

Notice of Funding Opportunity  
K-3 STEM and Literacy Integration Pilot

Application Due Date: April 8, 2026

Issued By  
The Nevada Department of Education  
Office of Teaching and Learning

Funding Period:	March 11, 2026- June 30, 2027
Funds Available:	\$2,000,000.00
Source of Funding:	State General
Type of Grant:	Competitive
Submission:	<a href="#">Smartsheet Submission Portal</a>

**Questions related to this funding should be addressed to:**

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Contents

PART I – APPLICATION REQUIREMENTS AND GUIDELINES..... 3

**INTRODUCTION AND BACKGROUND**..... 3

    Overview of K-3 STEM and ELA Integration Pilot ..... 3

**Eligible Applicants** ..... 3

**Goals and Priorities** ..... 3

**Participation and Evaluation** ..... 4

**Review Process** ..... 5

**Proposed Timeline**..... 5

**Appeals Process** ..... 6

**Whistleblower Protections** ..... 6

OVERVIEW OF APPLICATION REQUIREMENTS ..... 6

**Applicant Information**..... 6

**Applicant Priorities**..... 6

**Grant Criterion for Applicant Response** ..... 7

**Pre-Award Assessment (PAA)** ..... 7

**Certification**..... 7

**Assurances** ..... 7

PART II – APPLICATION..... 8

**Grant Criterion for Applicant Response** ..... 8

**Maximum Word Count Per Response: 750 words**..... 8

**Budget** ..... 9

**Pre-Award Assessment (5 Points)**..... 10

PART III – APPENDICES ..... 11

**Appendix A: Scoring Rubrics** ..... 11

**Appendix B: Pre-Award Assessment** ..... 17

**Appendix C: Pre-Award Assessment Rubric** ..... 19

**Appendix D: Applicant Information Form**..... 20

**Appendix E: Statement of Certification**..... 21

**Glossary** ..... 22

## **PART I – APPLICATION REQUIREMENTS AND GUIDELINES**

### **INTRODUCTION AND BACKGROUND**

#### **Overview of K-3 STEM and ELA Integration Pilot**

The K-3 STEM and ELA Integration Pilot Program was established with the passage of [Senate Bill \(SB\) 460](#) in 2025 during the 83rd session of the Nevada Legislature. Under Section 33.93 of the bill, these funds are intended to establish a competitive grant for public schools to pilot the integration of science, technology, engineering, and mathematics (STEM) directly into literacy instruction for kindergarten and grades 1, 2, and 3.

Under Section 33.95 of SB 460 (2025), the State Board of Education is required to use the data and outcomes generated by these pilots to determine if the statewide English language arts model curriculum should be updated to include, without limitation, phonics-based instruction and the integration of STEM into instruction in English language arts for all K-3 students.

- Source of funding: State General Funds.
- Amount of funding: \$2,000,000 total for the 2026-2027 biennium.
- Funding period: Upon fully executed subaward agreement through June 30, 2027.
- In the narrative, applicants must include an implementation plan which is financially sound and proposes to obligate all funds awarded by June 30, 2027.
- Funds awarded through this competitive application process are meant to supplement and not supplant existing state or federal funds.

#### **Eligible Applicants**

This competitive grant opportunity is open to public schools or groups of public schools currently operating within the State of Nevada that serve pupils in kindergarten and grades 1, 2 and 3.

Whether applying individually or as a group, all applicants must demonstrate the capacity to implement curricula that utilize scientifically based reading research and innovative instructional strategies as defined in Section 33.93 of SB 460 (2025).

#### **Goals and Priorities**

The Nevada Department of Education is committed to expanding high-quality educational opportunities that ensure all students reach reading proficiency by the end of third grade. The K-3 STEM and ELA Integration Pilot Program, established under SB 460 (2025) pursuant to Section 33.93, reflects this commitment by integrating STEM into foundational English language arts instruction through the implementation of high-quality curricula, evidence-based teaching strategies, and educational innovation.

By utilizing scientifically based reading research and STEM-based texts, this initiative strengthens explicit, phonics-based instruction while pioneering new instructional models that bridge literacy and STEM concepts to prepare early learners for academic success. The results of this pilot will be used by the State Board to determine whether the statewide model curriculum for English language arts should be revised to include this integrated approach.

In determining whether to approve an application for a grant, the Department shall consider:

- The quality of the proposed curricula for a program that integrates texts related to science, technology, engineering and mathematics into instruction in literacy in kindergarten and grades 1, 2 and 3 that uses scientifically based reading research;
- The proposed instructional strategies; and
- The extent to which the approach to instruction is innovative.

**Participation and Evaluation**

*Participation Requirements*

All funded applicants (subrecipients) are required to attend all scheduled pilot meetings with NDE. These meetings will not exceed five within the academic school year (September 2026 – April 2027).

To document and provide evidence of STEM instructional strategies and foundational literacy instruction, participants must complete all tasks within the given timeframes.

*Reporting Requirements*

All subrecipients must submit all data as requested by the NDE for monitoring and reporting purposes. All subrecipients are required to submit requests for reimbursements (RFR) and final financial reports (FFRS) in alignment with the dates in the subaward agreement. Entities must also fully cooperate with any audit or examination of records regarding these funds.

Not later than June 1 of the year following the implementation of the pilot program, a school or group of schools receiving a grant of money under the pilot program shall submit to the Department a report that summarizes:

- The initial outcomes of the use of the grant received from the pilot program, including, without limitation, measurable progress of the foundational literacy skills of pupils;
- Feedback from teachers and administrators at the school or group of schools who participated in the pilot program; and
- Recommendations for the integration of science, technology, engineering and mathematics into instruction in literacy in kindergarten and grades 1, 2 and 3 throughout this State.

Additionally, administrators are required to conduct pilot program walkthroughs and submit reports using the provided [template](#) to document pre- and post-pilot progress.

*Monitoring and Evaluation Requirements*

Subrecipients are subject to both financial and programmatic monitoring on an annual or as-needed basis. All subrecipients of a grant award must maintain current programmatic and fiscal records and make them available for desktop or on-site monitoring visits, which will occur annually or on an as-needed basis.

**Technical Assistance and Support**

NDE’s Office of Teaching and Learning, Student Investment Division, and Grants Management Unit are committed to supporting all eligible entities applying for this grant opportunity through technical assistance and support. The link for the technical assistance webinar opportunity identified below will be posted with all other information contained in this NOFO on the Department’s webpage for [Grant Information](#).

For general questions about this competitive grant application process, please submit inquiries to all three contacts listed below for subsequent development of an FAQ document, to be published no later than Friday, March 27, 2026.

*Technical Assistance Contacts*

Name	Email
Program	<a href="mailto:jennese.black@doe.nv.gov">jennese.black@doe.nv.gov</a> <a href="mailto:rachel.ferreiro@doe.nv.gov">rachel.ferreiro@doe.nv.gov</a>
Budget/Electronic Grants Management Program	<a href="mailto:grantsinfo@doe.nv.gov">grantsinfo@doe.nv.gov</a>
Pre-Award Assessment Technical Assistance	<a href="mailto:sidcompliance@doe.nv.gov">sidcompliance@doe.nv.gov</a>

*Scheduled Technical Assistance:*

Technical Assistance	Date and Time
Jennese Black & Rachel Ferreiro  Virtual: <a href="#">Teams Meeting</a> Dial in by phone: +1 775-321-6111 United States, Reno Phone conference ID: 260 211 855#	Monday, March 23, 2026, 11am-12noon

**Review Process**

Upon receipt of grant applications, NDE will review each application to determine whether all materials were submitted as required; if the application lacks necessary documents, it will be removed from further consideration. Completed applications will be shared with the Review Committee for evaluation pursuant to NDE Policy and Procedure 10.2, Funding Opportunities, available upon request.

*Scoring and/or Allocation Methodologies*

The Review Committee will review and score the applications in accordance with the Scoring Rubric provided within this NOFO. Upon notice of award, applicants may request the scoring rubrics developed to determine allocation. NDE uses a combination of agency goals and priorities, scoring/allocation methodologies, and applicant prioritization to determine awards and allocations based on the rubric score of the application.

*Applicant Prioritization*

In nearly all competitive applications NDE has offered, applicants request for funds have highly exceeded the amount of funding available in the grant opportunity. To support allocation determinations, NDE requests that each applicant numerically prioritizes each project/service in the Grant Budget Narrative. Should limited funding be available, NDE will make a good faith effort to accommodate the applicant’s highest-ranked priorities first. Further instructions are provided in the applicable sections below.

**Proposed Timeline**

The proposed timeline for the application period, review of applications, creation of the subaward agreement, and the funding period are available below. Notices of Award and Non-Award will be issued on NDE letterhead and will include required federal and state award identifiers, total allocation, funding period, reviewer summaries and total scores.

<i>Date</i>	<i>Activity</i>
03/11/2026	Applications made available to applicants
03/23/2026	Technical Assistance Meeting
04/08/2026	Applications Due
04/09/2026-04/23/2026	Applications Reviewed by NDE Review Committee
05/04/2026	Awardees Notified of Award or Non-Award through Notice of Award Letters
06/08/2026	Applicant budget revisions, based on the award, due to NDE in EGMP
06/12/2026-07/17/2026	Development of Subaward Agreement

07/01/2026	Effective Funding Date / Beginning of Period of Performance
08/01/2026	First RFR and/or Programmatic Report Due
06/30/2027	All Funds Obligated or Expended, End of Funding Period
08/20/2027	All funds to be liquidated
08/20/2027	Final Financial Report Due

*\* Please note that dates are subject to change. NDE will post any changes on the NDE website.*

### **Appeals Process**

Any applicant who applies for the award but does not receive funding is entitled to appeal the decision. All review materials and scoring rubrics are public records and may be requested at any time. An applicant, in prelude to or as part of their appeal process, may request the supporting documentation detailing their assessment scores and the assessment scores of the awarded applicants. Select grants may have specific requirements related to appeals; please review Education Department General Administrative Regulations (EDGAR), found at 34 CFR, to ensure compliance with any grant-specific requirements.

Applicants have 10 business days from the date they receive notification to submit an appeal request. Once an appeal has been requested, all allocations must be paused until the appeal has been resolved. Upon receipt, the grant lead, in collaboration with their office director, has 5 business days to provide a response to the appeal to include justification and information related to the review process. The applicant may accept or refute the response; if they refute the response, review of the appeal is elevated to the Superintendent of Public Instruction, who has 10 business days to provide a determination. Please review Policy and Procedure 6.8, Complaint and Appeal Procedures for more information.

### **Whistleblower Protections**

Pursuant to 2 CFR 200.217, applicants, subrecipients, and employees must be informed of Whistleblower rights and protections under both 41 U.S.C 4712 and NRS 281.611-671. An employee must not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing to a person or body information that the employee reasonably believes is evidence of gross mismanagement of a Federal contract or grant, a gross waste of Federal funds, an abuse of authority relating to a Federal contract or grant, a substantial and specific danger to public health or safety, or a violation of law, rule, or regulation related to a Federal contract (including the competition for or negotiation of a contract) or grant. You may report fraud, waste, and abuse via [the Nevada Fraud Hotline](#).

## **OVERVIEW OF APPLICATION REQUIREMENTS**

### **Applicant Information**

Please see Appendix E, Applicant Information. Applicant Information for the applying entity is required for identification and compliance purposes, including up-to-date contacts for the organization.

### **Applicant Priorities**

Each applicant is required to clearly label the numeric (#1, #2, #3...) prioritization of each project/service in the Grant Budget Narrative. If multiple applications are submitted for different agency priorities, a numerical ranking of those applications must also be clearly labeled at the top of the Grant Questions for Applicant Response.

### Grant Criterion for Applicant Response

To ensure a standardized and efficient review process, please adhere to the following guidelines for all submissions. Failure to comply may result in a deduction of points during the technical review phase.

- Applications must include answers to all criteria in the K-3 STEM and ELA Integration Pilot application.
- Responses must be formatted single-spaced, 1-inch margins, 12pt. Times New Roman font, with a maximum one page limit per question.
- When the application requires an artifact upload, files must be clearly labeled with the corresponding criteria number.

### Budget

Applicants must use the FY27 Budget Summary and Narrative template provided by request via email [rachel.ferreiro@doe.nv.gov](mailto:rachel.ferreiro@doe.nv.gov) and [jennese.black@doe.nv.gov](mailto:jennese.black@doe.nv.gov). The FY27 Budget Summary and Narrative template should be completed in accordance with the guidelines provided in the [FY27 Budget Preparation Guidelines & Chart of Accounts Supplemental Resource](#).

Please be sure to reference the instructions provided in the [FY27 Budget Preparation Guidelines & Chart of Accounts Supplemental Resource](#) document regarding what is required to be included in the narrative description, as well as to assist you in placing expenditures in the correct Object Code. All expenditures should be aligned to the implementation plan and should be reasonable, necessary, and allowable to support the implementation of the grant requirements and application.

### Pre-Award Assessment (PAA)

The Pre-Award Assessment (PAA) (Appendix B) is the first assessment conducted as part of the financial risk-based assessment cycle. The PAA specifically determines whether a potential subrecipient or contractor is eligible to receive state or federal funds. The score is then used to determine financial subrecipient monitoring. For competitive applications, the PAA score is used as a weighted factor during the evaluation and review of a potential awardee, as required by state regulation. A Subrecipient PAA score is effective for one fiscal year (e.g., if an application is for FY24, the PAA is effective for FY24; a new score will be calculated for FY25).

The PAA is in alignment with federal requirements under 2 CFR 200, state requirements as outlined within the State Administrative Manual and the Office of Federal Assistance Grant Policy Manual, and best practices as cited by the U.S. Department of Education. In addition, the PAA brings NDE into compliance with state and federal requirements to assess subrecipients prior to awarding funds.

The subrecipient PAA is completed once for each subrecipient across all awards, with only three questions asked specific to each grant. **If the applicant has previously completed the EGMP FY26 Financial Subrecipient Monitoring Application Supplement for the Pre-Award Assessment, the applicant needs only submit the attached grant-specific questionnaire as part of their application materials.** If the applicant has not previously completed this documentation, they must submit a complete Pre-Award Assessment packet and submit copies of all associated policies and ledgers.

### Certification

Please see Appendix E, *Certification Form*; this form is required to complete the application. Program-specific certifications may also be added here.

### Assurances

Please note that [Assurances](#), once signed, are a binding legal contract setting the terms and conditions of this grant award. A signed copy of the applicable assurances must be submitted for consideration. Please read the assurances and their requirements thoroughly prior to submission.

## PART II – APPLICATION

A technical review will be conducted to ensure: (1) the application is submitted by the deadline; (2) the application includes all required elements and information.

All submissions will then be scored by a review committee pursuant to NDE Policy and Procedure 10.2, Funding Opportunities, and in alignment with the rubric designed for this application. Please note that once the application has been submitted, no changes may be made to the scope of work submitted and approved during the development of the subaward agreement or subsequent revisions. The project plan submitted is binding upon approval. Please submit all required application documents and forms to the [K-3 STEM and ELA Integration Pilot - Grant Submission Portal](#).

All requested forms must be submitted for consideration, to include:

1. *Grant Criterion for Applicant Response*; see Appendix A, Rubrics for further support.  
When applying for varied resources, submit a separate response for each site, instructor or grade-level team. Each response should outline the specific projects that the individual or team will lead. Must be submitted using provided [template](#) as a Microsoft Excel file. **PDF versions will not be accepted.**
2. FY27 Budget Summary and Narrative Template and the [FY27 Budget Preparation Guidelines & Chart of Accounts Supplemental Resource](#) for assistance, email [jennese.black@doe.nv.gov](mailto:jennese.black@doe.nv.gov) or [rachel.ferreiro@doe.nv.gov](mailto:rachel.ferreiro@doe.nv.gov)
3. *Pre-Award Assessment*: see Appendix B for the Form, and Appendix C for the Rubric.
4. *Applicant Information*; see Appendix D for the Form
5. *Certification*; see Appendix E for the Form
6. [Assurances](#), signed.

### Grant Criterion for Applicant Response

#### Maximum Word Count Per Response: 1-page limit per Criterion

##### Criteria 1: (20 points)

Describe how your school will design and implement sustained literacy lessons, units, or projects that integrate STEM content aligned to the Nevada Academic Content Standards (NVACS) and research-based reading practices.

Your response should focus on:

- The instructional design, structure, and sequencing of the proposed STEM–literacy integration; and
- How grant funds will support the development, piloting, and implementation of these learning experiences over a sustained period of time.

*Note: Responses for this criterion should focus on instructional planning and design.*

*Detailed descriptions of student tasks or products should be addressed in Criteria 2.*

Required Attachments:

Submit design-focused artifacts only (e.g., lesson or unit plans, project overviews, instructional frameworks) that demonstrate how STEM and literacy instruction are integrated at the instructional level.

**Criteria 2: (20 points)**

Describe the student-facing literacy tasks and products that will occur within the integrated STEM and literacy learning experiences described in Criteria 1.

Your response should focus on:

- The specific literacy tasks students will engage in (e.g., reading, writing, speaking, listening) to support scientific understanding; and
- How these tasks require students to apply scientifically based reading research, aligned literacy skills within authentic STEM contexts.

*Note: Responses for this criterion should focus on what students do and produce, rather than on lesson or unit design.*

Required Examples:

Provide at least two examples of student products (e.g., writing samples, performance tasks, project outputs) that demonstrate a high degree of integration between scientific understanding and literacy development.

**Criteria 3: (15 points)**

Describe the STEM and English Language Arts (ELA) curricula that will be used to support the proposed work, including any supplemental instructional materials.

Your response should explain:

- How the identified curricula and materials provide developmentally appropriate, high-quality instruction; and
- How they align with scientifically based reading research principles and STEM standards and practices.

**Criteria 4: (15 points)**

Describe the instructional strategies and approaches teachers will use to integrate STEM and literacy instruction for all students.

Your response should address:

- How instruction will support diverse learners; and
- The structures or processes that will support consistent and coherent implementation across classrooms or grade levels.

**Criteria 5: (5 points)**

Detail the plan for professional collaboration and/or coaching that will support educators in implementing integrated STEM and scientifically based reading research instructional practices.

Your response should address:

- How teachers will be supported in learning and applying the identified instructional strategies; and
- How the project will ensure the transfer of new practices into daily instruction beyond the grant period.

**Criteria 6: (10 points)**

Describe the innovative components of your proposed plan.

Your response should explain:

- What makes the approach innovative in the context of K–3 STEM and literacy instruction; and
- The specific mechanisms the project will use to promote a high level of student engagement in both the scientific concepts and the associated literacy tasks.

**Budget (10 points)**

Applicants must use the FY27 Budget Summary and Narrative template that will be provided by request via

email to [rachel.ferreiro@doe.nv.gov](mailto:rachel.ferreiro@doe.nv.gov) and [jennese.black@doe.nv.gov](mailto:jennese.black@doe.nv.gov). The FY27 Budget Summary and Narrative template should be completed in accordance with the guidelines provided in the [FY27 Budget Preparation Guidelines & Chart of Accounts Supplemental Resource](#) document regarding what is required to be included in the narrative description, as well as to assist you in placing expenditures in the correct Object Code. All expenditures should be aligned to the implementation plan and should be reasonable, necessary, and allowable to support the implementation of the grant requirements and application. For each expenditure, please provide, at minimum:

- The total number of units (or FTE, in the case of personnel) and the budgeted price per unit for each expenditure; the template is formatted to calculate the subtotals within each budget sheet (Instruction and Support Services), and the totals by Object Code will be auto populated into the Summary tab.
- The narrative description in the applicable section for each line-item expenditure identified within the budget sheet.

### **Pre-Award Assessment (5 Points)**

All applicants who have not previously submitted a current fiscal year EGMP Application Supplement for the PAA must submit a complete questionnaire, along with all attachments, as outlined in Appendix C. Applicants who have already completed their subrecipient PAA are eligible to complete only the grant-specific portion. The rubric for the PAA is available in Appendix C.

## PART III – APPENDICES

### Appendix A: Scoring Rubrics

The following rubric identifies the quality standards by which the Review Committee shall review each grant question for applicant response. All responses will be reviewed and scored by multiple reviewers, who will assign a score for each criterion. Please ensure that, as grant criterion responses are developed, this scoring rubric is reviewed for alignment and quality purposes.

<b>Criterion #1</b> (20 Points)	<b>Exemplary</b> 18-20 Points	<b>Strong</b> 14-17 Points	<b>Adequate</b> 10-13 Points	<b>Emerging</b> 5-9 Points	<b>Minimal</b> 0-4 Points
Describe how your school will design and implement sustained literacy lessons, units, or projects that integrate STEM content or project-based learning strategies aligned to the Nevada Academic Content Standards (NVACS) and research-based reading practices.	Presents a clear, coherent, and innovative instructional design for sustained STEM–literacy integration aligned to NVACS and research-based reading practices. Grant funds are intentionally used to support development, piloting, and implementation over time. Includes a detailed timeline and high-quality, well-aligned design artifacts that clearly demonstrate instructional integration.	Describes a feasible and well-structured instructional design for STEM–literacy integration with clear NVACS alignment and purposeful literacy integration. Includes a general timeline for extended implementation and relevant design-focused artifacts.	Describes a basic instructional approach for STEM–literacy integration. NVACS alignment and research-based reading practices are present but broad. Timeline lacks detail and artifacts are loosely connected to the proposed design.	Provides a vague or underdeveloped instructional design. NVACS alignment and literacy integration are minimal or unclear. Timeline is short-term or poorly defined; artifacts are weak or poorly aligned.	Does not present a clear instructional design. NVACS and research-based reading practices alignment are absent or unclear. Sustained implementation is not addressed, and artifacts are missing or irrelevant.
<b>Criterion #2</b> (20 Points)	<b>Exemplary</b> 18-20 Points	<b>Strong</b> 14-17 Points	<b>Adequate</b> 10-13 Points	<b>Emerging</b> 5-9 Points	<b>Minimal</b> 0-4 Points

<p>Describe the student-facing literacy tasks and products that will occur within the integrated STEM and literacy learning experiences described in Criteria 1.</p>	<p>Clearly describes rigorous, student-centered literacy tasks embedded within STEM learning. Provides two or more detailed student products demonstrating strong integration of scientific understanding and research-based reading practices (e.g., decoding, vocabulary, comprehension, writing). Tasks are authentic, complex, and standards aligned.</p>	<p>Describes purposeful student-centered literacy tasks within STEM contexts. Provides at least two relevant student products showing clear integration of science content and literacy development. Alignment to research-based reading practices is evident, though one area may lack depth.</p>	<p>Identifies student-centered literacy tasks and products. Integration of STEM and literacy is present but moderate or uneven. Research-based reading practices components are referenced but not fully embedded or explained.</p>	<p>Describes literacy tasks generally with limited specificity. Student products show minimal integration between science and literacy. Research-based reading practices alignment is weak or unclear.</p>	<p>Does not clearly describe student-centered literacy tasks. Student products are missing, vague, or not integrated. Little to no connection to scientific understanding or research-based reading practices development.</p>
<p><b>Criterion #3</b> (15 Points)</p>	<p><b>Exemplary</b> 13-15 Points</p>	<p><b>Strong</b> 10-12 Points</p>	<p><b>Adequate</b> 7-9 Points</p>	<p><b>Emerging</b> 4-6 Points</p>	<p><b>Minimal</b> 0-3 Points</p>
<p>Describe the STEM and English Language Arts (ELA) curricula that will be used to support the proposed work, including any supplemental instructional materials.</p>	<p>Clearly identifies core STEM and ELA curricula and high-quality supplemental materials; demonstrates strong alignment to research-based reading practices and STEM practices; instruction is explicitly developmentally appropriate, coherent, and well-justified.</p>	<p>Identifies STEM and ELA curricula with relevant supplemental materials; alignment to research-based reading practices and STEM is clear; instruction is developmentally appropriate, though explanation may lack depth in one area.</p>	<p>Lists curricula and materials with general descriptions; alignment to research-based reading practices and STEM is referenced but broad; developmental appropriateness is implied but not clearly explained.</p>	<p>Curricula or materials are vaguely described or incomplete; weak or unclear alignment to research-based reading practices or STEM; limited explanation of instructional quality or appropriateness.</p>	<p>Curricula and materials are missing or poorly described; little to no evidence of alignment to research-based reading practices or STEM; instructional quality and appropriateness are not addressed.</p>

<b>Criterion #4</b> (15 Points)	<b>Exemplary</b> 13-15 Points	<b>Strong</b> 10-12 Points	<b>Adequate</b> 7-9 Points	<b>Emerging</b> 4-6 Points	<b>Minimal</b> 0-3 Points
Describe the instructional strategies and approaches teachers will use to integrate STEM and literacy for all students and outline how the project will support consistent implementation.	Clearly describes research-based instructional strategies that integrate STEM and literacy for all students; strategies are explicit, coherent, and inclusive; provides a strong plan for supporting consistent implementation (e.g., professional learning, coaching, collaboration, monitoring).	Describes effective STEM–literacy instructional strategies with attention to diverse learners; outlines implementation supports, though some components lack detail or specificity.	Identifies instructional strategies and general approaches to integration; support for consistent implementation is mentioned but broad or uneven.	Strategies are vaguely described or inconsistently connected to STEM–literacy integration; implementation supports are minimal or unclear.	Does not clearly describe instructional strategies or integration approaches; little to no plan for supporting consistent implementation.
<b>Criterion #5</b> (5 Points)	<b>Exemplary</b> 5 Points	<b>Strong</b> 4 Points	<b>Adequate</b> 3 Points	<b>Emerging</b> 2 Points	<b>Minimal or Missing</b> 0-1 Points
Detail the plan for professional collaboration and/or coaching that will support educators in implementing integrated STEM and research-based reading practices.	Provides a clear, well-structured collaboration and/or coaching model (e.g., PLCs, instructional coaching cycles) aligned to STEM and research-based reading practices integration; clearly explains how ongoing support, feedback, and monitoring will ensure transfer of new practices into daily instruction.	Describes a collaborative or coaching approach that supports implementation of integrated strategies; explains mechanisms for practice transfer, though some elements lack specificity or depth.	Identifies collaboration or coaching structures; connection to ensuring consistent use and transfer to daily instruction is general or uneven.	Collaboration or coaching is minimally described; limited explanation of how new practices will be transferred into instruction.	No clear plan for collaboration or coaching; does not address transfer of practices into daily instruction.

<b>Criterion #6</b> (10 Points)	<b>Exemplary</b> 9-10 Points	<b>Strong</b> 7-8 Points	<b>Adequate</b> 5-6 Points	<b>Emerging</b> 3-4 Points	<b>Minimal</b> 0-2 Points
Describe the innovative components of your proposed plan. Detail the specific mechanisms the plan will employ to ensure an anticipated high level of student engagement in both the scientific concept(s) and the associated literary task.	Clearly describes innovative components of the proposed plan and provides specific, well-articulated mechanisms that promote high levels of student engagement in both scientific concepts and associated literacy tasks. Innovation is well-justified and appropriate for K–3 learners.	Describes innovative elements and explains how they support student engagement in STEM and literacy. Engagement strategies are clear, though innovation may be incremental or less fully developed.	Identifies innovative features or engagement strategies, but explanations are general. Connection between innovation and student engagement is present but limited.	Innovation and engagement strategies are minimally described or unclear. Limited explanation of how student engagement will be achieved.	Does not describe innovative components or student engagement mechanisms.
<b>Criterion #7</b> (10 Points)	<b>Exemplary</b> 9-10 Points	<b>Strong</b> 7-8 Points	<b>Adequate</b> 5-6 Points	<b>Emerging</b> 3-4 Points	<b>Minimal</b> 0-2 Points
Budget and Budget Narrative	Budget is comprehensive, clearly justified, and mathematically accurate. All costs are reasonable, allocable, and directly aligned to the goals of the pilot program. The narrative provides a detailed explanation of how expenditures support the proposed STEM–literacy integration plan.	Budget is generally accurate and justified. Most costs are reasonable and aligned to the program goals. The narrative explains the majority of expenditures with clear connections to the proposed plan.	Budget is submitted but may contain minor errors or lack detailed justification. Connection between the budget and the proposed plan is present but general.	Budget is incomplete or lacks justification. Several costs appear unrelated to the program goals or lack clear explanation in the narrative.	Budget is missing, significantly inaccurate, or costs are unallowable/unreasonable. No clear narrative provided.

Criterion # 8 (5 Points)	5 Points				0 Points
Pre-Award Assessment This section is not scored by the review committee.	Fully completed Pre-Award Assessment with all documentation.				Incomplete, missing or outdated submission.

The following rubric identifies the total scoring rubric for the application; all applications will be assigned scores in each section to develop a total score for evaluation.

<b>Grant Criterion for Applicant Response</b>	<b>Scored Result</b>	<b>Total Points Possible</b>
<i>1. Describe how your school will design and implement sustained literacy lessons, units, or projects that integrate STEM content or project-based learning strategies aligned to the Nevada Academic Content Standards (NVACS) and the Science of Reading.</i>		20
<i>2. Describe the student-facing literacy tasks and products that will occur within the integrated STEM and literacy learning experiences described in Criteria 1.</i>		20
<i>3. Describe the STEM and English Language Arts (ELA) curricula that will be used to support the proposed work, including any supplemental instructional materials.</i>		15
<i>4. Describe the instructional strategies and approaches teachers will use to integrate STEM and literacy for all students and outline how the project will support consistent implementation.</i>		15
<i>5. Detail the plan for professional collaboration and/or coaching that will support educators in implementing integrated STEM and Science of Reading instructional practices.</i>		5
<i>6. Describe the innovative components of your proposed plan. Detail the specific mechanisms the plan will employ to ensure an anticipated high level of student engagement in both the scientific concept(s) and the associated literary task.</i>		10
<i>7. Budget and Budget Narrative</i>		10
<i>8. Pre-Award Assessment</i>		5
<b>TOTAL</b>		<b>100</b>

**Notes and/or Justifications:**

**Appendix B: Pre-Award Assessment**

<b>Organization's Legal Name</b>	
<b>Unique Entity Identification Number (UEI)</b>	
<b>Nevada Vendor Identification Number</b>	

*\*If your organization is not currently set to "public" on SAM.gov, please submit a snip of SAM.gov relating your organization's current status and expiration date.*

<b>Document Requests</b>		
<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
Financial Management Policies	<input type="checkbox"/> Attached	<input type="checkbox"/> No applicable document
Conflict of Interest Policy	<input type="checkbox"/> Attached	<input type="checkbox"/> No applicable document
Civil Rights/EEO Policy	<input type="checkbox"/> Attached	<input type="checkbox"/> No applicable document
Student Privacy/FERPA Policy	<input type="checkbox"/> Attached	<input type="checkbox"/> No applicable document
Ledger of Expenditures	<input type="checkbox"/> Attached	<input type="checkbox"/> No applicable document
Last 3 Financial Audit Reports	<input type="checkbox"/> Attached	<input type="checkbox"/> No applicable document

*Please note, the ledger of expenditures should be an excerpt of your organization's transaction-level data, illustrating budget account by revenues and expenditures, categories, function codes, and object codes. As applicable, please include a reference to your chart of accounts.*

<b>Does your organization plan to subcontract* the award?</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<b>If match** or maintenance of effort are required, has your organization identified an allowable source?</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<b>If yes, what source has been identified?</b>			
<b>Does your organization believe that it will be able to comply with the assurances as written?***</b>	Yes <input type="checkbox"/>	Unsure <input type="checkbox"/>	No <input type="checkbox"/>

*\*Please note that this refers to a competitive bidding process/solicitation of contracts or further breaking out the award to additional organizations through a subaward.*

*\*\*Match refers to a requirement that your organization be able to contribute a certain amount of funds proportional to the award amount to the project; your grant application will have clearly stated whether there are matching requirements*

*\*\*\*Please note that requesting a quarterly reimbursement request qualifies as an amendment to the assurances.*

**Does your organization have a time and effort accounting system in place?** *If you do not have a time and effort accounting system in place, please provide a brief description of why and note whether it is reflected in your policies and procedures.*

**What accounting system does your organization use?**

**Does your organization utilize an indirect rate or the de minimus administrative rate? How are these rates reflected in your ledger / chart of accounts?** *Please note whether this information is reflected in your policies and procedures.*

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

**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.*

**Appendix C: Pre-Award Assessment Rubric**

#	PAA Factors	Score
1	Is the applicant currently debarred? (1)	
2	Is the applicant currently in receivership? (1)	
3	What is the applicant’s Unique Entity Identifier (UEI) status? (1)	
4	What is the applicant’s SAM.gov status? (1)	
5	What is the applicant’s Nevada Vendor status? (1)	
6	Did the applicant have and submit their Internal Controls Manual? (1)	
7	Did the applicant have and submit their Financial Management Policy Manual? (1)	
8	Did the applicant have and submit their Conflict-of-Interest Policy? (1)	
9	Did the applicant have and submit their Civil Rights/EEO Policy? (1)	
10	Did the applicant have and submit their Student Privacy Policy? (1)	
11	Did the applicant have and submit their Ledger of Expenditures? (1)	
12	Does the organization document an indirect rate and/or administrative rate, and is the applicant able to segregate these costs (particularly indirect) from other funds? (1)	
13	What accounting system does the applicant use, and can it identify receipts and expenditures of program funds separately and by budget categories? (1)	
14	Does the applicant have a time and effort accounting system in place? (1)	
15	What is the status of the most recent (prior fiscal year) financial audit for the applicant? (1)	
16	Is the applicant’s single audit, as applicable, clear of any significant findings in the past three years? (1)	
17	What was the Financial Subrecipient Monitoring score for the applicant in the previous fiscal year? (5)	

PAA Score	Criteria
0-2	Low Risk
3-5	Medium Risk
6-21	High Risk
Debarred	Not Eligible for Funds

**Appendix D: Applicant Information Form**

Each entity wishing to apply for funding must complete this Applicant Information Form and submit it along with their application materials. The contact information your entity provides should be of the individual who will manage the grant funding, should your entity be awarded funding.

<b>Organization's Legal Name</b>	
<b>Type of Organization / Eligible Entity</b>	
<b>Employer Identification Number (EIN)</b>	
<b>Unique Entity Identification Number (UEI)</b>	
<b>SAM.gov Registration Status</b>	
<b>Nevada Vendor Identification Number</b>	
<b>Physical and/or Mailing Address</b>	
<b>Organization Website</b>	

<b>Primary Contact Name</b>	
<b>Title</b>	
<b>Email</b>	
<b>Phone Number</b>	
<b>Additional Contacts</b>	
<b>Additional Contact's Emails</b>	

<b>Project/Priority Applied For</b>	
<b>Amount Requested</b>	

<b>Submitter Name</b>	
<b>Title</b>	
<b>Signature</b>	
<b>Date</b>	

**Appendix E: Statement of Certification**

<b>Organizational Information</b>	
<b>Legal Name of Organization</b>	
<b>Mailing Address</b>	
<b>Authorized Representative Name and Title</b>	
<b>Authorized Representative Email</b>	
<b>Fiscal Representative Name and Title</b>	
<b>Fiscal Representative Email</b>	
<b>Amount of Application</b>	

<b>Grant Application Certification</b>	
I hereby certify that, to the best of my knowledge, the information contained in this application is both accurate and correct. Furthermore, I certify that I am authorized to apply for this grant application on behalf of my organization, to include the obligations attested to in this certification and the grant assurances attached to this application.	
<b>Board Meeting Approval</b>	
<b>Authorized Representative Signature</b>	
<b>Date</b>	

<b>Programmatic Certification(s)</b>	
[If the program has additional assurances, please include them here. If none, please remove from the form.]	
<b>Authorized Representative Signature</b>	
<b>Date</b>	

**NDE USE ONLY**

<b>Application Review</b>	
<b>Date Received</b>	
<b>Date of Review for Completion and Eligibility</b>	
<b>Reviewer Name</b>	
<b>Signature</b>	

## Glossary

**Assurances:** The grant Assurances provide information regarding the obligations, requirements, and agreements associated with a grant subaward, and are included as a component of the contractual agreement between the Nevada Department of Education and the subrecipient entity. The grant Assurances will be specific to either state or federal funding and may include additional provisions based on the particular requirements of the grant funding.

**Competitive Funds:** Competitive funds are those that the Nevada Department of Education (NDE) has discretion to award based on merit of application, specifically through the use of open competitive applications which are scored by a review committee, using the rubric included in the Notice of Funding Opportunity, and allocated according to project proposal and fit.

**Compliance:** All references to Compliance (as a proper noun) specifically refer to the Office of Division Compliance, Student Investment Division; Division Compliance is responsible for the Pre-Award Assessment and financial monitoring activities associated with subaward agreements as conducted on behalf of the Nevada Department of Education. Division Compliance maintains a universal email address for all financial risk assessment and monitoring inquiries: [sidcompliance@doe.nv.gov](mailto:sidcompliance@doe.nv.gov).

**Contractor:** Individuals or entities from which state agencies procure goods and services to carry out a project or program. May also be referred to as “vendors”.

**Electronic Grants Management Program (EGMP):** the electronic platform used by the Nevada Department of Education for online grants management activities, including submission and approval of original subaward budgets, budget revisions, Requests for Reimbursement (RFR), and Final Financial Reports (FFRs).

**Grants Management Unit:** The Grants Management Unit (GMU), within the Office of District Support Services, Student Investment Division, is responsible for the financial management of all grant subawards within the Nevada Department of Education. The GMU maintains a universal email address for all grant related fiscal inquiries: [grantsinfo@doe.nv.gov](mailto:grantsinfo@doe.nv.gov).

**Notice of Funding Opportunity:** A Notice of Funding Opportunity (NOFO) is formally issued announcement regarding an upcoming opportunity to apply for pass-through funding from the Nevada Department of Education. The NOFO includes eligibility and evaluation criteria as well as information about the purposes and goals of the specific grant funding, the application process, including submission requirements and deadlines, opportunities for technical assistance, and expected timelines.

**Notice of Intent to Apply:** A Notice of Intent to Apply is a preliminary form completed by interested grant applicants prior to the submission of their complete application. This prerequisite may or may not be required as part of a NOFO or grant application process but should always be clearly identified.

**Pre-Award Assessment:** The Pre-Award Assessment (PAA) is a financial-based risk assessment which must be completed for all subrecipients prior to entering into a subaward agreement. The results of the PAA are used for financial monitoring purposes, including identification of technical assistance and supports specific to each subrecipient.

**Program:** All references to Program (as a proper noun) specifically refer to programmatic offices within the Nevada Department of Education (NDE). Programmatic offices serve as the lead in all grant funded initiatives and are responsible for ensuring that the purposes and goals for which the grant funding was appropriated are met, including through the provision of technical assistance and support, training opportunities, and programmatic monitoring, as well as other similar strategies and activities.

**Subaward:** An award of financial assistance provided by a pass-through entity (in this case the Nevada Department of Education) to a subrecipient entity for the subrecipient to carry out the terms of the originating award and as agreed upon via state or federal assurances.

**Subrecipient:** A non-federal entity that receives a subaward from a pass-through entity to carry out the terms of the originating award; the term does not include an individual that is a beneficiary of the program.

**UEI Number:** The Unique Entity Identifier (UEI) number replaced the Data Universal Numbering System (DUNS) number effective April 2022 and is required for all subrecipient entities, pursuant to 2 CFR 200. The UEI is assigned via [SAM.gov](https://sam.gov).

**Vendor Number:** A state of Nevada vendor number is assigned by the [State Controller's Office](#) when an organization submits a vendor registration form, which process is required for all payees of the state. Registration as a vendor is required prior to and enables payment by a state agency to an external organization, including subrecipient entities. Changes or updates to any information submitted through the vendor registration process, including changes to bank account information, must be provided to the Controller's Office in order to ensure receipt of payments.