

Notice of Funding Opportunity

March 27, 2022

REVISED April 15, 2022

Competitive ARP ESSER College and Career Readiness Supports (CCRS)

Grant Application

ISSUED BY

Nevada Department of Education

700 E. 5th Street
Carson City, NV 89701

2080 E. Flamingo Road, Suite 210
Las Vegas, NV 89119

**Grant Period:
FY22, FY23 and FY24**

Grant Period: July 1, 2022, to September 30, 2024
Applications Due: May 12, 2022, 5:00 PM PST
Total Funds Available: \$6 million
Source of Funding: Elementary & Secondary Schools Emergency Relief and
American Rescue Plan Funds (ARP ESSER) State
Reserve Funds

Questions related to this funding should be addressed to:

Maria Sauter
Office of Student and School Supports
Nevada Department of Education
700 East 5th Street
Carson City, Nevada 89701



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Introduction

Please read this Notice of Funding Opportunity carefully. The following guidance is provided to support the submission of a well-written, student-centered grant application focusing on increasing College and Career readiness (CCR) for K-12 students across the state.

Background

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.

This competitive grant application is funded by Nevada’s ARP ESSER five percent (5%) SEA reserve for statewide activities as allowed in Section 2001 (f)(1) of the ARP Act. These funds will be used to provide evidence-based strategies and interventions aimed at strengthening the College and Career Readiness pipeline between elementary and middle grade levels and to create a robust system of College and Career Readiness supports to ensure all students graduate future-ready and are globally prepared for postsecondary success and civic life.

Contact Information:

If you have general questions about this competitive grant application process, please contact the following:

Programmatic Supports:

Maria Sauter

Office of Student and School Supports

Email address: msauter@doe.nv.gov

Lori Botelho

Office of Student and School Supports

Email address: lbotelho@doe.nv.gov

Blakely Hume

Office of Student and School Supports

Email address: bhume@doe.nv.gov

Financial Supports:

Grants Management Unit

Office of District Support Services

Email address: grantsinfo@doe.nv.gov

Amelia Thibault

Office of Division Compliance

Email address: acthibault@doe.nv.gov

(775) 687-2451

Technical Assistance and Support

The Nevada Department of Education’s (NDE) Office of Student and School Supports (OSSS) and Office of District Support Services, Grants Management Unit (GMU), are committed to supporting local education agencies (LEAs), charter schools, and non-profit community-based organizations focused on elementary and/or secondary education. We are available to provide personalized consultation and technical assistance regarding this competitive grant application process and grants management.

Scheduled Technical Assistance Webinars at this time include:

Technical Assistance	Date and Time
Technical Assistance webinar for all eligible entities	Tuesday, April 12, 2022, at 9:00 AM (PST) https://us06web.zoom.us/j/83390035488
Technical Assistance webinar for all eligible entities	Wednesday, April 27, at 9:00 AM (PST) https://us06web.zoom.us/j/86934974786
ePAGE technical assistance webinar (navigation webinar and other questions)	Tuesday, May 10, 2022, at 9:00 AM (PST) https://us06web.zoom.us/j/86236755489

Please use the information above to connect to the Technical Assistance (TA) webinars. Participants will be provided with step-by-step guidance through the application document and the expectations for completion. All TA webinars will be recorded, and the recording links will be made available on the NDE Grants webpage:

Application Timeline

Date	Activity
March 28, 2022	Applications made available to applicants
April 12, 2022	NDE provides application technical assistance webinar to eligible entities
April 27, 2022	NDE provides application technical assistance webinar to eligible entities
May 3, 2022	Notice of Intent to Apply due by 5 PM PST
May 10, 2022	NDE provides technical assistance to online grants management system - ePAGE and assistance of other questions
June 1, 2022	Applications due to the Nevada Department of Education (all levels of submission in ePAGE must be completed by 5:00 PM PST)
June 2-17, 2022	Applications are reviewed by NDE review team
June 24, 2022	Names of awardees are announced by the Nevada Department of Education
June 27, 2022	Budget modification process in ePAGE (final approval on a rolling basis)
Upon Department Approval	Funds made available to awardees (this is the beginning of the grant award period; expenses may be obligated)
August 15, 2022	1st monthly Request for Reimbursement (RFR) due (RFFs due on the 15 th of each month thereafter)
Fiscal Years 2023 and 2024	
September 30, 2024	Federal ARP ESSER CCRS funds must be obligated

Date	Activity
December 31, 2024	All expenditures and Request for Reimbursement must be submitted
February 1, 2025	Final Financial Report for federal funds due

Please note that dates are subject to change. NDE will communicate any changes to applicants/awardees, as necessary and appropriate.

Statewide Priorities and Focus Areas

Statewide Priorities

1. Access to high-quality professional development for the delivery of in-person and distance College and Career Readiness education
2. Providing evidence-based College and Career Readiness learning interventions and supports for K-12 students
3. Providing evidence-based interventions to strengthen the College and Career Readiness transition between elementary to middle grade levels, and/or middle school to high school
4. Expanding access to College and Career Readiness enrichment opportunities and rigorous coursework

Focus Areas

- A. Focus on highest need students (low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster care youth and neglected and delinquent youth in detention centers and prisons)
- B. Focus on building capacity and supports at the lowest-performing schools (i.e., Comprehensive Support and Improvement schools, Targeted Support and Improvement schools, and Additional Targeted Support and Improvement schools)
- C. Focus on evidence-based interventions and alignment to Statewide Plan for the Improvement of Pupils
- D. Focus on collection of data and evaluation to inform continuous improvement

Competitive Grant Funding Categories

There are four (4) funding categories for this application. Descriptions given are examples and does not represent all the activities that could be requested.

Category	Source	Allowable Use of Funds (but not limited to)
High-quality professional development and teacher training	ARP ESSER	Dual Enrollment teacher certifications; CTE certifications; National Board Certification; Micro-Credentialing, Counselor CCR Professional Development; Educator Externships
Evidence-based College and Career Readiness learning supports, activities, and interventions for K-12 students	ARP ESSER	Project-based learning; First-Gen support services; college visits; field trips; online career exploration platforms and portfolios; scale up successful programs; college application
Evidence-based interventions to build College and Career Readiness capacity and strengthening the College and Career Readiness transition between elementary, middle, and high school grade levels	ARP ESSER	Investment in interest and aptitude testing and software; summer bridge/transition programs; expansion of in-school student support centers; enhanced postsecondary advising;
Expanded access to College and Career Readiness enrichment opportunities and rigorous coursework	ARP ESSER	Summer Learning/Enrichment programs; STEM camps; Dual Enrollment, Advance Placement and International Baccalaureate course fees, test fees, and/or transportation; high-quality tutoring programs; ACT bootcamps; ACT retake fees; CTE courses; work-based learning activities; internship programs; Industry Recognized Credentials, including course, materials, and assessment costs.

Eligible Entities

Local educational agencies (LEAs)

All Nevada LEAs are eligible to apply for the four (4) funding categories within this competitive grant. An LEA is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools (34 CFR 303.23).

Charter Schools

Nevada charter schools are eligible to apply for the four (4) funding categories for this competitive grant and are not required to apply through their sponsors/authorizers (e.g., Clark County School District, the State Public Charter School Authority (SPCSA), and Washoe County School District).

Non-Profit Community Based Organizations

All non-profit community-based organizations focused on elementary and/or secondary education in Nevada are eligible to apply for the four (4) funding categories. The non-profit community-based organization must already be working within elementary and/or secondary education in Nevada in order to be eligible.

Submission of Application

All applicants must apply through the Department's online electronic plans, applications, grants and expenditures (ePAGE) system. Applicants must submit a Notice of Intent to Apply document (Appendix C). The Department will then provide a log-in for ePAGE for applicants not currently already within the ePAGE grants management system. In addition, the Department will provide technical assistance and support on how to submit applications within ePAGE and, if awarded competitive funds, how to manage the grant in ePAGE (i.e., making budget amendments, submitting Requests for Reimbursements, and submitting the Final Financial Reports). If funded, the subgrantee will be required to follow a monitoring and evaluation plan and submit any data requested by the Nevada Department of Education.

Every Student Succeeds Act (ESSA) Evidence Levels

Applications must demonstrate the effectiveness of the requested strategies, activities, and interventions. They may do this by referencing which ESSA Evidence Levels each strategy, activity, or intervention meets—if relevant for the request. Please see **Appendix B** for a table illustrating the four levels of ESSA Evidence: Level 1, *Strong*; Level 2, *Moderate*; Level 3, *Promising*; and Level 4, *Demonstrates a Rationale*.

Demonstration of effectiveness is an element of the Rubric. Strategies, programs, services, and interventions requested for grant approval that demonstrate effectiveness will receive a strong rating. Applications may leverage ESSA Evidence Levels as an indicator of effectiveness. Please refer to the rubric located at the end of each category for additional information.

Notice of Intent to Apply

Each entity wishing to apply for funding must complete the *Notice of Intent to Apply* form. (Please see Appendix C for the Notice of Intent to Apply.) Only one form needs to be submitted per entity. We understand that entities may not know exactly yet which funding categories and/or how much funding they will ultimately apply for. However, please note that we are asking entities to be as accurate as possible on this form. This does not prevent your entity from applying for more/less or for different funding categories. ***NDE will use the information you provide for planning purposes and to create an account for your organization for NDE's electronic plans, applications, grants and expenditures online management system, ePAGE, so that your entity can apply for funding.***

Please submit your Notice of Intent to Apply by: **Tuesday, May 3, 2022**



Application Information

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

- High-quality professional development and teacher training
- Evidence-based College and Career Readiness learning supports, activities, and interventions for K-12 students
- Evidence-based interventions to build College and Career Readiness capacity and strengthening the College and Career Readiness transition between elementary, middle, and high school grade levels
- Expanded access to College and Career Readiness enrichment opportunities and rigorous coursework

Narrative

Please answer all five questions for each category of competitive funding. Each question response is limited to 4 pages, single-spaced, in Times Roman size 12 font. Within ePAGE, this will be 12,000 characters per question (that is inclusive of spaces).

Competitive applications will clearly demonstrate a focus on highest need students (i.e., low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster care youth and neglected and delinquent youth in detention centers and prisons). This should be addressed within the first question on need and the second question on the implementation plan.

In addition, competitive applications will request funding for strategies, programs, services, and interventions that demonstrate effectiveness. This may be demonstrated by showing that an intervention meets the federal ESSA Evidence Level criteria. For other requested items, ESSA Evidence Levels may not be relevant (e.g., testing fees and transportation costs), so the NDE recommends specifying how data and evidence will be used to inform decision-making and how rigorous monitoring and evaluations will help to determine the effectiveness of a strategy, activity, or intervention on student and school outcomes.

Budget

Please focus attention to the following:

- *Alignment to Implementation Plan*
 - All expenditures should be aligned to the implementation plan and should also be reasonable, necessary, and allowable to support the implementation of the grant requirements and application.
- *Specific Budget Narrative*
 - Provide a strong, clear, and concise explanation of expenditures with a complete narrative that includes:
 - A breakdown of proposed spending as identified in the action steps supported by the ESSA evidence level. Provide details for the proposed spending so that the NDE review team has a sufficient understanding of the request (e.g., 25 teachers will receive professional development for one full day four times throughout the year, once every quarter, by X organization focused on standards-based instruction).
 - An equation that clearly demonstrates the use of funds.
- *Accuracy of Budget*
 - All proposed spending indicated in the plan are included and identified by correct object codes; all line item totals balance with total funding request.

Please complete all required budget information within ePAGE for any of the following four (4) categories being requested:

Category
High-quality professional development and teacher training
Evidence-based College and Career Readiness learning supports, activities, and interventions for K-12 students
Evidence-based interventions to build College and Career Readiness capacity and strengthening the College and Career Readiness transition between elementary, middle, and high school grade levels
Expanded access to College and Career Readiness enrichment opportunities and rigorous coursework



Statement of Certification Page

Complete and sign the certification page. This will be in ePAGE for the following four (4) categories:

Category
High-quality professional development and teacher training
Evidence-based College and Career Readiness learning supports, activities, and interventions for K-12 students
Evidence-based interventions to build College and Career Readiness capacity and strengthening the College and Career Readiness transition between elementary, middle, and high school grade levels
Expanded access to College and Career Readiness enrichment opportunities and rigorous coursework

Please see Appendix D for the Statement of Certification page.

Additional Application Questions

Please complete and submit the Additional Application Questions, as well as the requested documents, in ePAGE. This information will be used for the financial risk assessment.

Federal Assurances Signature Page

Complete and sign the signature page of the appropriate assurances for which the LEA or eligible entity is applying. This will be in ePAGE for the following four (4) categories:

Category
High-quality professional development and teacher training
Evidence-based College and Career Readiness learning supports, activities, and interventions for K-12 students
Evidence-based interventions to build College and Career Readiness capacity and strengthening the College and Career Readiness transition between elementary, middle, and high school grade levels
Expanded access to College and Career Readiness enrichment opportunities and rigorous coursework

Please see Appendix E for the Federal Assurances Signature pages.

Categories of Funding Specifics

High-Quality Professional Development and Teacher Training

Eligible entities: Nevada LEAs; charter schools; and non-profit community-based organizations focused on elementary and/or secondary education in Nevada.

Activities: Please reference the table on page 6.

Submission directions: Your entity must complete a Notice of Intent to Apply. Please see Appendix C for the Notice of Intent to Apply. The NDE will provide your contact person with log-in information onto ePAGE, NDE’s grant management system, and will also provide technical assistance support to help your entity submit a complete application.

Component 1

Please submit your Notice of Intent to Apply by 5 pm PST on Tuesday, May 3, 2022, to: Lori Botelho, lbotelho@doe.nv.gov and Blakely Hume, bhume@doe.nv.gov.

Component 2

Please complete all of the required Applicant Information in ePAGE and submit the requested documents.

Component 3

Please answer the following five questions in ePAGE. Competitive applications will clearly demonstrate a focus on

highest need students (i.e., low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster care youth and neglected and delinquent youth in detention centers and prisons).

1. What is the need due to the impact of COVID?
2. What is the implementation plan for the high-quality professional development and teacher training? How does this support your entity's performance/improvement/strategic plan? Please provide the rationale for which school(s) will be served by these funds. For entities that are not LEAs, please provide the rationale for which LEA(s) and school(s) will be served by these funds.
3. What is the evidence supporting the effectiveness of the proposed strategies, activities, or interventions?
4. How will the effectiveness be monitored and measured?
5. How did your entity engage stakeholders in identifying needs, developing the strategies, and assessing the effectiveness of the activities?

Component 4

Please submit the budget in ePAGE.

Component 5

Please submit the Statement of Certification in ePAGE (Appendix D).

Component 6

Please complete and submit the Additional Application Questions and its requested documents in ePage (Appendix E).

Component 7

Please submit the Federal Assurances Signature Page(s) in ePAGE (Attached).

RUBRIC

Section 1: Need and Plan (80 total points)

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
Need (28 pts)	The eligible entity has provided an intentional, compelling, and concise process for identifying greatest needs, including a focus on teacher capacity to deliver effective College and Career Readiness instruction.	The eligible entity has provided an adequate process for identifying greatest needs, including a focus on teacher capacity to deliver effective College and Career Readiness instruction.	The eligible entity has provided a limited process for identifying greatest needs, including a focus on teacher capacity to deliver effective College and Career Readiness instruction.	The eligible entity has provided an incomplete process for identifying greatest needs and does not include a focus on teacher capacity to deliver effective College and Career Readiness instruction.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Implementation Plan (20 pts)	The eligible entity has provided an intentional, compelling, and strategic plan that defines the strategies that are aligned with program and professional learning needs.	The eligible entity has provided an adequate plan that defines the strategies that are aligned with program and professional learning needs.	The eligible entity has provided a limited plan that defines the strategies that are aligned with program and professional learning needs.	The eligible entity has provided an incomplete plan.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Evidence of Effectiveness (12 pts)	All strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	Most strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	Some strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	Few or no strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Monitoring and Evaluation (12 pts)	The proposal provides an intentional and compelling plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	The proposal provides a clear and complete plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	The proposal provides a limited or partial plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	The proposal lacks an adequate plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Stakeholder Input	The eligible entity has	The eligible entity has	The eligible entity has	The eligible entity has	No response or evidence is

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
(8 pts)	documented intentional, timely and meaningful engagement with various stakeholders to develop the needs assessment and implementation plan.	documented timely engagement with various stakeholders to develop the needs assessment and implementation plan.	documented engagement with limited stakeholders to develop the needs assessment and implementation plan.	provided minimal evidence of stakeholder engagement.	provided that addresses the criteria listed in the rubric elements.

Section 2: Budget (20 total points)

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
Alignment to Plan (8 pts)	The budget narrative is intentional and compelling and includes all proposed grant expenditures outlined in the plan; all expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application.	The budget narrative is clear and includes most proposed grant expenditures outlined in the plan; most expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application.	The budget narrative provides a limited or partial justification for proposed grant expenditures outlined in the plan; a few aspects of the proposed budget may not be reasonable, necessary, or allowable.	The budget narrative provides little or no justification for proposed grant expenditures or many aspects of the proposed budget are not reasonable, necessary, or allowable.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Specific Narrative (8 pts)	An intentional and compelling well-written and concise explanation of expenditures is provided; a breakdown of proposed spending, (intervention strategies and programs) intentionally aligned to identified action steps, and an equation that	An adequate and concise explanation of expenditures is provided; a breakdown of proposed spending, (intervention strategies and programs) aligned to identified action steps, and an equation that demonstrates the use of funds.	A limited explanation of expenditures is provided; aspects of the breakdown of proposed spending are limited, (intervention strategies and programs) and somewhat aligned to identified action steps, and an equation that demonstrates the use of funds may	The explanation of expenditures provides little or no breakdown of proposed spending, (intervention strategies and programs) and are not aligned to identify action steps and lacks an equation to demonstrate the use of funds.	No response or evidence is provided that addresses the criteria listed in the rubric elements.



Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
	clearly demonstrates the use of funds.		require clarification.		
Accuracy (4 pts)	All proposed spending indicated in the action plan is included and identified by correct object codes; all line-item totals balance with total funding request.	Most proposed spending indicated in the action plan is included and identified by correct object codes; all line-item totals balance with total funding request.	Some proposed spending indicated in the action plan; included and identified by correct object codes; all line-item totals balance with total funding request.	Proposed spending indicated in the action plan is not included and identified by correct object codes; line-item totals do not balance with total funding request.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Section 3: Pre-Award Assessment

PAA Score - Subrecipient	PAA Score - Grant	Criteria	NOFO Rubric Score
<i>Debarred</i>	<i>N/A</i>	Not eligible for funds	0
16-26	6-10	High Risk	1
6-15	3-5	Medium Risk	2
0-5	0-2	Low Risk	3

A complete rubric for the Pre-Award Assessment is available in the Appendix.

SCORING SHEET

Applicant Name:

Category:

Review Team:

Section	Component	Rubric Score	Multiplier	Total Points Awarded	Total Points Possible
1	Need		x 7		28
1	Implementation Plan		x 5		20
1	Evidence of Effectiveness		x 3		12
1	Monitoring and Evaluation		x 3		12
1	Stakeholder Input		x 2		8
2	Alignment to Plan		x 2		8
2	Specific Narrative		x 2		8
2	Accuracy		x 1		4
3	Pre-Award Assessment		x 1		3

	Total Score	Total Points Possible
APPLICATION TOTAL SCORE		103

Evidence-Based College and Career Readiness Learning Supports, Activities, and Interventions for K-12 Students

Eligible entities: Nevada LEAs; charter schools; and non-profit community-based organizations focused on elementary and/or secondary education in Nevada.

Activities: Please reference the table on page 6.

Submission directions: Your entity must complete a Notice of Intent to Apply. Please see Appendix C for the Notice of Intent to Apply. The NDE will provide your contact person with log-in information onto ePAGE, NDE's grant management system, and will also provide technical assistance support to help your entity submit a complete application.

Component 1

Please submit your Notice of Intent to Apply by 5 pm PST on Tuesday, May 3, 2022, to: Lori Botelho, lbotelho@doe.nv.gov and Blakely Hume, bhume@doe.nv.gov.

Component 2

Please complete all of the required Applicant Information in ePAGE and submit the requested documents.

Component 3

Please answer the following five questions in ePAGE. Competitive applications will clearly demonstrate a focus on highest need students (i.e., low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster care youth and neglected and delinquent youth in detention centers and prisons).

1. What is the need due to the impact of COVID?
2. What is the implementation plan for evidence-based college and career readiness learning supports, activities, and interventions for K-12 students? How does this support your entity's performance/improvement/strategic plan? Please provide the rationale for which school(s) will be served by these funds. For entities that are not LEAs, please provide the rationale for which LEA(s) and school(s) will be served by these funds.
3. What is the evidence supporting the effectiveness of the proposed strategies, activities, or interventions?
4. How will the effectiveness be monitored and measured?
5. How did your entity engage stakeholders in identifying needs, developing the strategies, and assessing the effectiveness of the activities?

Component 4

Please submit the budget in ePAGE.

Component 5

Please submit the Statement of Certification in ePAGE (Appendix D).

Component 6

Please complete and submit the Additional Application Questions and its requested documents in ePage (Appendix E).

Component 7

Please submit the Federal Assurances Signature Page(s) in ePAGE (Attached).

RUBRIC

Section 1: Need and Plan (80 total points)

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
Need (28 pts)	The eligible entity has provided an intentional, compelling, and concise process for identifying greatest needs, including a focus on students with the highest needs.	The eligible entity has provided an adequate and process for identifying greatest needs, including a focus on students with the highest needs.	The eligible entity has provided a limited description of a process for identifying greatest needs, including a focus on students with the highest needs.	The eligible entity has provided an incomplete process for identifying greatest needs and does not include a focus on students with the highest needs.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Implementation Plan (20 pts)	The eligible entity has provided an intentional, compelling, and strategic plan that defines the strategies that are aligned with program and student needs.	The eligible entity has provided an adequate plan that defines the strategies that are aligned with program and student needs.	The eligible entity has provided a limited plan that defines the strategies that are aligned with program and student needs.	The eligible entity has provided an incomplete plan.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Evidence of Effectiveness (12 pts)	All strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	Most strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	Some strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	Few or no strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
Monitoring and Evaluation (12 pts)	The proposal provides an intentional and compelling plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	The proposal provides a clear and complete plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	The proposal provides a limited or partial plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	The proposal lacks an adequate plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Stakeholder Input (8 pts)	The eligible entity has documented	The eligible entity has documented	The eligible entity has documented	The eligible entity has provided minimal	No response or evidence is provided that

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
	intentional, timely and meaningful engagement with various stakeholders to develop the needs assessment and implementation plan.	timely engagement with various stakeholders to develop the needs assessment and implementation plan.	engagement with limited stakeholders to develop the needs assessment and implementation plan.	evidence of stakeholder engagement.	addresses the criteria listed in the rubric elements.

Section 2: Budget (20 total points)

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
Alignment to Plan (8 pts)	The budget narrative is intentional and compelling and includes all proposed grant expenditures outlined in the plan; all expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application.	The budget narrative is clear and includes most proposed grant expenditures outlined in the plan; most expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application.	The budget narrative provides a limited or partial justification for proposed grant expenditures outlined in the plan; a few aspects of the proposed budget may not be reasonable, necessary, or allowable.	The budget narrative provides little or no justification for proposed grant expenditures or many aspects of the proposed budget are not reasonable, necessary, or allowable.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Specific Narrative (8 pts)	An intentional and compelling well-written and concise explanation of expenditures is provided; a breakdown of proposed spending, (intervention strategies and programs) intentionally aligned to identified action steps, and an equation that clearly demonstrates the use of funds.	An adequate and concise explanation of expenditures is provided; a breakdown of proposed spending, (intervention strategies and programs) aligned to identified action steps, and an equation that demonstrates that use of funds.	A limited explanation of expenditures is provided; aspects of the breakdown of proposed spending are limited, (intervention strategies and programs) and somewhat aligned to identified action steps, and an equation that demonstrates the use of funds may require clarification.	The explanation of expenditures provides little or no breakdown of proposed spending, (intervention strategies and programs) and are not aligned to identify action steps and lacks an equation to demonstrate the use of funds.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
Accuracy (4 pts)	All proposed spending indicated in the action plan is included and identified by correct object codes; all line-item totals balance with total funding request.	Most proposed spending indicated in the action plan is included and identified by correct object codes; all line-item totals balance with total funding request.	Some proposed spending indicated in the action plan; included and identified by correct object codes; all line-item totals balance with total funding request.	Proposed spending indicated in the action plan is not included and identified by correct object codes; line-item totals do not balance with total funding request.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Section 3: Pre-Award Assessment

PAA Score - Subrecipient	PAA Score - Grant	Criteria	NOFO Rubric Score
<i>Debarred</i>	<i>N/A</i>	Not eligible for funds	0
16-26	6-10	High Risk	1
6-15	3-5	Medium Risk	2
0-5	0-2	Low Risk	3

A complete rubric for the Pre-Award Assessment is available in the Appendix.

SCORING SHEET

Applicant Name:

Category:

Review Team:

Section	Component	Rubric Score	Multiplier	Total Points Awarded	Total Points Possible
1	Need		x 7		28
1	Implementation Plan		x 5		20
1	Evidence of Effectiveness		x 3		12
1	Monitoring and Evaluation		x 3		12
1	Stakeholder Input		x 2		8
2	Alignment to Plan		x 2		8
2	Specific Narrative		x 2		8
2	Accuracy		x 1		4
3	Pre-Award Assessment		x 1		3

	Total Score	Total Points Possible
APPLICATION TOTAL SCORE		103

Evidence-based interventions to build College and Career Readiness capacity and strengthening the College and Career Readiness transition between elementary, middle, and high school grade levels

Eligible entities: Nevada LEAs; charter schools; and non-profit community-based organizations focused on elementary and/or secondary education in Nevada.

Activities: Please reference the table on page 6.

Submission directions: Your entity must complete a Notice of Intent to Apply. Please see Appendix C for the Notice of Intent to Apply. The NDE will provide your contact person with log-in information onto ePAGE, NDE's grant management system, and will also provide technical assistance support to help your entity submit a complete application.

Component 1

Please submit your Notice of Intent to Apply by 5 pm PST on Tuesday, May 3, 2022, to: Lori Botelho, lbotelho@doe.nv.gov and Blakely Hume, bhume@doe.nv.gov.

Component 2

Please complete all of the required Applicant Information in ePAGE and submit the requested documents.

Component 3

Please answer the following five questions in ePAGE. Competitive applications will clearly demonstrate a focus on highest need students (i.e., low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster care youth and neglected and delinquent youth in detention centers and prisons).

1. What is the need due to the impact of COVID?
2. What is the implementation plan for the evidence-based interventions to build College and Career Readiness capacity and strengthening the College and Career Readiness transition between elementary, middle, and high school grade levels? How does this support your entity's performance/improvement/strategic plan? Please provide the rationale for which LEA(s), school(s), families, and communities will be served by these funds. For entities that are not LEAs, please provide the rationale for which LEA(s) and school(s) will be served by these funds.
3. What is the evidence supporting the effectiveness of the proposed strategies, activities, or interventions?
4. How will the effectiveness be monitored and measured?
5. How did your entity engage stakeholders in identifying needs, developing the strategies, and assessing the effectiveness of the activities?

Component 4

Please submit the budget in ePAGE.

Component 5

Please submit the Statement of Certification in ePAGE (Appendix D).

Component 6

Please complete and submit the Additional Application Questions and its requested documents in ePage (Appendix E).

Component 7

Please submit the Federal Assurances Signature Page(s) in ePAGE (Attached).

RUBRIC

Section 1: Need and Plan (80 total points)

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
Need (28 pts)	The eligible entity has provided an intentional, compelling, and concise process for identifying greatest needs, including a focus on students with the highest needs.	The eligible entity has provided an adequate and process for identifying greatest needs, including a focus on students with the highest needs.	The eligible entity has provided a limited description of a process for identifying greatest needs, including a focus on students with the highest needs.	The eligible entity has provided an incomplete process for identifying greatest needs and does not include a focus on students with the highest needs.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Implementation Plan (20 pts)	The eligible entity has provided an intentional, compelling, and strategic plan that defines the strategies that are aligned with program and student needs.	The eligible entity has provided an adequate plan that defines the strategies that are aligned with program and student needs.	The eligible entity has provided a limited plan that defines the strategies that are aligned with program and student needs.	The eligible entity has provided an incomplete plan.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Evidence of Effectiveness (12 pts)	All strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	Most strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	Some strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	Few or no strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Monitoring and Evaluation (12 pts)	The proposal provides an intentional and compelling plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	The proposal provides a clear and complete plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	The proposal provides a limited or partial plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	The proposal lacks an adequate plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Stakeholder Input (8 pts)	The eligible entity has documented intentional, timely and meaningful	The eligible entity has documented timely engagement with various	The eligible entity has documented engagement with limited stakeholders to	The eligible entity has provided minimal evidence of stakeholder engagement.	No response or evidence is provided that addresses the criteria listed in the rubric

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
	engagement with various stakeholders to develop the needs assessment and implementation plan.	stakeholders to develop the needs assessment and implementation plan.	develop the needs assessment and implementation plan.		elements.

Section 2: Budget (20 total points)

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
Alignment to Plan (8 pts)	The budget narrative is intentional and compelling and includes all proposed grant expenditures outlined in the plan; all expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application.	The budget narrative is clear and includes most proposed grant expenditures outlined in the plan; most expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application.	The budget narrative provides a limited or partial justification for proposed grant expenditures outlined in the plan; a few aspects of the proposed budget may not be reasonable, necessary, or allowable.	The budget narrative provides little or no justification for proposed grant expenditures or many aspects of the proposed budget are not reasonable, necessary, or allowable.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Specific Narrative (8 pts)	An intentional and compelling well-written and concise explanation of expenditures is provided; a breakdown of proposed spending, (intervention strategies and programs) intentionally aligned to identified action steps, and an equation that clearly demonstrates the use of funds.	An adequate and concise explanation of expenditures is provided; a breakdown of proposed spending, (intervention strategies and programs) aligned to identified action steps, and an equation that demonstrates the use of funds.	A limited explanation of expenditures is provided; aspects of the breakdown of proposed spending are limited, (intervention strategies and programs) and somewhat aligned to identified action steps, and an equation that demonstrates the use of funds may require clarification.	The explanation of expenditures provides little or no breakdown of proposed spending, (intervention strategies and programs) and are not aligned to identify action steps and lacks an equation to demonstrate the use of funds.	No response or evidence is provided that addresses the criteria listed in the rubric elements.



Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
Accuracy (4 pts)	All proposed spending indicated in the action plan is included and identified by correct object codes; all line-item totals balance with total funding request.	Most proposed spending indicated in the action plan is included and identified by correct object codes; all line-item totals balance with total funding request.	Some proposed spending indicated in the action plan; included and identified by correct object codes; all line-item totals balance with total funding request.	Proposed spending indicated in the action plan is not included and identified by correct object codes; line-item totals do not balance with total funding request.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Section 3: Pre-Award Assessment

PAA Score - Subrecipient	PAA Score - Grant	Criteria	NOFO Rubric Score
<i>Debarred</i>	<i>N/A</i>	Not eligible for funds	0
16-26	6-10	High Risk	1
6-15	3-5	Medium Risk	2
0-5	0-2	Low Risk	3

A complete rubric for the Pre-Award Assessment is available in the Appendix.

SCORING SHEET

Applicant Name:

Category:

Review Team:

Section	Component	Rubric Score	Multiplier	Total Points Awarded	Total Points Possible
1	Need		x 7		28
1	Implementation Plan		x 5		20
1	Evidence of Effectiveness		x 3		12
1	Monitoring and Evaluation		x 3		12
1	Stakeholder Input		x 2		8
2	Alignment to Plan		x 2		8
2	Specific Narrative		x 2		8
2	Accuracy		x 1		4
3	Pre-Award Assessment		x 1		3

	Total Score	Total Points Possible
APPLICATION TOTAL SCORE		103

Expanded Access to College and Career Readiness Enrichment Opportunities and Rigorous Coursework

Eligible entities: Nevada LEAs; charter schools; and non-profit community-based organizations focused on elementary and/or secondary education in Nevada.

Activities: Please reference the table on page 6.

Submission directions: Your entity must complete a Notice of Intent to Apply. Please see Appendix C for the Notice of Intent to Apply. The NDE will provide your contact person with log-in information onto ePAGE, NDE's grant management system, and will also provide technical assistance support to help your entity submit a complete application.

Component 1

Please submit your Notice of Intent to Apply by 5 pm PST on Tuesday, May 3, 2022, to: Lori Botelho, lbotelho@doe.nv.gov and Blakely Hume, bhume@doe.nv.gov.

Component 2

Please complete all of the required Applicant Information in ePAGE.

Component 3

Please answer the following five questions in ePAGE. Competitive applications will clearly demonstrate a focus on highest need students (i.e., low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster care youth and neglected and delinquent youth in detention centers and prisons).

1. What is the need due to the impact of COVID?
2. What is the implementation plan for the expanded access to College and Career Readiness enrichment opportunities and rigorous coursework? How does this support your entity's performance/improvement/strategic plan? Please provide the rationale for which LEA(s), school(s), families, and communities will be served by these funds. For entities that are not LEAs, please provide the rationale for which LEA(s) and school(s) will be served by these funds.
3. What is the evidence supporting the effectiveness of the proposed strategies, activities, or interventions?
4. How will the effectiveness be monitored and measured?
5. How did your entity engage stakeholders in identifying needs, developing the strategies, and assessing the effectiveness of the activities?

Component 4

Please submit the budget in ePAGE.

Component 5

Please submit the Statement of Certification in ePAGE (Appendix D).

Component 6

Please complete and submit the Additional Application Questions and its requested documents in ePage (Appendix E).

Component 7

Please submit the Federal Assurances Signature Page(s) in ePAGE (Attached).

RUBRIC

Section 1: Need and Plan (80 total points)

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
Need (28 pts)	The eligible entity has provided an intentional, compelling, and concise process for identifying greatest needs, including a focus on students with the highest needs.	The eligible entity has provided an adequate and process for identifying greatest needs, including a focus on students with the highest needs.	The eligible entity has provided a limited description of a process for identifying greatest needs, including a focus on students with the highest needs.	The eligible entity has provided an incomplete process for identifying greatest needs and does not include a focus on students with the highest needs.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Implementation Plan (20 pts)	The eligible entity has provided an intentional, compelling, and strategic plan that defines the strategies that are aligned with program and student needs.	The eligible entity has provided an adequate plan that defines the strategies that are aligned with program and student needs.	The eligible entity has provided a limited plan that defines the strategies that are aligned with program and student needs.	The eligible entity has provided an incomplete plan.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Evidence of Effectiveness (12 pts)	All strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	Most strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	Some strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	Few or no strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Monitoring and Evaluation (12 pts)	The proposal provides an intentional and compelling plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	The proposal provides a clear and complete plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	The proposal provides a limited or partial plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	The proposal lacks an adequate plan for the collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Stakeholder Input (8 pts)	The eligible entity has documented intentional, timely and meaningful	The eligible entity has documented timely engagement with various	The eligible entity has documented engagement with limited stakeholders to	The eligible entity has provided minimal evidence of stakeholder engagement.	No response or evidence is provided that addresses the criteria listed in the rubric

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
	engagement with various stakeholders to develop the needs assessment and implementation plan.	stakeholders to develop the needs assessment and implementation plan.	develop the needs assessment and implementation plan.		elements.

Section 2: Budget (20 total points)

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
Alignment to Plan (8 pts)	The budget narrative is intentional and compelling and includes all proposed grant expenditures outlined in the plan; all expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application.	The budget narrative is clear and includes most proposed grant expenditures outlined in the plan; most expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application.	The budget narrative provides a limited or partial justification for proposed grant expenditures outlined in the plan; a few aspects of the proposed budget may not be reasonable, necessary, or allowable.	The budget narrative provides little or no justification for proposed grant expenditures or many aspects of the proposed budget are not reasonable, necessary, or allowable.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Specific Narrative (8 pts)	An intentional and compelling well-written and concise explanation of expenditures is provided; a breakdown of proposed spending, (intervention strategies and programs) intentionally aligned to identified action steps, and an equation that clearly demonstrates the use of funds.	An adequate and concise explanation of expenditures is provided; a breakdown of proposed spending, (intervention strategies and programs) aligned to identified action steps, and an equation that demonstrates the use of funds.	A limited explanation of expenditures is provided; aspects of the breakdown of proposed spending are limited, (intervention strategies and programs) and somewhat aligned to identified action steps, and an equation that demonstrates the use of funds may require clarification.	The explanation of expenditures provides little or no breakdown of proposed spending, (intervention strategies and programs) and are not aligned to identify action steps and lacks an equation to demonstrate the use of funds.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
Accuracy (4 pts)	All proposed spending indicated in the action plan is included and identified by correct object codes; all line-item totals balance with total funding request.	Most proposed spending indicated in the action plan is included and identified by correct object codes; all line-item totals balance with total funding request.	Some proposed spending indicated in the action plan; included and identified by correct object codes; all line-item totals balance with total funding request.	Proposed spending indicated in the action plan is not included and identified by correct object codes; line-item totals do not balance with total funding request.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Section 3: Pre-Award Assessment

PAA Score - Subrecipient	PAA Score - Grant	Criteria	NOFO Rubric Score
<i>Debarred</i>	<i>N/A</i>	Not eligible for funds	0
16-26	6-10	High Risk	1
6-15	3-5	Medium Risk	2
0-5	0-2	Low Risk	3

A complete rubric for the Pre-Award Assessment is available in the Appendix.

SCORING SHEET

Applicant Name:
Category:
Review Team:

Section	Component	Rubric Score	Multiplier	Total Points Awarded	Total Points Possible
1	Need		x 7		28
1	Implementation Plan		x 5		20
1	Evidence of Effectiveness		x 3		12
1	Monitoring and Evaluation		x 3		12
1	Stakeholder Input		x 2		8
2	Alignment to Plan		x 2		8
2	Specific Narrative		x 2		8
2	Accuracy		x 1		4
3	Pre-Award Assessment		x 1		3

	Total Score	Total Points Possible
APPLICATION TOTAL SCORE		103

Appendix A: NDE Contact Information for Technical Assistance and Support

Please contact the Nevada Department of Education Office of Student and School Supports and/or Grants team members for more information about the grant application process.

Program Technical Assistance from the Office of Student and School Supports

Name	Email
Lori Botelho	Lbotelho@doe.nv.gov
Blakely Hume	Bhume@doe.nv.gov

Grant Technical Assistance from the Office of District Support Services, Grant Management Unit

Name	Email
Catherine Balcon	grantsinfo@doe.nv.gov
Deb Aquino (ePAGE)	grantsinfo@doe.nv.gov

Financial Risk Assessment from the Office of Division Compliance

Name	Email
Amelia Thibault	acthibault@doe.nv.gov

Appendix B: ESSA Levels of Evidence

Demonstration Type	Levels of Evidence	Evidence-Based Citation
An activity, strategy, or intervention that demonstrates a <i>statistically significant effect on improving student outcomes or other relevant outcomes</i>	LEVEL 1: STRONG EVIDENCE	Evidence cited is based on: <i>at least 1 well-designed and well-implemented experimental study</i>
An activity, strategy, or intervention that demonstrates a <i>statistically significant effect on improving student outcomes or other relevant outcomes</i>	LEVEL 2: MODERATE EVIDENCE	Evidence cited is based on: <i>at least 1 well-designed and well-implemented quasi-experimental study</i>
An activity, strategy, or intervention that demonstrates a <i>statistically significant effect on improving student outcomes or other relevant outcomes</i>	LEVEL 3: PROMISING EVIDENCE	Evidence cited is based on: <i>at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias</i>
An activity, strategy, or intervention that demonstrates a <i>rationale that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes</i>	LEVEL 4: DEMONSTRATES A RATIONALE	Evidence cited is based on: <i>high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention</i>

Appendix C: Notice of Intent to Apply

Notice of Intent to Apply Competitive ARP ESSER College and Career Readiness Supports Funding

This Notice of Intent to Apply must be submitted by entities who wish to apply for the ARP ESSER College and Career Readiness Supports competitive funding.

This form must be submitted to the Department of Education by **May 3 at 5 P.M. PST** to: Lori Botelho, lbotelho@doe.nv.gov and Blakely Hume, bhume@doe.nv.gov. Only one needs to be submitted per entity. We understand that entities are still planning and may not yet know exactly which categories and/or how much funding they will ultimately apply for. However, please note that we are asking entities to be as accurate as possible on this form. This does not prevent your entity from applying for more/less or for different funding categories. NDE will use the information you provide for planning purposes and to create an account for your organization for NDE’s electronic plans, applications, grants and expenditures online management system, ePAGE. The contact information your entity provides should be of the individual who will manage the grant funding, should your entity be awarded funding.

Entity’s Legal Name	Click or tap here to enter text.	
Employer Identification Number	Click or tap here to enter text.	
Unique Entity Identifier/DUNS Number	Click or tap here to enter text.	
Nevada Vendor Identification Number	Click or tap here to enter text.	
SAM Number	Click or tap here to enter text.	
CAGE Number	Click or tap here to enter text.	
Category that best describes your entity	LEA <input type="checkbox"/>	Non-profit <input type="checkbox"/>
Description of Entity	Click or tap here to enter text.	

Contact Person	Click or tap here to enter text.
Title	Click or tap here to enter text.
Email	Click or tap here to enter text.
Phone Number	Click or tap here to enter text.

<i>Please list the amount of funding your organization anticipates applying for in each funding category:</i>	
High quality professional development and teacher training	Click or tap here to enter text.
Evidence-based College and Career Readiness learning supports, activities, and interventions for K-12 students	Click or tap here to enter text.
Evidence-based interventions to build College and Career Readiness capacity and strengthen the College and Career Readiness transition between elementary, middle, and high school grade levels	Click or tap here to enter text.
Expanded access to College and Career Readiness enrichment opportunities and rigorous coursework	Click or tap here to enter text.

Does your organization plan to subcontract the award?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If match or maintenance of effort are required, has your organization identified an allowable source?	Yes <input type="checkbox"/>	No <input type="checkbox"/>



If yes, what source has been identified?	Click or tap here to enter text.		
Does your organization believe that it will be able to comply with the assurances as written?	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>	No <input type="checkbox"/>

Entities have the ability to add 1-2 other users from its organization into NDE's online grant management system, ePAGE. Will the contact person be responsible for adding additional ePAGE users on behalf of its entity?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Please include the name, title, email, and phone number for the person who will have this responsibility:	Click or tap here to enter text.	

Person Completing Form	Click or tap here to enter text.
Title	Click or tap here to enter text.
Date	Click or tap here to enter text.
Signature	



Appendix D: Statement of Certification

STATEMENT OF CERTIFICATION

American Rescue Plan and Elementary and Secondary School Emergency Relief (ARP ESSER) Funds

SECTION A: APPLICATION FOR A GRANT/SUBGRANT CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct.

The applicant designated below hereby applies for federal American Rescue Plan and Elementary and Secondary School Emergency Relief (ARP ESSER) Funds. The local Board of Trustees/Organization has authorized me to file this application and such action is recorded in the minutes of the board meeting held on Date., if applicable.

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

PART I – APPLICANT

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

PART II – STATE DEPARTMENT OF EDUCATION USE

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

Appendix E: Additional Application Questions

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Appendix F: Pre-Award Assessment Rubric

Risk Factor	Least Risk (0)	High Risk (1)
Is the applicant currently in receivership?	No	Yes
Is the applicant currently debarred?	No	Yes: not eligible to receive funds
What is the applicant's SAM.gov status?	Clear and active status in SAM.gov	Inactive status on SAM.gov
What is the applicant's Unique Entity Identifier (UEI) status?	Has an active UEI number	No UEI number
What is the applicant's Nevada Vendor status?	Has an active Nevada Vendor number	Does not have an active Nevada Vendor number
What is the status of the applicant in FAPIIS?	Has a clear status in FAPIIS	Has one or more findings in FAPIIS
Did the applicant have and submit their Internal Controls?	Has and submits internal controls	Does not submit internal controls / Does not have internal controls document
Did the applicant have and submit their Financial Management Policies?	Has and submits financial management policies	Does not submit financial management policies / Does not have a financial management policy
Did the applicant have and submit their Conflict-of-Interest Policy?	Has and submits conflict-of-interest policy	Does not submit conflict of interest policy / Does not have a conflict-of-interest policy
Did the applicant have and submit their Civil Rights Policy?	Has and submits civil rights policy/statement	Does not submit civil rights policy / Does not have a civil rights policy
Did the applicant have and submit their Student Privacy Policy?	Has and submits a policy related to protection of student privacy/data	Does not submit student privacy statement / Does not have a policy
Did the applicant have and submit their Ledger of Expenditures?	Has and submits ledger of expenditures	Does not submit ledger of expenditures / Does not have a ledger of expenditures
What is the status of any relevant accreditations and/or licenses for the applicant?	The applicant holds the relevant accreditation status and/or licenses	The applicant has recently lost accreditation and/or relevant licenses
Does the applicant plan to subcontract their awarded funds?	The applicant will not be subcontracting the awarded funds	The applicant will be subcontracting the awarded funds
Does the applicant's project align with one or more of NDE's 2020 STIP goal strategies?	The applicant's project clearly aligns with one or more of NDE's 2020 STIP goal strategies	The applicant's project does not clearly align with any of NDE's 2020 STIP goal strategies
Does the applicant have previous experience working with similar grants? (e.g., federal or state, amount of funding, etc.)	Applicant has previous history working with similar grants	Applicant is new to working with grants of similar size and/or complexity
Does the applicant have adequate financial staffing and experience to implement and manage the grant?	80% or more of positions are filled and have the training needed to effectively manage the grant	20% or more of positions are vacant or hiring and will need training to effectively manage the grant
Is the applicant able to segregate indirect costs from other funds?	Applicant is able to segregate indirect costs from other funds	Applicant is unable to segregate indirect costs from other funds
What accounting system does the applicant use, and can it identify receipts and	Accounting system in place identifies receipts and	Accounting system does not identify receipts and expenditures separately

Nevada Department of Education

Notice of Funding Opportunity

Competitive ARP ESSER College and Career Readiness Supports



expenditures of program funds separately and by budget categories?	expenditures of program funds separately for each award and by budget cost categories	for each award and by budget cost categories
Does the applicant have a time and effort accounting system in place?	Has a time and effort accounting system in place	Does not have a time and effort accounting system in place

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

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



Appendix G: Federal Assurances