



Notice of Funding Opportunity

July 2020 (revised)

Competitive ESSER 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:
FY21 and FY22**

Grant Period:	October 16, 2020, to September 30, 2022
Applications Due:	August 19, 2020 5:00 PM PST
Total Funds Available:	~\$11 million
Source of Funding:	Elementary and Secondary Schools Emergency Relief Funds (ESSER) State-Level Activities Funds

Questions related to this funding should be addressed to:

Dr. Seng-Dao Yang Keo
Director, Office of Student and School Supports
Nevada Department of Education
2080 E. Flamingo Road, Suite 210
Las Vegas, Nevada 89119
skeo@doe.nv.gov

Gabby Lamarre, Esq.
Federal Liaison, Office of Student and School Supports
Nevada Department of Education
2080 E. Flamingo Road, Suite 210
Las Vegas, Nevada 89119
glamarre@doe.nv.gov



Table of Contents

APPLICATION INTRODUCTION	3
Background	3
Contact Information:.....	3
Technical Assistance and Support.....	4
Application Timeline	4
State Priorities.....	6
Competitive Grant Funding Categories.....	6
Eligible Entities	7
Submission of Application.....	9
Every Student Succeeds Act (ESSA) Evidence Levels.....	9
Private/Nonpublic Schools Equitable Services	9
Items Available in the Appendices	10
GUIDANCE STEPS TO COMPLETE THE APPLICATION	10
Notice of Intent to Apply	11
Application Information.....	11
Needs Assessment.....	11
District Performance Plan or Strategic Plan	12
Narrative.....	13
Budget	13
Statement of Certification Page	14
Federal Assurances Signature Page	14
HIGH-QUALITY DIGITAL INSTRUCTIONAL MATERIALS	14
HIGH-QUALITY PROFESSIONAL DEVELOPMENT	19
WRAP-AROUND SERVICES FOR NEVADA’S STUDENTS, FAMILIES, AND COMMUNITIES	24
APPENDIX A: NDE CONTACT INFORMATION FOR TECHNICAL ASSISTANCE AND SUPPORT	29
APPENDIX B: LOCAL EDUCATIONAL AGENCY EQUITABLE SERVICES CONSULTATION CERTIFICATION	30
APPENDIX C: AFFIRMATION OF CONSULTATION	31
APPENDIX D: NONPUBLIC SCHOOL AGREEMENT TO SERVE AS FISCAL AGENT	32
APPENDIX E: ESSA LEVELS OF EVIDENCE	33
APPENDIX F: NOTICE OF INTENT TO APPLY	34
APPENDIX G: STATEMENT OF CERTIFICATION	36
APPENDIX H: FEDERAL ASSURANCES	38



Application Introduction

Please read this Notice of Funding Opportunity carefully. The following guidance is provided to support the submission of a strong and well-written grant application that is student-centered, supports continuous improvement, and aligns with Nevada’s state goals and priorities, as well as with the district/school needs assessment and plans.

Background

On April 23, 2020, the United States Department of Education (USDOE) released the application for State Education Agencies (SEA) to apply for Elementary and Secondary School Emergency Relief (ESSER) funds under the federally created CARES Act (2020). The purpose of these funds is to provide local educational agencies (LEAs) with emergency relief to address the impact of COVID-19 on elementary and secondary schools. Nevada received a total of \$117,185,045, of which 90% or \$105,466,540 must be allocated directly to LEAs according to the 2019-2020 Title I, A formula and methodology.

The CARES Act allows the Department to aside 10% of its ESSER funds allocation (or \$11,718,045) for statewide activities and up to 0.5% of that (or \$585,902) for administrative costs. This competitive grant application is funded by the SEA reserve for statewide activities funds. The ESSER funds will support the delivery of educational services while school buildings are closed, assist the development of plans for the return to normal operations, and implement services to support students, educators, and families in response to COVID-19.

Contact Information:

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

Dr. Seng-Dao Yang Keo
Director, Office of Student and School Supports
Email address: skeo@doe.nv.gov
Phone number: 775-430-0703 (work cell)
Phone number: 702-486-6561 (office)

Gabby Lamarre, Esq.
Education Programs Supervisor, Office of Student and School Supports, Title I Programs Director, and Federal Liaison
Email address: glamarre@doe.nv.gov
Phone number: 702-668-4309 (office)

Maria Sauter
Education Programs Supervisor, Office of Student and School Supports, and Title IV Programs Director
Email address: msauter@doe.nv.gov
Phone number: 775-687-9248 (office)

Karl Wilson
Education Programs Supervisor, Office of Student and School Supports, and Title III Program Director
Email address: karlwilson@doe.nv.gov
Phone number: 702-668-4311 (office)



Technical Assistance and Support

The Nevada Department of Education’s (NDE) Office of Student and School Supports (OSSS) and Grants Management Unit (GMU) are committed to supporting Local educational agencies (LEAs), charter schools, non-profit community based organizations focused on elementary and/or secondary education, higher education institutions, and other Nevada state agencies or state run entities that provide services to elementary and/or secondary students. We are available to provide personalized consultation and technical assistance regarding this competitive grant application process and grants management. Please see **Appendix A** for a list of NDE staff members who can provide targeted technical assistance and support.

Technical Assistance (TA) webinars are scheduled as follows:

(*additional webinars may be scheduled depending on need)

Technical Assistance	Date and Time
LEA webinar for application technical assistance	Thursday, July 16, 2020, from 12:30 – 1:30 PM (PST)
Other Eligible Entities webinar for application technical assistance	Thursday, July 16, 2020, from 2:00 – 3:00 PM (PST)
ePAGE technical assistance webinar (navigation webinar for novice/beginner users)	Thursday, July 23, 2020, from 2:00 – 3:30 PM (PST)
ePAGE technical assistance webinar (application walk-through)	Wednesday, July 29, 2020, from 1:00 – 2:30 PM (PST)

Please use the information below 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:

Competitive ESSER Grant Technical Assistance

Join Zoom Meeting

<https://zoom.us/j/91383164817?pwd=aHJxYkJKcVJDV2FqKzdWa0ZnNzZkZz09>

Meeting ID: 913 8316 4817

Passcode: 531782

Dial by your location

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

One tap mobile

+12532158782,,91383164817# US (Tacoma)

+13462487799,,91383164817# US (Houston)

Find your local number: <https://zoom.us/u/abQwM7Fy4v>



Application Timeline

Competitive Grant Timeline

Date	Activity
July 2, 2020	Applications made available to applicants
July 16, 2020	NDE provides application technical assistance webinar to LEAs and charter schools
July 16, 2020	NDE provides technical assistance webinar to Nevada Higher Education Institutions, non-profit community-based organizations focused on elementary and/or secondary education in Nevada, and other Nevada state agencies or state-run entities that provide services to elementary and/or secondary students
July 17, 2020	Notice of Intent to Apply due by 5 PM PST
July 23, 2020	NDE provides technical assistance to online grants management, ePAGE (navigation webinar for beginner users)
July 29, 2020	ePAGE technical assistance webinar- ESSER application walk-through
August 19, 2020	Applications due to the Nevada Department of Education (must be received by the Nevada Department of Education by 5:00 PM (PST))
August 20 – September 17, 2020	Applications are reviewed by NDE review team
September 17-24, 2020	Names of awardees are announced by the Nevada Department of Education
September 25, 2020- October 16, 2020	Budget modification process (rolling basis)
October 16, 2020	Funds made available to awardees (this is the beginning of the grant award period; expenses may be obligated)
December 15, 2020	1st monthly Request for Funds (RFF) due
Fiscal Year 2022	
September 30, 2022	Federal ESSER funds must be expended (salaries must be expended by this date)
October 21, 2022	Final requests against federal money must be made no later than this date
November 15, 2022	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.



State Priorities

ESSER Competitive Funding Priorities

There are several state priorities and competing priorities incorporated in this application.

Statewide Priorities

1. Access to high-quality professional development in delivering distance education for educators
2. Access to technological capacity for educators, students, and families
3. Access to high-quality instructional materials through distance education for educators and students
4. Safe, efficient, and equitable re-opening of school buildings
5. Support of parents, families, and communities
6. Social and emotional support of students in response to COVID-19
7. Access to adult education and workforce development opportunities

Competing Priorities

- 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 evidence-based interventions and alignment to state and/or district level improvement plans
- C. Focus on collection of data and evaluation to inform continuous improvement
- D. Focus on providing services and resources to students, parents, and families in more than one Nevada county

Competitive Grant Funding Categories

There are three (3) funding categories for this application.

Category	Source	Total Amount Available
High-Quality Professional Development	ESSER	~\$2 million
High-Quality Digital Instructional Materials	ESSER	~\$2 million
Wrap-Around Services	ESSER	~\$7 million

Each category of funding will have its own streamlined process, including identifying which applicants are eligible and how to submit. Eligible applicants may apply for one or more categories of funding. Applicants must clearly identify if any of the seven statewide priorities and four competing priorities are incorporated into their implementation plan.

Example 1: Applicant A is an LEA that is applying for funding. Their needs assessment indicates their K-5 reading teachers do not have the necessary instructional materials to provide distance learning to their English learners and a recent districtwide survey shows that their families need more support in providing academic assistance to their children while at home. Under funding category “high-quality instructional materials,” Applicant A will submit an application and apply for a reading curriculum that has improved English Learner (EL) student outcomes in K-5 reading. Applicant A will also apply under the “high-quality professional development” funding category for a family engagement program by a national organization. Under statewide priorities, Applicant A will indicate it is applying for the “access



to high-quality instructional materials through distance education for educators and students” and “support of parents, families, and communities” statewide priorities. In addition, under competing priorities, Applicant A will indicate it is applying under competing priority A (for EL students).

Example 2: Applicant B is a non-profit community-based organization that is applying for funding. They currently do work with parents and families in multiple counties across the state, with an emphasis on families experiencing homelessness. They want to continue this work and support parents and families in Counties, 1, 2 and 3 with understanding and supporting distance education for their children amidst the COVID-19 pandemic. They also want to provide social emotional learning supports to parents/families. Applicant B will describe and provide evidence of the need for the counties it works with. It will apply under the “wrap around services for Nevada’s students, families, and communities” funding category. In their application, they will describe in detail their plan to provide courses to enhance the skills of their parents and families in better understanding tools and software for distance learning. They will also describe how they will support the social and emotional well-being of their families. As such, Applicant B will indicate it is applying under the “support of parents, families and communities” and the “access to adult education” statewide priorities. It will also indicate that it is applying under the competing priority of “focus on providing services and resources to students, parents and families in more than 1 Nevada county.”

Eligible Entities

Local educational agencies (LEAs)

All Nevada LEAs are eligible to apply for all three 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 all three funding categories for this competitive grant, but only through an application submitted by their sponsors/authorizers (e.g., Clark County School District, the State Public Charter School Authority (SPCSA), and Washoe County School District). Sponsors/authorizers must submit one application that is inclusive of the needs of its charter schools requesting competitive funds. Charter schools cannot submit individual applications. Sponsors/authorizers must work with their charter schools to ensure their needs are included in the sponsors’/authorizers’ application submission.

Private/Nonpublic Schools

All licensed Nevada K-12 non-profit non-public schools are eligible for equitable services through the LEA within their geographical boundaries. The LEA is required to provide equitable services through what they are awarded from each funding category. In this case, the *Affirmation of Consultation Form* (please see **Appendix B**) and the *Local Educational Agency Equitable Services Consultation Certification* (please see **Appendix C**) must be completed and submitted. In addition to their equitable share, a non-public school may apply for additional funding directly for the funding categories of high-quality professional development and wrap-around services for Nevada students, families, and communities, only if an LEA or other elementary/secondary



education-related public entity agrees to be their fiscal agent (please see **Appendix D**). If a non-public school is applying for funding directly, they must complete all required sections of the application.

Funds can only be awarded to public agencies, though public agencies may administer funds, materials, equipment, and property to provider services and assistance to non-public school students and teachers under the CARES Act programs. No funds may go directly to a non-public school. In addition, services for non-public school students and teachers must be provided by a public agency directly or through contract with another public or private entity. (Section 18005(b) of the CARES Act). Any and all services provided must be secular, neutral and non-ideological. (ESEA Section 1117).

Nevada Institutions of Higher Education (IHEs)

All public Nevada colleges and universities are eligible to apply for the following two funding categories: high-quality professional development and wrap-around services for Nevada students, families, and communities. IHEs may submit one application for its entire school or may submit applications per center or per College/department that will discuss different projects/initiatives. For example, IHE A has a College of Education and a Center of Social Emotional Learning. IHE A may submit one application on behalf of its entire school. Alternatively, IHE A’s College of Education may submit an application and its Center of Social Emotional Learning may submit a separate application for funding (however, neither division may submit more than one application).

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 following two funding categories: high-quality professional development and wrap-around services for Nevada students, families, and communities. The non-profit community based-organization must already be working within elementary and/or secondary education in Nevada in order to be eligible.

State Agencies or State-Run Entities

All Nevada state agencies or state-run entities that provide services to elementary and/or secondary students are eligible to apply for the high-quality professional development category.

Consortiums

Eligible entities may form and apply as a consortium for funding. The entity/entities who will serve as the fiscal agent(s) (should the consortium be awarded funding) will need to be clearly identified in the application. Each consortium will submit one consolidated application on behalf of all its members. Members of each consortium should follow their entity’s normal procedures for entering into such an agreement with other organizations. Each consortium will need to ensure that all of its members are eligible entities for each of the categories it is applying for; otherwise, if the consortium is awarded funding, the non-eligible entities will not receive funds.

Categories	Eligible Entities
High-Quality Digital Instructional Materials	Nevada LEAs and charter schools (including non-profit private schools <i>only</i> through their equitable share should their LEA be awarded funding in this category)
High-Quality Professional Development	Nevada LEAs; charter schools; K-12 licensed non-profit private schools (may apply directly through a fiscal agent in addition to their equitable share); Nevada public Institutions of Higher Education; non-profit community-based organizations



Categories	Eligible Entities
	focused on elementary and/or secondary education in Nevada; and other Nevada state agencies/state-run entities that provide services to elementary and/or secondary students
Wrap-Around Services for Nevada Students, Families, and Communities	Nevada LEAs; charter schools; K-12 licensed non-profit private schools (may apply directly through a fiscal agent in addition to their equitable share); Nevada public Institutions of Higher Education; and non-profit community-based organizations focused on elementary and/or secondary education in Nevada

Submission of Application

All applicants for the categories of high-quality professional development, high-quality digital instructional materials, and wrap-around services categories 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. 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 Funds, 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 E** 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*.

Professional development and digital instructional materials should meet one of the top three ESSA Evidence Levels. Given the urgent needs across the state as a result of the pandemic, the NDE may also fund professional development and digital instructional materials meeting ESSA Evidence Level 4.

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.

Private/Nonpublic Schools Equitable Services

The ESSER funds require an LEA that receives funds to provide equitable services to students and teachers in licensed non-profit private schools within its geographical boundaries. All LEA applicants must consult with the licensed non-profit private schools located within their geographic boundaries, prior to submitting their application, to provide the opportunity for students and staff at those schools to participate on an equitable basis



in the event that the application for the proposed program is awarded. Licensed non-profit private schools choosing to participate must be involved in the application process, program development, and program implementation at levels equivalent to their public school counterparts. Services and benefits provided to non-profit private school children and teachers must be secular, neutral, and non-ideological. Services to non-profit private school children and teachers must also align with the stated grant purpose and priorities.

All LEA applicants with licensed non-profit private schools must complete the *LEA Equitable Services Consultation Certification Form (Appendix B)* and provide it as part of their application submission to the Department. Any LEA that is ultimately awarded ESSER funding is also required to submit a signed *Affirmation of Consultation Form*. Please see **Appendix C** for the *Affirmation of Consultation Form*. An Affirmation of Consultation Form must be submitted for each participating private school. The LEA must submit the signed Affirmation of Consultation Form in the ePAGE LEA Document Library within 45 days of receipt of the final award notification. Please note that your LEA will not have access to funding until we receive the signed Affirmation of Consultation Form. Moreover, an LEA is not required to include detailed, line-item budgets for their participating private schools at the time of their application submission. Its application must include the amount of equitable share the LEA will reserve for private schools. Detailed, line-item private school budgets will be required during the budget revision period, if the LEA is awarded funding.

In addition to their equitable share, non-public schools may also apply directly for funding only if an LEA or other elementary and/or secondary education-related public entity agrees to be the fiscal agent for the funds. In this case, the *Non-profit Nonpublic School Agreement to Serve as Fiscal Agent* document (**Appendix D**) must be completed and submitted as part of the non-public school's application. If a non-public school is applying for funding directly, they must complete all required sections of the application.

Items Available in the Appendices

- Appendix A: NDE Contact Information for Technical Assistance and Support
- Appendix B: Local Educational Agency Equitable Services Consultation Certification
- Appendix C: Affirmation of Consultation
- Appendix D: Non-profit Nonpublic School Agreement to Serve as Fiscal Agent
- Appendix E: ESSA Levels of Evidence
- Appendix F: Notice of Intent to Apply
- Appendix G: Statement of Certification
- Appendix H: Federal Assurances

Guidance Steps to Complete the Application

A complete application will include the following components:

1. Notice of Intent to Apply
2. Applicant Information
3. Comprehensive Needs Assessment
4. Performance/Improvement/Strategic Plan
5. Narrative
6. Budget
7. Statement of Certification Page
8. Federal Assurances Signature Page(s)



Notice of Intent to Apply

Each entity wishing to apply for funding **must** complete the *Notice of Intent to Apply* form. (Please see **Appendix F** 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 5 pm PST on July 17, 2020, to Rose Cota (rcota@doe.nv.gov) **and** Tracy Pechulis (dpechulis@doe.nv.gov).

Application Information

Please complete all required applicant information within the online ePAGE system for the following categories: high-quality professional development; high-quality digital instructional materials; and wrap-around services for students, families, and communities.

Needs Assessment

LEAs

LEAs must submit their most recent comprehensive needs assessment. Private schools completing applications must also submit their most recent comprehensive needs assessment. We understand that, given this time, districts and schools are at different stages of completing and/or updating their needs assessment. The NDE will accept any of the following: Nevada Comprehensive Curriculum Audit Tool (NCCAT); a needs assessment specific to COVID-19; a needs assessment conducted by an evidence-based provider, and other comprehensive needs assessment that codifies the process used to identify needs and performance challenges in a LEA or school, determines their root causes, and sets priorities for future action.

Please note that the NDE is not expecting LEAs or schools to complete a new comprehensive needs assessment for the purposes of this competitive grant process; instead, we are urging these entities to leverage any needs assessments they have already completed. Needs assessments are a federal requirement for schools and LEAs accepting and receiving any federal education funds; as such, NDE does not anticipate this request to be extra or burdensome work for LEAs or schools.

Only one comprehensive needs assessment must be submitted in ePAGE for the following three categories, regardless of how many categories an LEA or charter school applies for in this competitive grant process: high-quality professional development; high-quality digital instructional materials; and wrap-around services for students, families, and communities

Other Eligible Entities

Other entities that are not LEAs or schools must submit a comprehensive needs assessment or rigorous analysis that codifies the process used to identify needs and performance challenges within the LEA(s) or school(s) for which they plan to provide support, determines root causes, and sets priorities for future action.

Only one comprehensive needs assessment must be submitted in ePAGE for the following three categories, regardless of how many categories an LEA or school applies for in this competitive grant process: high-quality



professional development; high-quality digital instructional materials; and wrap-around services for students, families, and communities.

District Performance Plan or Strategic Plan

LEAs

LEAs must submit their most recent performance/improvement/strategic plan. Private schools completing applications must also submit their most recent performance/improvement/strategic plan. We understand that, given this time, districts and schools may be at different stages of completing and/or updating their performance/improvement/strategic plans. The NDE will accept any of the following: a performance/improvement/strategic plan specific to COVID-19, including re-opening plans; a multi-year or annual performance/improvement/strategic plan; and any other performance/improvement/strategic plan that leverages a comprehensive needs assessment to inform improvement planning and budgeting.

Please note that the NDE is not expecting LEAs or schools to complete a new performance/improvement/strategic plan for the purposes of this competitive grant process; instead, we are urging LEAs to leverage any performance/improvement/strategic plan they have already completed.

The NDE is specifically looking for strategic alignment between the comprehensive needs assessment, performance/improvement/strategic plan, and the funding requests being made in this competitive grant application.

Only one performance/improvement/strategic plan must be submitted in ePAGE for the following three categories, regardless of how many categories an LEA or charter school applies for in this competitive grant process: high-quality professional development; high-quality digital instructional materials; and wrap-around services for students, families, and communities.

Other Eligible Entities

Other entities that are not LEAs or charter schools must submit a strategic plan that leverages a comprehensive needs assessment or rigorous needs analysis to inform the support the entity is planning to provide LEA(s), school(s), students, families, and/or communities. The strategic plan must identify the LEA(s), school(s), students, families, and/or communities the entity plans to support; a description of the entity's intervention, activity, or strategy; specific tasks or actions that will be completed; and timelines and benchmarks to monitor and measure impact and effectiveness.

The NDE is specifically looking for strategic alignment between the comprehensive needs assessment, performance/improvement/strategic plan, and the funding requests being made in this competitive grant application.

Only one performance/improvement/strategic plan must be submitted in ePAGE for the following three categories, regardless of how many categories an LEA or charter school applies for in this competitive grant process: high-quality professional development; high-quality digital instructional materials; and wrap-around services for students, families, and communities.

Narrative

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

NDE recommends that applicants clearly identify where specific information is outlined in their needs assessment and/or performance/improvement/strategic plan related to the five questions.

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., purchasing devices and connectivity), 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

The Department has limited competitive grant funds, and specific priorities have been placed on the funding to support our districts, students, and families with engaging effectively in distance learning. As such, NDE will not prioritize funding personnel positions (i.e., teachers, coaches, paraprofessionals, etc.) in this competitive grant.

Please focus attention to the following:

- *Alignment to Implementation Plan*
All expenditures should be aligned to the implementation plan and address the needs identified in the needs assessment. They 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 the following three categories: high-quality professional development; high-quality digital instructional materials; and wrap-around services for students, families, and communities.



Statement of Certification Page

Complete and sign the certification page. This will be in ePAGE for the following three categories: high-quality professional development; high-quality digital instructional materials; and wrap-around services for students, families, and communities. Please see **Appendix G** for the *Statement of Certification* page.

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 three categories: high-quality professional development; high-quality digital instructional materials; and wrap-around services for students, families, and communities. Please see **Appendix H** for the *Federal Assurances Signature* pages.

High-Quality Digital Instructional Materials

Amount available: Approximately \$2 million (ESSER Funds)

Eligible entities: Nevada LEAs and charter schools (including non-profit private schools *only* through their equitable share should their LEA be awarded funding in this category)

Examples of projects may include:

- Investment in digital instructional materials that are focused on distance education
- Investment in early learning instructional materials for distance education
- Investment in assessments of student learning through distance education
- Investment in blended learning and competency-based education frameworks and infrastructure of instructional delivery through distance education
- Investment in adult education programs for distance education.

Submission directions: Your entity must complete a *Notice of Intent to Apply*. Please see **Appendix F** 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 July 17, 2020, to Rose Cota (rcota@doe.nv.gov) and Tracy Pechulis (dpechulis@doe.nv.gov).

Component 2

Please complete all of the required Applicant Information in ePAGE.

Component 3

Please submit your entity's comprehensive needs assessment in ePAGE.

Component 4

Please submit your entity's performance/improvement/strategic plan in ePAGE.

Component 5

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?
2. What is the implementation plan for the high-quality digital instructional materials? 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 6: Budget

Please submit the budget in ePAGE.

Component 7: Statement of Certification

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

Component 8: Federal Assurances Signature Page(s)

Please submit the Federal Assurances Signature Page(s) in ePAGE (**Appendix H**).

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.

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
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 engagement with various stakeholders to develop the needs assessment and implementation plan.	The eligible entity has documented timely engagement with various stakeholders to develop the needs assessment and implementation plan.	The eligible entity has documented engagement with limited stakeholders to develop the needs assessment and implementation plan.	The eligible entity has provided minimal evidence of stakeholder engagement.	No response or evidence is 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	The budget narrative is clear and includes most proposed grant	The budget narrative provides a limited or partial justification for	The budget narrative provides little or no justification for proposed	No response or evidence is provided that addresses the criteria listed in

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
	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.	expenditures outlined in the plan; most expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application.	proposed grant expenditures outlined in the plan; a few aspects of the proposed budget may not be reasonable, necessary, or allowable.	grant expenditures or many aspects of the proposed budget are not reasonable, necessary, or allowable.	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.
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.

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

			Total Score	Total Points Possible
APPLICATION TOTAL SCORE				100



High-Quality Professional Development

Amount available: Approximately \$2 million (ESSER Funds)

Eligible entities: Nevada LEAs; charter schools; K-12 licensed non-profit private schools (through LEA or other elementary and/or secondary education-related public entity serving as fiscal agent); Nevada public Institutions of Higher Education; non-profit community based-organizations focused on elementary and/or secondary education in Nevada; and other Nevada state agencies/state-run entities that provide services to elementary and/or secondary students.

Examples of projects may include:

- Professional development focused on distance education for educators (e.g., teachers, administrators, support staff, and specialized instructional support personnel)
- Professional development focused on the social and emotional well-being of students and educators through blended learning
- Partnership with Regional Professional Development Programs (RPDP) for systemic professional development around blending learning and distance education

Submission directions: Your entity must complete a *Notice of Intent to Apply*. Please see **Appendix F** 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 July 17, 2020, to Rose Cota (rcota@doe.nv.gov) and Tracy Pechulis (dpechulis@doe.nv.gov).

Component 2

Please complete all of the required Applicant Information in ePAGE.

Component 3

Please submit your entity's comprehensive needs assessment in ePAGE.

Component 4

Please submit your entity's performance/improvement/strategic plan in ePAGE.

Component 5

Please answer the following five questions in ePAGE. 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?
2. What is the implementation plan for the high-quality professional development? 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 6: Budget

Please submit the budget in ePAGE.

Component 7: Statement of Certification

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

Component 8: Federal Assurances Signature Page(s)

Please submit the Federal Assurances Signature Page(s) in ePAGE (**Appendix H**).

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 distance-learning instruction.	The eligible entity has provided an adequate process for identifying greatest needs, including a focus on teacher capacity to deliver effective distance-learning instruction.	The eligible entity has provided a limited process for identifying greatest needs, including a focus on teacher capacity to deliver effective distance-learning 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 distance-learning 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.

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 intentional, timely and meaningful engagement with various stakeholders to develop the needs assessment and implementation plan.	The eligible entity has documented timely engagement with various stakeholders to develop the needs assessment and implementation plan.	The eligible entity has documented engagement with limited stakeholders to develop the needs assessment and implementation plan.	The eligible entity has provided minimal evidence of stakeholder engagement.	No response or evidence is 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	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	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.

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
	of the grant requirements and application.	requirements and application.			
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.
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.

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

	Total Score	Total Points Possible
APPLICATION TOTAL SCORE		100



Wrap-Around Services for Nevada’s Students, Families, and Communities

Amount available: Approximately \$7 million (ESSER Funds)

Eligible entities: Nevada LEAs; charter schools; K-12 licensed non-profit private schools (through LEA or other elementary and/or secondary education-related public entity serving as fiscal agent); Nevada public Institutions of Higher Education; and non-profit community based-organizations focused on elementary and/or secondary education in Nevada.

Examples of projects may include:

- Support to non-profit community-based organizations with a track record of successfully partnering with districts and schools to provide wraparound services to students, families, and communities
- Provide physical health and wellness services
- Provide mental health services and social-emotional development
- Offer family support and/or parent education services
- Support workforce development initiatives

Submission directions: Your entity must complete a *Notice of Intent to Apply*. Please see **Appendix F** 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 July 17, 2020, to Rose Cota (rcota@doe.nv.gov) and Tracy Pechulis (dpechulis@doe.nv.gov).

Component 2

Please complete all of the required Applicant Information in ePAGE.

Component 3

Please submit your entity’s comprehensive needs assessment in ePAGE.

Component 4

Please submit your entity’s performance/improvement/strategic plan in ePAGE.

Component 5

Please answer the following five questions in ePAGE. 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?
2. What is the implementation plan for the wrap-around services? 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 6: Budget

Please submit the budget in ePAGE.

Component 7: Statement of Certification

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

Component 8: Federal Assurances Signature Page(s)

Please submit the Federal Assurances Signature Page(s) in ePAGE (**Appendix H**).

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 intentional, timely and meaningful engagement with various stakeholders to develop the needs assessment and implementation plan.	The eligible entity has documented timely engagement with various stakeholders to develop the needs assessment and implementation plan.	The eligible entity has documented engagement with limited stakeholders to develop the needs assessment and implementation plan.	The eligible entity has provided minimal evidence of stakeholder engagement.	No response or evidence is 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	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	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,	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.

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
	support the implementation of the grant requirements and application.	implementation of the grant requirements and application.	necessary, or allowable.		
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.
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.

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

	Total Score	Total Points Possible
APPLICATION TOTAL SCORE		100



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 Address	Supports for Eligible Entities
Dr. Kulwadee Axtell	kaxtell@doe.nv.gov	Churchill CSD and Lander CSD
TeQuia Barrett	tbarrett@doe.nv.gov	Lincoln CSD and Lyon CSD
Lori Botelho	lbotelho@doe.nv.gov	Mineral CSD
Kristina Cote	kcote@doe.nv.gov	Washoe CSD and ePAGE
Blakely Hume	bhume@doe.nv.gov	Douglas CSD and Esmeralda CSD
Rhonda Hutchins	rhutchins@doe.nv.gov	Clark CSD and ePAGE
Chris James	chrisjames@doe.nv.gov	Nye CSD
Dr. Seng-Dao Yang Keo	skeo@doe.nv.gov	Institutions of Higher Education; non-profit community based organizations focused on elementary and/or secondary education in Nevada; and other Nevada state agencies/state-run entities that provide services to elementary and/or secondary students
Gabby Lamarre, Esq.	glamarre@doe.nv.gov	Institutions of Higher Education; non-profit community based organizations focused on elementary and/or secondary education in Nevada; and other Nevada state agencies/state-run entities that provide services to elementary and/or secondary students
Dr. Sophia Masewicz	smasewicz@doe.nv.gov	Clark CSD
Kristen Mokofisi	kmokofisi@doe.nv.gov	Washoe CSD and Eureka CSD
Maria Sauter	msauter@doe.nv.gov	Institutions of Higher Education; non-profit community based organizations focused on elementary and/or secondary education in Nevada; and other Nevada state agencies/state-run entities that provide services to elementary and/or secondary students
Dr. Melissa Schroeder	mschroeder@doe.nv.gov	Pershing CSD, Storey CSD, and K-12 private schools
Greg Severance	titleiva@doe.nv.gov	SPCSA and ePAGE
Dr. Susan Ulrey	sulrey@doe.nv.gov	Elko CSD
Colin Usher	cusher@doe.nv.gov	Carson City SD
Karl Wilson	karlwilson@doe.nv.gov	Institutions of Higher Education; non-profit community based organizations focused on elementary and/or secondary education in Nevada; and other Nevada state agencies/state-run entities that provide services to elementary and/or secondary students
Dr. Tina Winquist	twinquist@doe.nv.gov	Humboldt CSD and White Pine CSD

Grants Technical Assistance from the Grants Management Unit

Name	Email Address	Supports for Eligible Entities
Lynn Hoffman	lhoffman@doe.nv.gov	Grants management
Stefani Hogan	skhogan@doe.nv.gov	Grants management
Marko Markovic	m.markovic@doe.nv.gov	Grants management and ePAGE



Appendix B: Local Educational Agency Equitable Services Consultation Certification
Consultation Certification - Elementary & Secondary School Emergency Relief (ESSER) Fund
Competitive Grant

A Local educational agency (LEA) receiving funding under ESSER competitive funds must provide eligible private school children and their teachers or other educational personnel with equitable services (this applies only to LEAs with licensed non-profit private schools within its geographic boundaries). Before an agency makes any decision that affects the opportunity of eligible private school children and their teachers or other educational personnel to participate, the agency or consortium must engage in timely and meaningful consultation with private school officials.

LEA applicants applying for competitive ESSER funds must complete the following items and include this form with the submission submit this form along with the rest of the competitive grant application to be considered for competitive ESSER grant funding. A signed Affirmation form will be required in ePAGE within 45 days of receipt of the final award notification. The Affirmation form is attached in this Opportunity for Funding.

Grant Applicant Name:

Grant Applicant Contact Person:

List of the Non-profit Private Schools Contacted (may attach a separate sheet, if needed):

Date(s) Non-profit Private Schools Contacted:

Method of Contact (phone, email, etc.):

Names of Non-profit Private Schools interested in participating in competitive ESSER funds (please note the grant(s) in which each school plans to participate; may attach a separate sheet, if necessary):

Signature: _____

Date: _____



Appendix C: Affirmation of Consultation

Affirmation of Consultation - Elementary & Secondary School Emergency Relief (ESSER) Fund Competitive Grant

Name of Private School: _____

Private School Address: _____

Private School Official Name: _____ **Title:** _____

Phone: _____ **Email:** _____

Private School enrollment as of October 15, 2019, reported on the Private School Directory:
Amount of competitive ESSER equitable share:

Private School Official (CHECK ONLY ONE):

- i. Timely and meaningful consultation was provided, an equitable program of services was designed during the consultation process, as well as a process for implementing ESSER funding. Additional consultation has been scheduled throughout the school year.
- ii. Consultation was not timely and meaningful and/or did not result in an equitable program of services or usage of ESSER funding to meet the needs of the private school children.

If the private school official does not agree that the above conditions have been met, they are encouraged to provide a written statement to the LEA specifying the reasons for their disagreement. Additionally, if the LEA disagrees with the views of the private school official for any of the issues described above, the LEA will provide the private school official with a written explanation as to the reason for the disagreement. The private school may file an official complaint with the state Ombudsman.

- 1. The LEA maintains a signed copy of this written affirmation in its files; and
- 2. The LEA provides the private school official with a signed copy; and
- 3. The LEA submits a signed copy to the LEA Document Library before submitting your first request for reimbursement.

By signing below, in consideration of equitable participation in ESSER program funds, and as a requirement thereof, the private school, through its representative, agrees and assures that all use will be secular, neutral, and nonideological.

Private School Official Signature

Private School Official Name (Print)

Date

Public School Official Signature

Public School Official Name (Print)

Date



Appendix D: Nonpublic School Agreement to Serve as Fiscal Agent

Non-profit Nonpublic School Agreement to Serve as Fiscal Agent

Licensed non-profit nonpublic schools applying for additional funds through the Competitive ESSER Grant Application (i.e. supplemental to their equitable share) must submit this signed Agreement to Serve as Fiscal Agent form with their grant application. Section 18005 of the CARES Act states, “The control of funds for the services and assistance provided to a nonpublic school under subsection (a), and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property and shall provide such services (or may contract for the provision of such services with a public or private entity)”. Licensed non-profit nonpublic schools must have the approval of their local educational agency (LEA) or a elementary and/or secondary education-related public entity to act as the fiscal agent of any Competitive ESSER funds.

An LEA or elementary and/or secondary education-related public entity that agrees to serve as the fiscal agent for competitive ESSER funds awarded to a licensed non-profit nonpublic school agrees to manage the awarded funds and agrees to all associated assurances contained within this Competitive ESSER Grant Application. The nonpublic school listed below must retrieve this approval from its LEA or a elementary and/or secondary education-related public entity in order to be eligible to apply for these funds directly.

Name of Licensed Non-profit Nonpublic School: _____

Name of Licensed Non-profit Nonpublic School Official: _____

Licensed Non-profit Nonpublic School Official Email: _____

By signing below, the LEA or elementary and/or secondary education-related public entity agrees to perform all duties associated with serving as the fiscal agent of any ESSER Competitive Application funds awarded to the above-named licensed non-profit nonpublic private school.

LEA or Public Entity Name: _____

LEA or Public Entity Official’s Name: _____

LEA or Public Entity Official’s Position: _____

LEA or Public Entity Official’s Email: _____

LEA or Public Entity Official’s Signature: _____

Date: _____

Appendix E: 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 F: Notice of Intent to Apply

Notice of Intent to Apply for Competitive ESSER Funding

This Notice of Intent to Apply must be submitted by entities who wish to apply for the ESSER competitive funding.

This form must be submitted to the Department of Education by **July 17, 2020 at 5 P.M. PST** via email to Rose Cota (rcota@doe.nv.gov) and Tracy Pechulis (dpechulis@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 Information:

- a. Entity's Legal Name: _____
- b. Brief description of entity (for non-LEAs): _____

- c. Employer Identification Number (for non-LEAs): _____
- d. Unique Entity Identifier (DUNS) Number (for non-LEAs): _____
- e. Nevada Vendor Identification Number (for non-LEAs): _____
- f. Check the one category that best describes your entity: _____
 Local educational agency
 Institution of Higher Education
 Private School
 State agency/state agency run entity
 Non-profit community-based organization
 Other (please indicate) _____
- g. Contact person full name: _____
- h. Contact person title: _____
- i. Contact person email address: _____
- j. Contact person phone number: _____



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 ____ No

If not, please include the name, title, email and phone number for the person who will have this responsibility:

Funding Information:

Please list the amount of funding entity anticipates applying for in each funding category (see chart below for list of eligible entities as well as the total amount of funding available for each category)

1. High-Quality Digital Instructional Materials: \$ _____
2. High-Quality Professional Development: \$ _____
3. Wrap-Around Services for Nevada Students, Families, and Communities: \$ _____

Categories	Eligible Entities	Total Funding Available
High-Quality Digital Instructional Materials	Nevada LEAs and charter schools	~\$2 million (ESSER)
High-Quality Professional Development	Nevada LEAs; charter schools; K-12 private/nonpublic schools (through LEAs); Nevada public Institutions of Higher Education; non-profit community based organizations focused on elementary and/or secondary education in Nevada; and other Nevada state agencies/state-run entities that provide services to elementary and/or secondary students	~\$2 million (ESSER)
Wrap-Around Services for Nevada Students, Families, and Communities	Nevada LEAs; charter schools; K-12 private/nonpublic schools (through LEAs); Nevada public Institutions of Higher Education; and non-profit community based organizations focused on elementary and/or secondary education in Nevada	~\$7 million (ESSER)

Name of person completing form: _____

Title: _____

Signature: _____

Date: _____

Appendix G: Statement of Certification



State of Nevada

Department of Education

STATEMENT OF CERTIFICATION

Elementary and Secondary School Emergency Relief (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 Elementary and Secondary School Emergency Relief (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).

Signature: _____ Date: _____ Authorized Representative

PART I – APPLICANT

Applicant: (Legal Name of Agency): _____

Mailing Address (Street, P. O. Box, City/ Zip):

Name, title and phone number of Applicant: _____

Authorized Contact Person: _____

Name, title and phone number of Applicant: _____

Fiscal Contact Person: _____

Amount of application: _____



PART II – STATE DEPARTMENT OF EDUCATION USE

Date Received: _____

Obligation Amount: _____

Reviewer's Signature: _____

Date: _____



Appendix H: Federal Assurances

General Statement of Federal Assurances

NAME OF AGENCY:

FISCAL YEAR: FY21 and FY22

GRANT/PROGRAM NAME: Elementary and Secondary School Emergency Relief (ESSER) Funds

I hereby certify that, to the best of my knowledge, the information in this application is correct. The applicant designated hereby applies for a subgrant of federal funds. The local Board of Trustees/Organization has authorized me to file this application and such action is recorded in the minutes of the agency’s meeting.

The parties referred to in this document include, but are not limited to, the United States Department of Education (USDOE), the United States Department of Health and Human Services (USDHHS), Substance Abuse and Mental Health Services Administration (SAMHSA), and the United States Department of Labor (USDOL), all herein referred to as the “DEPARTMENT”, the Nevada Department of Education, herein referred to as the “NDE”, and the local agency, herein referred to as the “SUBRECIPIENT”. The Nevada Department of Education may make funds available to the SUBRECIPIENT in accordance with requirements and regulations applicable to such programs.

Table of Contents

Item # Section

- 1-19 Title 34 Education (34CFR), Title 45 Public Welfare (45CFR), Title 42 Public Health (42CFR)
- 20-38 State Agency provisions
- 39-58 2 CFR Part 200
- 59-69 34 CFR Education Department General Administrative Regulations (EDGAR)
- 70-73 Education of Homeless Students
- 74-76 45 CFR Public Welfare, Department of Health and Human Services
- 77- 80 Title 1003(a)
- Page 12-15 Administrative Requirements

SUBRECIPIENT ASSURANCES

The SUBRECIPIENT assures, if awarded a grant, subgrant, or contract:

The State Agency shall hold all SUBRECIPIENTS to the provisions within the applicable Code of Federal Regulations (CFR) that govern the funds passed through the STATE Agency from the DEPARTMENTS to the SUBRECIPIENT. The CFRs include, but are not limited to: Title 34 Education (34CFR), Title 45 Public Welfare (45CFR), Title 42 Public Health (42 CFR):

1. That the SUBRECIPIENT has the necessary legal authority to apply for and receive the proposed grantor subgrant and enter into the contract.

2. That the SUBRECIPIENT will accept funds in accordance with applicable federal and state statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto. The SUBRECIPIENT will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations.
3. That the control of funds provided to the SUBRECIPIENT under each program and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
4. That the SUBRECIPIENT assures that it will comply with all requirements and regulations of the ESSA- Every Student Succeeds Act programs for which it is applying, whether or not the program statute identifies these requirements as a description or assurance that NDE would address in program-specific plan or application.
5. That the SUBRECIPIENT will maintain records and provide access to those records to NDE, the DEPARTMENT, or the State Department of Administration, the State Audit Division of the Legislative Counsel Bureau, the Comptroller General, or any of their authorized representatives in the conduct of audits authorized by federal law or state statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information. The SUBRECIPIENT shall maintain records for 3 years following completion of the activities for which the SUBRECIPIENT uses the federal or state funding and which show:
 - a.) The amount of funds under the subgrant or grant;
 - b.) How the SUBRECIPIENT uses the funds;
 - c.) The total cost of the project; and
 - d.) The share of that total cost provided from other sources.
6. That no person shall, on the grounds of race, color, national origin, handicap, or sex be excluded from participation, be denied the benefits, or be otherwise subjected to discrimination under any program or activity for which the SUBRECIPIENT receives federal financial assistance.
7. That the SUBRECIPIENT will comply with all relevant laws relating to privacy and protection of individual rights including 34 CFR Part 99 (Family Educational Rights and Privacy Act of 1974).
8. That in the case of any project involving construction, the project is not inconsistent with overall state plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973, in order to ensure that facilities constructed with federal (which become subsequently state) funds are accessible to and usable by handicapped individuals. For the construction of facilities with federal funds, the SUBRECIPIENT will comply with the provisions of the Davis-Bacon Act.
9. That the SUBRECIPIENT will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
10. That the SUBRECIPIENT is aware all federal and state funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and the Nevada Legislature. These funds are subject to reduction or elimination by the United States Congress or Nevada Legislature at any time, even following award and disbursement of funds. Except as otherwise provided by law, the SUBRECIPIENT shall hold NDE harmless for any reduction or elimination of federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the SUBRECIPIENT shall immediately cease further expenditures under any federal or state project.

11. The SUBRECIPIENT will adopt and use the proper methods of administering the subgrants, including, but not limited to:
 - a.) The enforcement of any obligations imposed by law;
 - b.) The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation;
 - c.) The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
12. The SUBRECIPIENT will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended).
13. That the SUBRECIPIENT may be subject to recapture and reallocation of grant funds for failure to meet any of the following:
 - a.) Expenditure timelines;
 - b.) Failure to provide monthly, quarterly, and/or annual reports by due date(s), as applicable; and
 - c.) Failure to meet grant performance outcomes, if applicable.
14. All requests for budget amendments must be made in writing and approved prior to expenditure of funds.
15. That the SUBRECIPIENT shall, to the extent possible, coordinate each of its projects with other activities or agencies that are in the same geographic area served by the project and that serves similar purposes and target groups, and in particular to address factors that have significantly affected the achievement of students.
16. That the SUBRECIPIENT has no policy that prevents, or otherwise denies participation in constitutionally protected prayer in elementary and secondary public schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools Dated February 7, 2003.
17. That personnel funded from federal grants and their subcontractors and SUBRECIPIENTS are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the US Department of Education).
18. In accordance with 2 CFR 175, this award may unilaterally be terminated, without penalty, if a SUBRECIPIENT or an employee of a SUBRECIPIENT violates any of the applicable prohibitions of the award term through conduct that is either associated with performance under this award or imputed to SUBRECIPIENT using the standard and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR 85.630. SUBRECIPIENT and SUBRECIPIENT's employees may not:
 - a.) engage in severe forms of trafficking in persons during the period of time that the award is in effect;
 - b.) procure a commercial sex act during the period of the award is in effect, or
 - c.) Use forced labor in the performance of the award or subaward under the award. The SUBRECIPIENT must inform the proper authorities and NDE immediately of any information it received from any source alleging a violation of the applicable prohibitions of this award term. In addition to all other remedies for noncompliance that are available to NDE under this aware, SUBRECIPIENT must include the requirements of this provision in any subaward made to a private entity.

19. That the SUBRECIPIENT will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each program.

STATE REGULATION ASSURANCES

Shall hold the SUBRECIPIENT to the provisions established by the STATE AGENCY which govern the funds and program:

20. The SUBRECIPIENT assumes full responsibility for the overall program which includes: fiscal administration, timely submission of required reports, program management including personnel, and meeting the goals and objectives in the approved grant application.
21. The SUBRECIPIENT agrees to fully comply with the evaluation team that will evaluate the effectiveness of this grant. Noncompliance may affect the SUBRECIPIENT'S eligibility in future sub-awards from NDE or result in forfeiture of remaining funds.
22. The SUBRECIPIENT agrees that any funds not committed for expenditures by the end of the grant cycle will be returned to NDE with the Final Financial, until carryover funds are approved for expenditures.
23. The SUBRECIPIENT will submit the Final Financials to the NDE within 45 days from the end of the grant cycle. Noncompliance will result in ineligibility for future sub-grant cycles.
24. Monthly requests for reimbursement are due to the NDE by the 15th of the month for the previous month of services.
25. That the SUBRECIPIENT agrees to comply with NDE's requirement to submit supporting source documentation with reimbursement requests which will ensure that all costs charged to federal and state grants are allowable.
26. The documentation for all transactions, controls and other significant events must be clear and readily available for examination. All documentation such as invoices, contracts, subgrant awards, etc. should be maintained at the SUBRECIPIENT's principal place of business. If they are not, the SUBRECIPIENT must bear the cost of making original documents available for examination by the State.
27. Personnel employed as teachers and instructional aides by the SUBRECIPIENT or personnel contracted to provide such service to the SUBRECIPIENT shall be certified pursuant to the provisions of NRS 386.590 (as amended by Senate Bill 509 of the 2015 Session of the Nevada Legislature, Chapter 238, Statutes of Nevada (2015)).
28. The SUBRECIPIENT shall maintain effective control and accountability for all grant funds, property, and other assets. Good internal control necessitates that fiscal responsibilities be clearly established. Accounting functions should be separated to the fullest extent possible so that no one person authorizes, executes, and approves the same transactions. Policies covering personnel and accounting procedures and separation of duties must be documented in a policies and procedures manual or other similar document.
29. The SUBRECIPIENT must maintain continuing responsibility for the overall program. This includes the establishment of written policies and procedures for program operations. The following areas must not be delegated to subrecipients or persons who are not employees or officials of the SUBGRANTTEE organization:
 - a.) Being informed of and accountable for all program income and expenditures;
 - b.) Performance of timely written evaluations of the program, and monitoring of established goals and objectives as written in the program's grant award;

- c.) Financial reports and all other reports required by NDE including monthly Requests for Funds, required quarterly progress reports and final program reports (as applicable);
 - d.) Administration of the program in accordance with each agency's administrative practice.
30. If the SUBRECIPIENT decides to establish a policy-making body (or is required either by law or by funding source to establish such a body), its roles and responsibilities must be clearly defined. This must be approved by the Program Director.
 31. Any activities that deviate from the scope of work/goals and objectives identified in the grant agreement must receive prior written approval from the Education Programs Professional and may require a written amendment to the grant agreement.
 32. SUBRECIPIENTS must notify the Education Programs Professional immediately regarding any legal action or negative publicity related to grant-funded events, activities, services, purchases, or outreach.
 33. All instructions, requirements, rules and regulations for grants administered through the SUBRECIPIENT are applicable to subrecipients, mini-grants, contracts or other mechanisms passing on these funds. It is the responsibility of the SUBRECIPIENT to ensure compliance of subrecipients through monitoring, reporting, site visits, fiscal reviews or other means. NDE may implement probationary measures with the SUBRECIPIENT for noncompliance on the part of subrecipients.
 34. No organization may participate in the grant-funded project in any capacity or be a recipient of federal or state funds designated for this project if the organization has been debarred or suspended or otherwise found to be ineligible for participation in federal assistance programs under Executive Order 12549, "Debarment and Suspension" (see 45 CFR 92.35). Prior to issuing subawards or contracts under this grant, the SUBRECIPIENT must consult the Excluded Parties List System to ensure that organizations under funding consideration are not ineligible. The list may be accessed online through the System for Award Management (SAM) at <https://www.sam.gov>.
 35. Decisions made by Education Program Professionals must be based on the grant agreements, approved budgets, grant assurance, written program policies and procedures, and written fiscal policies and procedures including those in the State Administrative Manual (SAM) and in any Federal OMB circulars or other federal or state regulations and guidance that apply to the funding source. If a SUBRECIPIENT disagrees with a decision, the SUBRECIPIENT has the option to dispute the decision by taking the following steps:
 - a.) Request in writing that the Education Programs Professional provide the specific Documentation upon which a decision is based. Written response will be made within seven (7) working days.
 - b.) Follow the policies of each agency.
 - c.) If the disagreement is still unresolved, request in writing that the matter be reviewed by the Program Director, whose decision will be final and will not be open to further discussion or challenge.
 36. All interactions will be conducted with honesty, courtesy, and respect. It is essential that a professional relationship be maintained in order to properly administer the grant and provide effective services in the community.
 37. Conduct that interferes with the administration of the grant or negatively impacts the ability to provide effective program services may result in termination of the grant after NDE carefully reviews the circumstances.
 38. Timeliness of report submission will be tracked and noted in the grant file. Any extensions or exceptions to requirements must also be noted in the grant file.

2 CFR Part 200 ASSURANCES

Uniform Administrative Requirements, Costs Principles, and Audit Requirements

2 CFR 200 for Federal Awards Consistent with 2 CFR Subtitle A – Office of management and Budget Guidance for Grants and Agreements and 2 CFR Subtitle B – Federal Agency Regulations for Grants and Agreements, the STATE AGENCY, shall hold the SUBRECIPIENT to the provisions established by the DEPARTMENT which govern the funds and program.

39. The SUBRECIPIENT assures it will adhere to the 2 CFR 200 Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards as dictated by the DEPARTMENT.
40. The SUBRECIPIENT assures it has a valid DATA Universal Numbering System (DUNS) number BEFORE applying for funds and that it will maintain the correct DUNS number on file with the STATE AGENCY (2 CFR 200.300). The SUBRECIPIENT must also register with the System for Award Management (SAM) website to receive federal funds. The web link for the SAM registration is [SAM Registration](#). Click on this link for the website to request a DUNS number is [DUNS Number](#). The DUNS number is a onetime action. The CCR registration must be maintained and updated as required by CCR website.
41. The SUBRECIPIENT assures it will adhere to the Certifications and representation (2 CFR 200.212) regulations that prohibit the award of funds to individuals and parties that are ineligible or excluded from participating federal assistance programs or activities.
42. The SUBRECIPIENT assures it will adhere to the Suspension and Debarment (2 CFR 200.212) regulations that prohibit the award of funds to individuals and parties that are ineligible or excluded from participating in federal assistance programs or activities.
43. The SUBRECIPIENT assures it will adhere to the lobbying provisions established by 2 CFR 200.450 and any additional federal statutes and regulations governing the use of federal funds on lobbying.
44. That the SUBRECIPIENT will cause to be performed the required financial and compliance audits in accordance with 2 CFR 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for federal awards. That in the event of a sustained audit exception, and upon demand of NDE, the SUBRECIPIENT shall immediately reimburse NDE for that portion of the audit exception attributable under the audit to the SUBRECIPIENT. The SUBRECIPIENT agrees to hold NDE harmless for any audit exception arising from the SUBRECIPIENT's failure to comply with applicable regulations.
45. That the SUBRECIPIENT will conform to all activities conducted under the approved grant to the provisions contained within 2 CFR 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements.
46. When funded on an advance basis by NDE (if allowed by regulations), the SUBRECIPIENT agrees to minimize the time between the transfer of funds and the disbursement by the local entity in accordance with the Cash Management Improvement Act (31 CFR Part 205). Additionally, the SUBRECIPIENT agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBRECIPIENT will require repayment in accordance with 2 CFR 200, as applicable.
47. In the purchase of equipment and supplies, the SUBRECIPIENT will comply with local, state, and federal procurement policies. In addition, equipment and supplies purchased for use in a federal or state program will comply with the provisions of OMB CFR 200, as applicable, and in individual program regulations.

48. That no federal funding may be used for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program. If real property or structures are provided or improved with the aid of federal financial assistance, the SUBRECIPIENT will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBRECIPIENT will comply with the applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such property 2 CFR 200.317.
49. That the SUBRECIPIENT will make reports to NDE and to the DEPARTMENT as may reasonably be necessary to enable NDE and DEPARTMENT to perform their duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by NDE and/or the DEPARTMENT and shall be supported by appropriate documentation.
50. That the SUBRECIPIENT will not subgrant the approved project to another entity without the express written consent of NDE.
51. That the SUBRECIPIENT may not count tuition and fees collected from students toward meeting matching, cost sharing, or maintenance of effort requirements of a program.
52. That no provision of any law shall be construed to authorize the consolidation of any applicable program, such as the commingling of funds derived from one appropriation with those derived from another appropriation, except as specifically authorized by Nevada Revised Statute.
53. That the SUBRECIPIENT shall continue its coordination with NDE during the length of the project period.
54. The SUBRECIPIENT shall cooperate in any evaluation by the DEPARTMENT.
55. The SUBRECIPIENT will comply with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended.
56. That the SUBRECIPIENT will maintain records, including the records required under Section 437 of the General Education Provisions Act (GEPA), 20 U.S.C. Section 1221, and provide access to those records as NDE or the DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by federal law or state statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information. The Uniform Guidance 2 CFR 200.336.
57. That the SUBRECIPIENT will maintain Time and Effort documentation for all employees whose salaries are:
 - a.) Paid in whole or in part with federal funds 2 CFR 200.430(i)(1) or
 - b.) Used to meet a match/cost share requirement 2 CFR 200.430(i)(4).

34 CFR Education Department General Administrative Regulations (EDGAR) Assurances

Federal Agency Regulations for Grants and Agreements, the STATE AGENCY, shall hold the SUBRECIPIENT to the provisions established by the DEPARTMENT which govern the funds and program.

58. That the SUBRECIPIENT may not use its federal or state funding to pay for any of the following:
 - a.) Religious worship, instruction, or proselytization;
 - b.) Equipment or supplies to be used for any of the activities specified in this assurance, herein;

- c.) Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in this assurance herein; and
- d.) An activity of a school or department of divinity. A school or department of divinity is defined in 34 CFR 76.532(b).

59. Additionally, to certify compliance with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and Drug-Free Workplace, as prescribed in 34 CFR Part 82 and Part 85, and 7 CFR Part 3017, and the required regulations implementing Executive Order 12549.
60. The SUBRECIPIENT, by submission of a grant proposal, agrees that the DEPARTMENT or NDE have the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or termination of project operations, as necessary to ensure compliance with applicable laws, regulations, and assurances for any project. The SUBRECIPIENT acknowledges this authority under 34 CFR 80.43 and 34 CFR 74.62.
61. That the SUBRECIPIENT will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to statute.
62. That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and to other members of the general public.
63. That the SUBRECIPIENT will acquire, use, maintain, and dispose of equipment purchased for the approved project in accordance with 34 CFR 80.32.
64. That the SUBRECIPIENT will have effective financial management systems which conform to the standards present in 34 CFR 80.20, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
65. That the SUBRECIPIENT will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for grants applied for electronically. For purposes of approved projects, obligations have the same meaning as contained in 34 CFR 76.707.
66. That the SUBRECIPIENT has adopted effective procedures for:
- a.) Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from education research, demonstrations and similar projects; and
 - b.) Adopting, if appropriate, promising educational practices develop through those projects.
67. That if a program so requires, provisions shall be made for the participation of children enrolled in private schools in the area to be served. Such provision shall:
- a.) Provide private school students with a genuine opportunity for equitable participation;
 - b.) Provide an opportunity to participate in a manner that is consistent with the number of
 - c.) eligible private school students and their needs;
 - d.) Maintain continuing administrative direction and control over funds and property that
 - e.) benefit students enrolled in private schools;
 - f.) Comply with the requirements of 34 CFR Section 76.652 through 76.662.

68. The SUBRECIPIENT will comply with the requirements of the Boy Scouts of America Equal Access Act (Boy Scouts Act), 20 USC 7905, 34 CFR Part 108, and with other federal civil rights statutes enforced by the OCR.

That the SUBRECIPIENT, if administering a program for Education of Homeless Students, affirms that:

69. The SUBRECIPIENT will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.

70. The SUBRECIPIENT will designate an appropriate staff person as a SUBRECIPIENT liaison for homeless children and youths, to carry out the duties described in Title X, Part C, section 722, paragraph (6)(A).

71. The SUBRECIPIENT will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in case of an unaccompanied youth, the liaison), to and from school of origin in accordance with the provisions of Title X, Part C, section 722, paragraph (6)(J)(iii).

72. The SUBRECIPIENT will adopt policies and practices to ensure immediate enrollment of homeless children. 45 CFR Public Welfare, Department of Health and Human Services Assurances

Federal Agency Regulations for Grants and Agreements, the STATE AGENCY, shall hold the SUBRECIPIENT to the provisions established by the DEPARTMENT which govern the funds and program.

73. That the SUBRECIPIENT will comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) of 1996. 45 CFR 160, 162, and 164, as amended. If the subgrant includes functions or activities that involve the use or disclosure of protected health information (PHI), the SUBRECIPIENT agrees to enter into a Business Associate Agreement with NDE, as required by 45 CFR 164.504e. If PHI will not be disclosed then a Confidentiality Agreement will be entered into.

74. 45 CFR, Part 98 – Child Care and Development Fund: Final Rule

75. 45 CFR, Part 99 – Procedures for Hearings for the Child Care and Development Fund.

Administrative Requirements

The SUBRECIPIENT is governed by the following federal regulations:

In accordance with Public Law 103-333, the “Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act of 1995,” the following provisions are applicable to the mandatory grant programs:

Section 507: “Purchase of American-Made Equipment and Products – It is the sense of the Congress that, to the greatest extent practicable, all equipment and products purchased with funds made available in this Act should be American-made.”

Section 508: “When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with federal money, all states receiving federal funds, including but not limited to state and local governments and recipients of federal research grants, shall clearly state

- a.) the percentage of the total costs of the program or project which will be financed with federal money,
- b.) the dollar amount of federal funds for the project or program, and

- c.) percentage and dollar amount of the total costs of the project or program that will be financed by nongovernmental sources.”

Drug-Free Workplace Requirements. In accordance with provisions of Title V, Subtitle D of Public Law 100-690 (41 USC 701 et. Seq.), the “Drug-Free Workplace Act of 1988,” all SUBRECIPIENTS must maintain a drug-free workplace and must publish a statement informing employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and establishing the actions that will be taken against employees violating these prohibitions. The grantee must notify ACF if an employee is convicted of violating a criminal drug statute. Failure to comply with these requirements may be cause for debarment. (See 2 CFR Part 382)

Smoking Prohibitions. In accordance with Title XII of Public Law 103-227, the “PRO-KIDS Act of 1994,” smoking may not be permitted in any portion of any indoor facility owned or regularly used for the provision of health, day care, education, or library services to children under the age of 18, if the services are funded by federal programs wither directly or through State or local governments. Federal programs include grants, cooperative agreements, loans and loan guarantees, and contracts. The law does not apply to children’s services provided in private residences, facilities funded solely by Medicare or Medicaid funds, and portions or facilities and used for inpatient drug and alcohol treatment.

The above language must be included in any subawards that contain provisions for children’s services and that all sub-grantees shall certify compliance accordingly. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day.

Religious Activity Prohibitions. Direct Federal grants, subawards, or contracts under these programs shall not be used to support inherently religious activities such as religious instruction, worship, or proselytization. Therefore, organizations must take steps to separate, in time or location, their inherently religious activities from the services funded under these programs. (See 45 CFR Part 87)

Lobbying Prohibitions. Federal grant funds provided under these awards may not be used by the grantee or any sub-grantee to support lobbying activities to influence proposed or pending federal or state legislation or appropriations. This prohibition is related to the use of federal grant funds and is not intended to affect an individual’s right or that of any organization, to petition Congress, or any other level of government, through the use of other resources. (See 45 CFR Part 93.)

Same-Sex Marriage Provisions. In accordance with the decision in United States v. Windsor (133 S. Ct. 2675 (June 26, 2013); Section 3 of the Defense of Marriage Act, codified at 1 USC 7, in any grant-related activity in which family, marital, or household considerations are, by statute or regulation, relevant for purposes of determining beneficiary eligibility or participation, grantees must treat same-sex spouses, marriages, and households on the same terms as opposite sex spouses, marriages, and households, respectively. By “same-sex spouses,” HHS means individuals of the same sex who have entered into marriages that are valid in the jurisdiction where performed, including any of the 50 states, the District of Columbia, or a U.S. territory or in a foreign country, regardless of whether or not the couple resides in a jurisdiction that recognizes same-sex marriage. By “same-sex marriages,” HHS means marriages between two individuals validly entered into in the jurisdiction where performed, including any of the 50 States, the District of Columbia, or a U.S. territory or in a foreign country, regardless of whether or not the couple resides in a jurisdiction that recognizes same-sex marriage. By “marriage,” HHS does not mean registered domestic partnerships, civil unions or similar formal relationships recognized under the law of the jurisdiction of celebration as something other than a marriage.

I hereby certify that, our District/Organization hereby agrees to adhere to the required ESSER condition(s):

Compliance with GEPA section 442 and 427 (removal of barriers to provide equal access), applicable Uniform Guidance and EDGAR requirements.

Any LEA or subrecipient receiving ESSER funds must ensure that all expenditures are necessary, reasonable and allocable. Because these funds are state-administered, SEAs will have a role to play in ensuring that activities supported with ESSER funds.

All documents related to funding awarded under the ESSER grant are to be made available for the examination and auditing of records, by authorized individuals, upon request.

Each LEA receiving funding through the CARES Act shall, to the greatest extent, practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

An LEA awarded ESSER funds must provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 1117 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), as determined through timely and meaningful consultation with representatives of non-public schools. (Section 18005 of the CARES Act.)

Monthly requests for reimbursement are due to the NDE by the 15th of the month for the previous month of services.

Meet federal grant requirements, including all federal cost principles and standard assurances for federal funding.

General Federal Assurances

Failure to comply with the terms and conditions detailed above may result in the loss of federal funds and may be considered grounds for the suspension or termination of this grant.

Signature of Authorized Person

Date

Name and Title

LEA/Organization