office of Civil Rights, in the 2017-18 school year, only 63% of Nevada schools provided access to gifted and talented services. Even in those buildings that did provide services, the percentage of students identified for Gifted education was relatively low - 4.6% of students in Nevada compared to Arizona's 7.2%, California's 7.4%, and Colorado's 6.5%. Further, the students identified as gifted in Nevada do not represent the K-12 student population as a whole. Black students are underrepresented by more than 50 percentage points, Hispanic/Latino students by 30 percentage points, and English Learners by 67 percentage points. This lack of representation demonstrates a clear need to approach Gifted education differently in Nevada. The development of a customized data system will support NDE Gifted education compliance monitoring, professional development, data quality, and results-based accountability. NDE will focus on streamlining the collection, analysis, and communication with LEAs.

- iii. the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The Nevada Department of Education will work with LEAs and stakeholders to identify students and provide evidence-based interventions in the areas of social and emotional supports, credit recovery, and instructional supports.

- 4. **Emergency Needs:** If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.

At this time, the Nevada Department of Education (NDE) does not have any plans to reserve funds for emergency needs of the ARP Act to address issues responding to the COVID-19 pandemic.

E. Supporting LEAs in Planning for and Meeting Students' Needs

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs' use of ARP ESSER funds to achieve these objectives.

1. **LEA Plans for the Use of ARP ESSER Funds:** Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:
 - i. 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;
 - ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 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;
 - iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; an
 - iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of 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, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

The Nevada Department of Education (NDE) has created a document – *Supporting Students Through Federal Relief Funding: [ARP ESSER Planning Guide for LEAs \(Guide\)](#) – to ensure LEAs meet the requirements of the American Rescue Plan Act.* The *Guide* is a resource document for LEAs and is available on NDE's federal relief funding [webpage](#). The document details the available uses of ARP federal relief funds, planning best practices, and a toolkit for NDE's system priorities outlined by subject/content area. Page 48

of that document provides an LEA Checklist, making it clear to LEAs what is required to complete within the ARP ESSER ePAGE application before they submit to NDE for review.

NDE developed an LEA application for ARP ESSER within our electronic Plans, Applications, Grants and Expenditures (ePAGE) grants management system. The ePAGE application was intentionally designed to align with the different sections and requirements described above and in the USED's Interim Final Rule. In order to receive funds each LEA must complete the ePAGE application detailing budget line items and tagging each line item to one of NDE's eight priorities as well as an allowable expenditure category as established by USED. Each LEA must upload its ARP ESSER Use of Funds plan where they must respond to numbers i-iv above and as outlined in USED's Interim Final Rule.

LEAs will not be able to submit their ARP ESSER application without uploading their ARP ESSER Use of Funds plan. Upon submission of an LEA's ePAGE application, NDE program staff experts will review the plan to ensure the LEA's Use of Funds plan addresses all of the required ARP components. If it does not, then the application will be returned to the LEA to adjust their Use of Funds plan accordingly. An LEA's ARP ESSER ePAGE application will not be approved by NDE until all requirements in the Use of Funds are sufficiently addressed. Within the ePAGE application, there are instructions outlining that the LEA must make their Use of Funds plans available to the public via their district website.

Further, NDE will also provide technical assistance (TA) in the form of webinars/office hours, and individualized district TA to ensure each LEA has the supports it needs to successfully complete the application, including the Use of Funds portion.

The LEA ePAGE application, including the LEA ARP Use of Funds plans are due to NDE by September 10, 2021, which is slightly less than 90 days (accounting for weekends) from when the ePAGE application and the ARP ESSER funds were made available to LEAs.

2. **LEA Consultation:** Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. school and district administrators (including special education administrators); and
 - iv. teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

- i. Tribes;
 - ii. civil rights organizations (including disability rights organizations);
- and

- iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

In planning for the use of ARP ESSER funds, NDE will ensure that, consistent with the ARP ESSER requirements, LEAs engage in meaningful consultation with stakeholders.

In the ePAGE application, there is a section that outlines the meaningful consultation requirement that LEAs must adhere to with these funds. In addition, that part of the application also includes a section where LEAs must identify stakeholders from the list of ARP ESSER required stakeholders that were consulted in the design and development of their ARP ESSER application. This is a required section of the LEA application and LEAs are unable to submit their application to NDE without this section completed. NDE will require during monitoring that each LEA to provide supporting documentation and evidence to demonstrate that LEAs have met the ARP ESSER meaningful stakeholder engagement requirement. NDE has also provided support in this area by supplying LEAs with the facilitation protocol and staff training guide used for SEA stakeholder engagement that LEAs can adopt for local context.

NDE will ensure LEAs provide the public the opportunity to provide input in the development of an LEA's plan for the use of ARP ESSER funds and take such input into account. This requirement is included as an assurance that LEAs must agree to in order to submit their application. NDE will address this requirement in its ARP ESSER TA and monitoring to be conducted regularly throughout the ARP ESSER grant application and award period.

3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:
 - i. How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;

The Nevada Department of Education will support and monitor LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. NDE's [ARP ESSER Planning Guide for LEAs \(Guide\)](#) has a section dedicated to evidence-based interventions, strategies, and activities. Specifically, the section outlines what

evidence-based interventions are, the purpose of ensuring evidence-based interventions are implemented, and various resources that can assist LEAs and their schools in monitoring the implementation of evidence-based interventions. This supplements resources and professional development opportunities regarding evidence-based interventions that NDE has made available to LEAs since the passage of the Every Student Succeeds Act (ESSA). The *Guide*'s toolkit also links to NDE's [Evidence-Based Interventions for School Transformation list](#), which is a list of evidence-based interventions that have been rigorously vetted by partner researchers against the evidence-based standards that LEAs have the option of using to meet their needs. Further, throughout the *Guide* there are examples of evidence-based interventions that LEAs can implement to respond to students' academic, social, emotional, and mental health needs. Additionally, the ARP ESSER ePAGE application includes links to evidence-based interventions resources, such as What Works Clearinghouse. NDE has also provided guidance on the steps to take to determine an intervention's effectiveness and whether or not it is in fact evidence-based, if an LEA chooses to select an intervention outside of the ones listed.

To support LEAs in maximizing available funding for recovery and renewal of our Pre-K-12 education system, NDE will be hiring contract staff to ensure the implementation of the fiscal, programmatic, and health and safety expectations of the ARP ESSER grant. Throughout the grant award period, NDE will conduct regular progress monitoring on the implementation of evidence-based interventions. In addition, NDE will incorporate ARP ESSER into its annual desktop / remote monitoring process through which NDE requires targeted responses regarding implementation of LEAs' evidence-based interventions and documentation to ensure that each LEA is implementing evidence-based interventions in alignment with federal requirements. If there is any indication during monitoring that an LEA is not meeting this requirement, NDE will then conduct more intense and targeted monitoring which may result in on-site monitoring in alignment with NDE's risk assessment process.

- ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and

NDE's [ARP ESSER Planning Guide for LEAs \(Guide\)](#) addresses our first and foremost system priority for recovery and renewal: closing opportunity gaps for students who have been traditionally underserved. Beginning on page 16, there are resources identified that district administrators, school leaders, and classroom teachers can use to support traditionally underserved students' academic success and development in an instructional context transformed by COVID-19.

NDE defines educational equity to mean that the learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status.

The *Guide* highlights for LEAs that ARP ESSER expectations address equity by asking LEAs in their funding plans to ensure that the interventions it implements 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, students who are English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. NDE will continue to monitor student outcomes and progress on closing opportunity gaps through our State accountability system.

- iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
 - b. Students who did not consistently participate in remote instruction when offered during school building closures; and
 - c. Students most at-risk of dropping out of school.

NDE will support and monitor LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning. NDE’s [ARP ESSER Planning Guide for LEAs](#) includes guidance and best practices on this topic.

- 4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:
 - i. Allocating funding both to schools and for districtwide activities based on student need, and
 - ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.

The [ARP ESSER Planning Guide for LEAs](#) discusses strategies for ensuring “Equity is the Focus” on page 9 when strategizing how to most efficiently and effectively spend ARP ESSER funds. Moreover, within the LEA application, NDE prompts LEAs that spending must be aligned to their district needs and what their students need. LEAs were required to complete a needs assessment in their ESSER I application and are encouraged to revisit and revise that needs assessment to inform their ARP ESSER Use of Funds plans. In addition, NDE’s technical assistance (in the form of webinars, calls, emails, etc.), emphasizes the use of funding to advance educational equity for all students.

Moreover, over the past year, NDE has collaborated with LEAs on redesigning our State’s continuous improvement process for school improvement. This involved redesigning the school performance plan (SPP) and district performance plan (DPP) templates to ensure schools and districts are creating plans that are based on students’ needs and are equity-driven and student-centered. Using the redesigned SPP and DPP templates, schools and LEAs will conduct a comprehensive needs assessment (which involves a rigorous root cause analysis) and clearly outline action steps – inclusive of evidence-based interventions – on how the school and LEA will meet those needs to improve student outcomes. One of the final steps in the redesigned continuous improvement process is for schools and LEAs to align their funding (including ARP ESSER funding) to their identified needs in order to effectively implement their plan.

In addition, numerous State reporting requirements include a focus on equity of access and disproportional outcomes. For example, NDE is tasked with developing and implementing a [Statewide Restorative Justice/Practices framework](#), which includes mechanisms for identifying and analyzing trends in disproportionate outcomes across the student characteristics required in ESSA. Each LEA is also required to review and submit an annual Plan for Restorative Discipline, which must be based on the Restorative Justice/Practices Statewide framework and which supports regular review of data trends and outcomes in order to identify potential equity concerns. The Statewide framework includes requirements for improving school climate, culture, and safety, for example through multi-tiered systems of support, positive behavioral interventions and supports, and trauma-informed practices. Finally, the [Strategic Plan for the Improvement of Pupils](#) (STIP, or strategic plan) which is an annual plan to improve the performance of pupils must include measures of school climate; the Nevada School Climate/Social Emotional Learning (NV-SCSEL) survey results are provided [publicly](#) and in a way that support disaggregation by subgroups, allowing school and district teams to more meaningfully consider that data when identifying school needs and appropriate interventions and supports for their school communities. Each of these strategies reinforces regular, transparent, and collaborative examination of outcomes through an equity lens and will continue to be used to support decisions regarding the use of ARP ESSER funds.

F. Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation’s educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students’ academic, social, emotional, and mental health needs.

1. Supporting and Stabilizing the Educator Workforce:

- i. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and

paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math (“STEM”) educators; career and technical education (“CTE”) educators; early childhood educators). Cite specific data on shortages and needs where available.

Nevada continues to experience ongoing educator shortage, a challenge that encompasses all licensed educational professions. As shown in the table below, Nevada has significant shortages including, but not limited to, special education, related services, elementary, and the core subjects of science, math, and English language arts. Nevada Revised Statute (NRS) 286.523 provides for the determination of critical labor shortages at the request of individual districts. This allows LEAs to meet the needs of their region by filling vacancies with retired educators to teach in critical shortage areas.

The Nevada Department of Education (NDE) collects data on teacher shortages annually. The data in Table F1(a), below, illustrates Teacher Shortages for 2021-22 in accordance with 34CFR 682.210(q)(6), which was submitted to the USED on December 21, 2020. The data are based on a total FTE of 24,773.77 and are organized by assignment in order of highest vacancy percentage. Nevada shortage data will be updated in December 2021.

Based on recommendations made by the School Safety Task Force in 2019 and formalized in NRS through the passage of Senate Bill 89 (2019), the State Board of Education (SBE) adopted non-binding recommended ratios for pupils to Specialized Instructional Support Personnel (SISP). Data collected directly from districts and charter schools was used to project the number of additional SISP that would need to be hired in order to meet nationally accepted best practice ratios (see Table F1(b)), which the SBE adopted in April 2020. The total funding that would be needed to meet those ratios, based on entry level salaries statewide, is over \$234 million.

Table F1 (a).

Assignment	# of Total FTEs Allocated	Total Vacancies	%
Physical Therapist	14.82	14.82	100%
Hearing Impaired	13	8.4	65%
Occupational Therapist	122.5	70.87	58%
Autism	122	70	57%
Speech and Language Impaired	161.83	83.59	52%
Adapted Physical Education	15.5	7	45%
Visually Impaired	12.5	5.62	45%
Multiple/Diversely Impaired	3	1	33%
Early Childhood Develop Delayed	156	48	31%
Early Childhood Pre-K Only	46.5	13	28%
English as a Second Language	195.9	44	22%
Generalist	845.74	164	19%

Assignment	# of Total FTEs Allocated	Total Vacancies	%
Physical Science (Grades 6-8)	28.5	5	18%
Seriously Emotionally Disturbed	35	5	14%
Physical Science (Grades 9-12)	197	28	14%
Specific Learning Disabilities	59	8	14%
Social Worker	130.75	14	11%
Biological Science	233	22.5	10%
Math with Calculus	128.19	12	9%
School Psychologist	199.3	18.37	9%
Math	752.62	66.6	9%
Life Skills	91.25	8	9%
Combined Grades	85	7	8%
General Science	547.32	45	8%
Fourth Grade	1244.55	97	8%
Fifth Grade	1215.05	94	8%
School Nurse	250.2	18.82	8%
English Language Arts (Grades 9-12)	903.14	66.1	7%
Third Grade	1574.3	106	7%
English Language Arts (Grades 6-8)	890.22	55	6%
Counselor K-12	53	2	4%
Art	502.77	16.57	3%
Music	734.84	12.51	2%
Total Vacancies	11,564.29	1237.77	5%

Table F1 (b).

Specialized Instructional Support Personnel	Total number of professionals estimated to meet best practice ratios based on student enrollment (2018 19 school year)	Current Staffing Levels (statewide)	Number of SISIP Needed to Meet Best Practice Ratios
School Counselors	1,770	951	819
School Psychologists	888	239	649
School Social Workers	1,770	375	1,395
School Nurses	595	297	298

- ii. Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by

avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.

To assist LEAs in identifying the most urgent areas of shortages or potential shortages, the Nevada Department of Education (NDE) publicly shares annual data collected from districts and educator preparation programs. In October of each year, NDE requires each district to report all licensed personnel via the Online Portal for Application for Licensure (OPAL) system. Educator preparation programs are also required to provide complete data as part of the Title II report. Additionally, the Department has partnered with external data analysis experts to review data on class sizes and student access to experienced teachers at different grade levels disaggregated by race / ethnicity and Nevada School Performance Framework star ratings. The key findings of [Nevada's Class Size and Educator Workforce Report](#) have been published and presented in multiple open meetings, including to the State Legislature.

To help LEA efforts in recruiting and retaining educators, NDE will continue to strengthen efforts toward the recruitment and retention of qualified and diverse educators in alignment with goal 2 of our [strategic plan](#), also known as the Statewide Plan for the Improvement of Pupils (STIP): All students have access to effective educators, are listed below:

Each goal in the STIP has specific implementation strategies. The strategies identified for goal 2 are as follows:

- NDE will lead and collaborate with public schools and districts to ensure the percentage of effective and experienced educators is proportional across low- and high-performing schools.
- NDE will collaborate with public schools, districts, and Regional Professional Development Programs to ensure that teachers are prepared to deliver effective, standards-aligned instruction and are supported by a system of leaders, mentors, and administrators.
- NDE will lead and collaborate with public schools and districts to establish and maintain a system of recruitment, induction, recognition, professional learning, and support.
- NDE will provide educators and staff with professional learning and technical assistance in evidence-based inclusive practices to achieve a long-term goal of 80% of differently abled students educated in their Least Restrictive Environment.
- NDE will lead and collaborate with districts, institutions of higher education, and other educator preparation partners to increase access, options, and enrollment of candidates across the educator pipeline continuum by adding programs, identifying resources, supporting recruitment efforts, increasing options for licensure reciprocity, and removing barriers.
- NDE will effectively communicate regarding programs, initiatives, and the work of its boards, commissions, and councils through additions to the NDE website, public-facing data dashboards, and visualization tools.

NDE collaborates with the Regional Professional Development Programs (RPDPs), districts, educator associations, non-profit educational partners, and other educational stakeholders to provide high-quality professional development aligned to the Nevada Professional Development Standards. In May of 2021, NDE invited educators statewide to complete a Nevada Professional Learning: Educator and Staff Survey to prioritize their professional learning needs from among a wide range of topics. The results will help align Statewide professional development efforts to those areas prioritized by survey participants and to determine the strategic allocation of Statewide professional development resources to bolster retention efforts during the 2021–22 and 2022–23 school years.

NDE actively works to promote and support educator well-being through focused efforts on Adult Social Emotional Learning (SEL) and Social Emotional Academic Development (SEAD) instructional practices from within a Multi-Tiered System of Supports (MTSS) framework. One example is a survey of educator participants in the pilot phase of the SEAD Center, both in the classroom and in leadership roles (fall 2020). The SEAD Center is a free virtual support system and statewide community of educators developing social, emotional, and academic development skills that reinforce equitable environments and student success. The Center provides free professional development, on-going training & coaching, guest speakers, a statewide Community of Practice, support groups, resource library, and daily wellness sessions. Survey responses affirm NDE’s efforts to provide social, emotional, and mental health supports, resources, and professional development opportunities is timely, immediately actionable, and valuable. Adult SEL and SEAD content continues to be among the most frequently requested professional development, training, and technical assistance topics.

- iii. Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).

The impact of the COVID-19 pandemic magnified the importance of Nevada Department of Education (NDE) initiatives to remove barriers to licensure and to develop and implement initiatives to build routes to licensure. The following initiatives are central to the Department’s action plan to address educator shortages through scholarships, teacher preparation, and student teaching:

Teach Nevada Scholarship (TNVS) - Created in 2015 via Senate Bill 511 and is codified in NRS 391A.550-590. The scholarship program was continued and slightly modified in 2019. The purpose of TNVS is to provide scholarships to new students pursuing initial teacher licensure programs through state-approved universities, colleges, or alternative routes to licensure (ARL) providers.

The Nevada Institute on Teaching & Educator Preparation (NITEP) - Aimed at enrolling new students and aspiring scholars into teaching and preparing them for an environment that demands constant innovation. NITEP was created in 2017 via Senate Bill 548, and the College of Education at the University of Nevada, Las Vegas was selected to host the initial NITEP. Students participating in this unique initiative are placed in an advanced study program and are trained to serve as mentors and leaders in Nevada K-12 school systems.

Senate Bill 352 - Passed in 2021, empowers NDE to accept a student teaching experience completed in another State or a foreign country if NDE determines that experience substantially fulfills the requirements of a program of student teaching in this State. This will make it easier for out-of-State/country applicants to secure a Nevada teaching license. In addition, expands pathways to licensure for paraprofessionals. It requires the Commission on Professional Standards to adopt regulations to allow a person who is currently employed as a paraprofessional and enrolled in a program to become a teacher to complete an accelerated program of student teaching in the area in which the person is currently employed as a paraprofessional. It also allows a person who is currently employed by a public school to provide support or other services relating to school psychology to simultaneously complete a program of internship in psychology. This bill directly impacts student access to special education personnel as well as school psychologists.

Assembly Bill 225 – Passed in 2021, directs the Commission on Professional Standards in Education to consider adopting regulations that allow prospective educators to demonstrate academic competency through alternative means other than testing. The intent of this legislation is to address the needs of individuals who may be otherwise qualified to serve as an educator but are precluded from taking competency tests due to a medical condition or disability, and for whom existing accommodations offered by testing vendors are not sufficient.

High-Quality Instructional Supports - A point of consensus across students, educators, staff, administrators, families, elected officials, and community members Statewide is the need to elevate high-quality professional learning opportunities, including efforts that address impact of stress or trauma on educators. To this end, NDE continues to create structures that promote and support the collaboration of educators. Collaborative structures facilitate work toward increased capacity for:

- *Embracing cultural and linguistic assets* - The collaborative work of educators serves to build the capacity to develop, disseminate, and implement high quality culturally responsive instructional resources and professional development opportunities, and to apply and demonstrate learned instructional practices.
- *Effective use of technology* - Collaboration significantly increases educator capacity for technology embedded, high-quality instructional practice, and facilitated learning.
- *Systemic high-quality mentoring* - Designing a high-quality mentoring model to support new and novice teachers in the learning and eventual mastery of effective instructional practices bolsters the Department's recruitment and retention efforts, particularly with initiatives aimed to increase diversity. Ultimately, this benefits students as they have increased access to effective educators.

The impact of the COVID-19 pandemic magnified the importance of Nevada initiatives to remove barriers to licensure and to develop and implement initiatives to build routes to licensure. Department initiatives will advance its efforts to ensure that qualified candidates complete graduation/licensure requirements and expand Nevada's teacher workforce to help ensure equitable access to effective teachers.

The Nevada Consortium on the Teacher Pipeline (2015) - was established to facilitate dialogue and collaborative problem solving among education stakeholders and leaders in the community, with the ultimate purpose of substantially improving the number, quality, and retention of effective teachers in Southern Nevada. The Consortium published a second edition of [The Nevada Teacher Workforce Report in 2018](#).

The Teacher Recruitment and Retention Advisory Task Force (2019) - was established by the 2019 Legislative Session through Assembly Bill 276. The Task Force [presented](#) recommendations to the Interim Legislative Committee on Education in July 2020 and released a [report](#) of recommendations in February 2021.

Teacher Pay Raises (2019) - were included in the 2019 State budget, recognizing the critical need to increase salaries for all teachers in the State, to both retain new teachers and to attract future teachers to the profession.

An Emergency Substitute Regulation (2020) - was signed by Governor Steve Sisolak to make it easier for Nevada's school districts and charter schools to hire critically needed substitute teachers during the COVID-19 pandemic.

The Class Size and the Educator Workforce [Report](#) (2021) - authored by Data Insight Partners, was released in February 2021 by the Nevada Department of Education (NDE) regarding class sizes and the educator workforce. The report identified and provided evidence regarding some of the key challenges to Nevada's efforts to recruit and retain more experienced and effective educators, including the teacher recruitment pipeline, Nevada's relatively high ratio of non-classroom personnel to classroom teachers, teacher retention, and teacher morale. This report has been continuously cited by both NDE and LEAs when making decisions about ARP ESSER.

Nevada System of Higher Education (NSHE) Teacher Pathways Task Force - was established to scale up and replicate teacher pipeline initiatives that have proven to be successful. By identifying and preparing to implement solutions to barriers to locally growing and retaining Nevada's diverse teacher workforce, students' critical needs will be met for instruction by a highly-effective educator. The Task Force make recommendations to the NSHE Chancellor and Superintendent of Public Instruction for improvement regarding current State policy and practices that govern teacher preparation, licensure, and retention. The Task Force also explores the role of educator preparation programs in supporting districts' and schools' short- and long-term teacher retention efforts. In collaboration with the Nevada System of Higher Education (NSHE), the Task Force will compile data related to student retention in preparation programs and challenge NSHE institutions to expand the

number and increasing the diversity of licensure-ready Pre-K-12 teachers who complete traditional and non-traditional teacher preparation programs annually.

CRRSA Statewide Activities Project: Teacher Pipeline Incentives – This new project proposed using CRRSA Statewide activities funding will strengthen the pipeline and help retain/support students in their progress to completing educator preparation programs by funding stipends or course work for pre-service teachers completing their student teaching or final three semesters at Nevada System of Higher Education (NSHE) institutions and other approved educator preparation programs. Providing funds to support pre-service teachers during student teaching removes the financial burden placed on many pre-service teachers and in particular supports students who may otherwise not have been able to afford to do so (for example, students may have to give up part-time jobs to accommodate student teaching in their schedule or incur extra expenses associated with traveling to student teaching sites). This also prioritizes equitable access to ensure a diverse group of teacher candidates to bring the demographics of Nevada’s teaching workforce closer to the demographics of our students.

School-Based Mental Health Services (SBMHS) Grant - Nevada’s Department of Education (NDE) was one of six states awarded funding from US ED’s School-Based Mental Health Services (SBMHS) grant, which totals \$10 million over a five-year award period. The strategies identified in NDE’s application were built on nearly a decade of previous efforts to increase the workforce capacity and pipeline for school-based mental health providers, including school social workers, counselors, psychologists, and school mental health workers. Working in partnership with universities and colleges in the Nevada System of Higher Education (NSHE) as well as local education agencies, allowable activities will support the state’s goal of meeting nationally accepted best practice ratios for these vital educational support professionals through a focus on Recruitment, Retention, and Re-specialization. Special emphasis is placed on identifying a diverse set of professionals who better reflect the state’s student population as well as those that are multi-lingual. The needs of rural, frontier, and tribal communities are also of special concern, and the strategies utilized through this funding stream will support efforts to “grow our own.” Specific activities and strategies include scholarships, stipends for student and clinical interns, stipends for supervision of student and clinical interns, reimbursement for professional development, signing and relocation bonuses, and the development of programs in higher education that support a better prepared and more culturally and linguistically diverse workforce.

2. **Staffing to Support Student Needs:** Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g., hiring additional personnel or freeing up these staff to focus on providing services to students).

The Nevada Department of Education (NDE) has developed strategies to increase educator personnel including Specialized Instructional Support Professionals (SISP) to students using the strategies as described in Section F Subsection 1.

In response to indicators that Nevada’s teacher pipeline significantly lags national averages and continues to shrink over time, the NDE’s action plan provides systemic structures and supports to LEAs to ensure that students have increased access to staff who can provide a breadth of services and supports. A number of the efforts described above are focused on the recruitment, retention, and professional development of educators. NDE has expanded the use of the term *educator* to encompass all licensed educational professions, such as teachers, school leaders, school counselors, school psychologists, school social workers, school nurses, speech-language pathologists, library-media specialists, and other professionals who provide essential student support services. A central tenet of these efforts is that more, well-trained educators will inherently increase every student’s access to effective educators across the learning context in both academic and social emotional areas. In addition to the support referenced in detail in Section F Subsection 1, significant recent efforts include:

Social Workers - Beginning in 2015, NDE began administering the Social Workers in Schools (SWxS) state block grant, which increased the number of social workers or other mental health workers in schools from the 29 that were serving the state’s two largest districts (Clark and Washoe CSDs) during the 2015-16 school year to over 400 social workers or other mental health workers in 14 school districts and 13 charter academies; this represents an over 1,200% increase in just 3 school years. Since that time, districts and schools have identified other funding streams that can be used to hire additional school mental health providers, including other state funds as well as federal funding through ESSA.

Nevada Medicaid – NDE also worked with Nevada Medicaid over a three-year period to successfully amend the state’s Medicaid plan to allow school-based health services to be provided to all Medicaid eligible students, and not just those that receive services from an Individualized Education Program (IEP), pursuant to Medicaid’s Free-Care Expansion ruling in 2014. This will allow local education agencies in Nevada to sustain and enhance the number of school-based mental health providers as they receive reimbursement from eligible services provided by Medicaid enrolled school-based providers, such as those social workers and other mental health workers that have been added to schools throughout the state since 2015.

Initiatives to reinforce educator capacity and skills through digital means - The Nevada Digital Learning Collaborative and the Nevada SEAD Center each redefined education and how to improve instructional practices, with similar outcome goals to ensure that students are receiving high-quality, culturally responsive, standards-aligned curriculum through strong social, emotional, and academic development instructional practices. Through these initiatives, educators are provided support, resources, and professional development opportunities that positively impact education for every student, no matter the societal, environmental, and familial situation.

Initiatives that support educators to pursue and complete endorsements and/or advanced degrees in high priority areas - such as efforts to establish a masters level program for speech language pathologists, initiatives to increase educator interest in the SEAD endorsement, and resources and supports for educators to bolster the use of strategies meant to increase parent and family engagement.

Initiatives to promote and support educator well-being positively impact the school experience for students and families – NDE has prioritized efforts to address educator morale, as this has recently been highlighted as alarmingly low when compared to national peers. Several of the strategies described above aim to increase positive systems of support for educators through structures that include mentoring, collaboration, and access to resources designed to increase educator and school leader skills and capacity in general and in specialized areas: teachers of students who are learning English as a second language or who have individualized education plans.

G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation’s education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1. **Capacity for Data Collection and Reporting:** It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA’s Grant Award Notification (listed in Appendix B). Describe the SEA’s capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:
 - i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;
 - ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);

- iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);
- iv. Jobs created and retained (by position type);
- v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and
- vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

NDE and its LEAs use a single student information system – Infinite Campus – which enables us to uniformly and efficiently track data at the student, cohort, school, district, and State level. NDE will also comply with other reporting requirements reasonably required by the Secretary of Education as described in Appendix B and final requirements to be issued separately.

Student Data Collection – 2020-21 assessment results will be reported for elementary, middle school, and high school ELA, Math, Science, and English Language Proficiency. Additionally, NDE will calculate and report academic growth using a skip-year analysis following guidelines from the National Center for Assessment. Chronic absenteeism will be collected and reported for State and ED Facts federal reporting. Furthermore, credit sufficiency, academic learning plans, graduation rates, and college and career readiness data will be reported and made publicly available as always through [NevadaReportCard.com](https://www.nvreportcard.com). All report card data in accordance with State and federal requirements will be provided including student data (enrollment, attendance, retention etc.), academic achievement (assessment results), teacher information, safety information (discipline and school climate), financial information (per pupil spending), graduation data (4-year and 5-year ACGR), and Civil Rights Data Collection. For the 2021-22 school year NDE plans on returning to standardized data collections and reporting with the inclusion of more effectively gauging student mode of instruction (in-person, hybrid, full-distance) as a component of attendance.

Data on licensed personnel is collected via our Online Portal for Applications for Licensure (OPAL). In October of each year, NDE requires each district to report all licensed personnel via OPAL. Educator preparation programs are also required to provide completer data as part of the Title II report.

2. **Monitoring and Internal Controls:** Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA’s plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA’s current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

The Nevada Department of Education (NDE) has internal control procedures and documentation that detail the process by which reimbursement for expenditures will be approved. These controls apply consistently to all State and federally funded grants, as well as all expenses incurred – by NDE, contractors, and subrecipients. Because internal controls are universally applied to all federally funded grant programs, no additional revisions are anticipated at this time. NDE reimburses contractors and subrecipients, which ensures all expenditures are validated prior to the expenditure of state or federal funds. NDE is confident that its existing internal controls are sufficient to continue to monitor state and federally funded grants, including ARP ESSER. Due to the significant investment of COVID-19 funding and limited staffing capacity, NDE is approved as of this publication to contract with an external audit firm. The audit firm will audit contractors and subgrantees to ensure compliance with State and Federal requirements specific to the COVID-19 related funding. This will allow NDE to ensure that the audit process is robust, independent, and not reliant on the existing staff within NDE. Any audit findings identified through this process will be resolved by NDE and the contractor and / or subrecipient. In addition, NDE will use ARP ESSER administration funds to build NDE capacity by adding additional staff to those teams respective to fiscal and auditing processes. NDE will also provide regular technical assistance to LEAs on the fiscal and grants management aspects of these funds in the form of webinars, phone calls, emails, etc.

Appendix A: School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

Data in Table 1 and 2, below, were collected as of May 1, 2021

Table 1

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the “offered to all students,” “offered to some students,” and “not offered” columns is equal to the number in the “all schools” column.

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	725	20		705
School buildings open with both remote/online and in-person instruction (hybrid)	725	338		387
School buildings open with full-time in-person instruction	725	367		358

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

Number of schools	Pre-K	Offered to all students	Offered to some students	Not offered
Remote or online only	13	0		13
School buildings open with both remote/online and in-person instruction (hybrid)	13	1		12
School buildings open with full-time in-person instruction	13	12		1

Number of schools	Elementary	Offered to all students	Offered to some students	Not offered
Remote or online only	387	2		385

Number of schools	Elementary	Offered to all students	Offered to some students	Not offered
School buildings open with both remote/online and in-person instruction (hybrid)	387	98		289
School buildings open with full-time in-person instruction	387	287		100

Number of schools	Middle Schools	Offered to all students	Offered to some students	Not offered
Remote or online only	108	2		106
School buildings open with both remote/online and in-person instruction (hybrid)	108	82		26
School buildings open with full-time in-person instruction	108	24		84

Number of schools	High schools	Offered to all students	Offered to some students	Not offered
Remote or online only	112	4		108
School buildings open with both remote/online and in-person instruction (hybrid)	112	86		26
School buildings open with full-time in-person instruction	112	22		90

Number of schools	Combination (K-8, 6-12, or K-12)	Offered to all students	Offered to some students	Not offered
Remote or online only	105	12		93

Number of schools	Combination (K-8, 6-12, or K-12)	Offered to all students	Offered to some students	Not offered
School buildings open with both remote/online and in-person instruction (hybrid)	105	71		34
School buildings open with full-time in-person instruction	105	22		83

Table 2

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

Number of students	Total enrollment	Remote or online only	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction
Students from low-income families	332,103	1,896	191,914	138,293
White, not Hispanic	139,499	3,280	86,775	49,444
Black or African American, not Hispanic	54,498	1,052	30,981	22,465
Hispanic, of any race	202,879	2,215	125,612	75,052
Asian, not Hispanic	26,414	260	18,629	7,525
American Indian or Alaskan Native, not Hispanic	3,787	92	2,216	1,479
Native Hawaiian or Pacific Islander, not Hispanic	6,962	99	4,610	2,253
Two or more races, not Hispanic	32,921	405	20,152	12,364
Race/Ethnicity information not available	6	0	4	2
English learners	50,627	323	30,548	19,756

Number of students	Total enrollment	Remote or online only	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction
Children with disabilities	57,882	702	32,392	24,788
Students experiencing homelessness	12,321	68	6,880	5,373
Children and youth in foster care	2,299	23	1,080	1,196
Migratory students	17	0	0	17

Appendix B: Reporting Language Included in the Grant Award Notification (“GAN”)

As described in the Grant Award Notification (“GAN”), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school’s mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students’ social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (“FFATA”); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;
- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
 - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
 - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);
- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;
- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;
- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and

youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-

assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

The Nevada Department of Education believes that "all means all," prioritizing Equity as one of the most central values in the state's Strategic Improvement Plan (STIP).

Many of the strategies and activities described in Sections C and D of this ARP ESSER state plan speak to that commitment, including an emphasis on identifying disproportionality to access and positive outcomes across academics, school climate and safety, college and career readiness, and social, emotional, and mental health supports. The passage of Senate Bill 225 during the 2017 Legislative Session added a requirement that the Department include "requirements and methods for addressing the rights and needs of persons with diverse gender identities or expressions" to the state's Model Plan for Safe and Respectful Learning Environments, which plan is codified in Nevada Administrative Code. Department staff were tasked with working with a broad array of stakeholders throughout the regulatory process to ensure that all voices were considered, including family members and caregivers of sex/gender diverse students as well as current and former students themselves. The process resulted in a comprehensive regulation that enumerates a host of protections and rights that are afforded to sex/gender diverse students in Nevada. Specific content areas include, among others, the use of chosen names and pronouns, a right to academic content that is gender affirming, that dress codes and uniform requirements be gender neutral, that students be allowed to wear the color of graduation cap and gown that corresponds with their identified genders, and the right to take as a date any gendered individual to school sponsored dances and other similar events. The regulations further specify that an individualized plan be created for each student by a support team made up of school administrators, educators, and Specialized Instructional Support Personnel (SISP, e.g. school social workers, counselors, and psychologists), in addition to the student themselves (when age appropriate) and their natural supports, including family members or caregivers and advocates from the

community, as chosen by the student or their family.

Other examples of the Nevada Department of Education complying with this requirement includes using earlier SEA ESSER allocations to pay for translation services to reach families in their preferred language and providing wraparound services to students who are at risk for grade-level proficiency or graduation are receiving the primary services they need to be successful in classrooms.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.