



REQUEST FOR APPLICATION

August 2017

College and Career Readiness Grants

ISSUED BY

**Nevada Department of Education
700 East Fifth Street
Carson City, NV 89701**

Grant Period:	July 1, 2017 to June 30, 2018
Applications Due:	September 22, 2017 at 5:00 PM
Total Funds Available:	\$4,912,750
Source of Funding:	State of Nevada

Under Senate Bill 544, the Nevada Department of Education (NDE) will make awards to schools/districts or educational organizations within the State of Nevada that are supporting dual enrollment programs, Science, Technology, Engineering, and Mathematics (STEM) programs in middle schools and high schools, and/or expanding Advanced Placement programs.

Questions related to this funding should be addressed to:

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Office of Student and School Supports
Nevada Department of Education
700 East Fifth Street, Suite 110
Carson City, NV 89701
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I. APPLICATION PART I

A. APPLICATION REQUIREMENTS AND BACKGROUND

In 2017, the Legislature authorized under Senate Bill 544, sec. 19, the Nevada Department of Education (NDE) to set aside funds to support College and Career Readiness (CCR) programs through a competitive grant process. The intent of these grants are 1) to create competitive Science, Technology, Engineering, and Mathematics (STEM) grant programs for students enrolled in middle school and high school in order to become college and career ready; 2) to increase participation in Advanced Placement (AP) courses and increase the AP success rates for high school students; 3) to increase and expand dual enrollment programs for students enrolled in high school, including charter schools, and simultaneously enrolled in college courses. The Governor and Senate Bill 544, sec. 19, also authorizes the NDE to utilize between \$500,000 and \$750,000 of this grant to pay for the development and implementation of work-based learning programs over the 2017-2019 biennium. A separate supplemental application will be released with regard to the work-based learning programs in the Fall of 2017.

Both dual enrollment and AP courses provide high school students with the opportunity to earn credits or advanced standing at colleges and universities and prepare them for post-secondary education. Similarly, access to STEM programs will improve students' knowledge in Science, Technology, Engineering, and Mathematics and prepare them for both college and their future careers.

B. APPLICATION REQUIREMENTS AND GUIDELINES

1. Eligible Applicants

The following entities are eligible to apply for these grants:

- All school districts, including all district-sponsored charter schools, charter schools sponsored by the State Public Charter School Authority, and Achievement charter schools
- Nevada System of Higher Education (NSHE)

School districts may form a partnership with nonprofit organizations that have demonstrated effectiveness in improving the quality of education. All non-profit organizations that apply for partnership with school districts, must meet ESSA evidence-based requirements to be eligible to receive CCR funds (See Appendix A for pre-approved evidence based support provider list for examples of partners that qualify). These organizations must demonstrate a statistically significant effect on improving student outcomes. There are four levels of ESSA Evidence as shown in the

table below. District and school leaders can utilize multiple resources to help them determine whether or not a program, strategy, or activity meets the Strong, Moderate, Promising, or Rationale evidence requirements for College and Career Readiness (CCR) based on rigorous studies from a reputable third-party evaluator. Additional information and guidance regarding ESSA evidence-based requirements will be sent out following the release of the application.

Table 1. ESSA Levels of Evidence

Demonstrates...	Evidence Level	Evidence Level Description
A statistically significant effect on improving student outcomes or other relevant outcomes	1. Strong Evidence	Based on at least 1 well-designed and well-implemented experimental study
	2. Moderate Evidence	Based on at least 1 well-designed and well-implemented quasi-experimental study
	3. Promising Evidence	Based on at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias
A rationale base on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes	4. Demonstrates a rationale	Includes ongoing efforts to examine the effects of such activity, strategy, or intervention

2. Goals

Priority will be given to those applications that focus on evidence based strategies to develop skills among teachers in order to give students the highest quality education. For **STEM** programs, priority will be given to applications that focus on increased STEM participation among underserved and minority students; and providing evidence based Professional Learning (PL) for middle school or high school STEM teachers.

With respect to the **Advanced Placement** programs, priority will be given to proposals that focus on increasing AP participation among underserved and minority students, providing evidence based training and professional development for both new and experienced AP teachers, and providing a supportive framework for the implementation of AP courses.

For **dual enrollment**, the focus should be on building capacity and expanding access to dual enrollment opportunities for high school students. The funds may be used for development of teachers in order to become qualified instructors of dual enrollment courses. For institutions whose primary business model is dual enrollment, funds must be used to expand the number of students served.

3. Use of Funds

The purpose of this grant is to fund projects that are designed 1) to increase and expand dual enrollment opportunities for students in high school to access college credit bearing courses; 2) to create competitive STEM grant programs for middle and high schools to assist students in becoming college and career ready; 3) to increase participation in AP courses and increase the AP success rate for high school students.

STEM

Applications for STEM funding should increase STEM participation and programing, particularly to meet the needs of underserved and minority students in both rural and urban Nevada. Proposals submitted for STEM funding must serve middle and/or high school students and teachers.

STEM education encourages students to learn by solving real-world problems. It encourages creative thinking and leverages students' natural curiosity about the world around them. Yet, only around 40% of schools in Nevada report offering STEM activities during the school day. As Nevada continues to change, the way it educates its children must change by integrating and scaling quality STEM education in every school. In September of 2016, Governor Brian Sandoval proclaimed the 2016-2017 school year as the "Year of STEM" in Nevada and the Office of Science, Innovation and Technology lead several efforts to raise awareness of the benefits of STEM education and the career opportunities available, reduce the skills gap STEM employers face, and increase equity and access to quality STEM education for all of Nevada's students.

In January of 2016, the Nevada STEM Advisory Council embarked on an effort to create the STEM strategic plan for Nevada. The Council surveyed schools across the state to identify current offerings, STEM resources, and barriers to teaching STEM. The Council also heard presentations from GOED, the Nevada System of Higher Education, the Nevada Department of Education, and the Nevada Department of

Employment, Training and Rehabilitation regarding current programs and projected workforce needs. The Council also reached out to STEM stakeholders across the state including school districts, institutions of higher education, regional economic development authorities, employers, advocates, and non-profits. The 2017 Nevada State STEM Strategic Plan may be found at: <http://osit.nv.gov/>.

The **vision** for STEM in Nevada is to ensure that all Nevadans, with a particular focus on engaging underrepresented demographic groups, will have access and opportunities to gain the requisite STEM education and skills necessary that foster the talent pipeline for Nevada employers to fuel the New Nevada economy.

With this background, NDE desires that proposals consider the Nevada STEM Strategic Plan in their proposal along with the Nevada State definition of STEM, which was adopted by the State Board in June 2012. The adopted Nevada STEM Definition is as follows: *STEM (Science, Technology, Engineering, and Mathematics) education focuses on active teaching and learning, centered on relevant experiences, problem-solving, and critical thinking processes. STEM education emphasizes the natural interconnectedness of science, technology, engineering, and mathematics, and their connection to other disciplines, to produce informed citizens who possess and apply the necessary understandings to expand Nevada's STEM-capable workforce in order to compete in a global society.*

The following areas are the key focus areas for STEM development and may be funded under the STEM section of the grant:

1. Funding for Evidence Based Professional Learning

- a. Focuses on a school-wide shift of instructional practices in STEM content as well as proper integration with other NVACs aligned content.
- b. Eligible applicant: All school districts, including all district-sponsored charter schools, charter schools sponsored by the State Public Charter School Authority and Achievement charter schools. Applicants may partner with a non-profit evidence-based organization to assist with professional learning. (See Appendix A for examples of pre-approved evidence based support provider list for partners that qualify.)
- c. Districts that partner with an evidence based non-profit organization must describe how the partnership will impact, compliment, and/or enhance learning that takes place in the classroom through their professional learning partnership. Applicant must also describe how the evidence based non-profit organization will develop critical thinking, problem solving, collaboration, teamwork, and other STEM skills.
- d. Reasonable transportation expenses are an eligible expense.

- e. **Ineligible Expenses:**
 - Equipment, supplies, technology or products used exclusively by educators;
 - Travel Expenses for activities that take place within 50 miles of the school site;
 - Food or apparel;
 - Indirect cost
- f. Priority will be given to programs that focus on increasing interest and awareness of STEM in demographic groups that are traditionally underrepresented in STEM.
- g. Priority will be given to programs that meet ESSA Evidence Tiers 1-3.

2. Funding targeted at STEM classroom supplies and corresponding curriculum

- a. Eligible applicant: A school district on behalf of a high school partnered with at least one middle school in its feeder pipeline.
- b. Funds awarded for evidence-based STEM projects. Projects should focus on evidence-based classroom-level instruction.
- c. Applicants must articulate:
 - STEM project goals and desired/expected outcomes;
 - How purchases will directly tie to the goals and objectives of the project seeking funding;
 - How evidence based supplies/curriculum purchased will enhance STEM teaching.
 - How the proposal will prepare students to become college and career ready, particularly for a STEM career;
 - How learning at the high school will build on what is learned in middle school;
 - How grant funds will increase the number of students participating in STEM;
 - How the project fits within the school's long-term vision and plan for STEM
 - How the school will assess whether desired goals/expectations/outcomes have been met.
- d. Applicants must also provide signed letters of commitment from the principals of each school that they are committed to STEM education, allowing for collaboration between teachers and departments, committed to providing the resources necessary to use the equipment purchased, committed to a member of the administrative team participating in the STEM projects and committed to providing a report to the Department after one year that details how the equipment was used, the results on classroom instruction, lessons learned, and advice for other schools.
- e. Priority will be given to programs that focus on increasing interest and awareness of STEM in demographic groups that are traditionally underrepresented in STEM.
- f. Priority will be given to programs that meet ESSA Evidence Tiers 1-3.
- g. **Ineligible Expenses:**
 - Funding may **not** be used for salaries or stipends for educators

- Travel, lodging, or food
- General office supplies or supplies unrelated to STEM
- Indirect costs

3. Funding for Informal STEM learning experiences and/or opportunities

- a. Eligible applicant: A school district or a charter school on behalf of a high school or middle school that has partnered with an informal STEM learning program. An informal STEM learning program is any organization that:
 - Has a tax ID
 - Meets ESSA Evidence Tiers 1-3
- b. Applicants must describe how the informal STEM learning partner will impact, compliment, and enhance learning that takes place in the classroom. Applicant must describe how the informal STEM learning program will develop critical thinking, problem solving, collaboration, teamwork, and other STEM skills.
- c. Reasonable transportation expenses are an eligible expense.
- d. **Ineligible Expenses:**
 - Travel Expenses for activities that take place within 50 miles of the school site;
 - Educator professional development;
 - Supplies, technology or products used exclusively by educators;
 - Salaries or stipends for educators;
 - Food or apparel;
- e. Priority will be given to programs that focus on increasing interest and awareness of STEM in demographic groups that are traditionally underrepresented in STEM.
- f. Priority will be given to programs that meet ESSA Evidence Tiers 1-3.

Expansion of Advance Placement programs

The application should include a request for the establishment of new AP programs or the expansion of existing programs to increase student access with a focus on underserved populations in rural and urban Nevada. This includes offering courses that are not currently available. School districts that are currently not offering AP courses must propose a plan for implementing such courses and the method(s) for recruiting students into the AP program.

For the AP component of the grant, a total of \$662,750 in funds is available for the 2017-18 school year. The grant requires that \$150,000 per year be used for providing professional development for AP teachers. The training of teachers is a necessary component of this grant and all grantees are expected to propose a budget for the costs associated with College Board sponsored trainings.

In collaboration with the College Board, a rural summit will be held in the Spring of 2018 to train administrators, first-time, and experienced teachers, and teachers in rural districts. A statewide Summer Institute training program will be held in June of 2018

for all teachers who teach AP courses. Note that the only expenses related to these activities are those associated with the travel of your teachers.

The following activities may be funded under the AP component of the grant. Grant awards will be determined based on the design and size of the program. Applicants are encouraged to consider “non-traditional” delivery of AP programming to students (e.g., online AP courses with a teacher or paraprofessional supervision). An example of this is districts that do not currently offer AP courses, may partner with Clark County School District AP Classrooms for digital learning opportunities. The applicants shall use these funds for one or more of the following activities:

- Priority will be given for districts that expand access to AP courses. Funding may support infrastructure and/or human capital to ensure a successful program.
 - A proposal for establishing online and blended instruction in rural areas that experience difficulties accessing qualified AP teachers.
 - Development of the AP program in rural settings to ensure that **every** rural high school can offer AP courses.
- A plan for identifying and recruiting students with high potential for success in AP programs in order to increase the number of underrepresented students who participate in AP courses and take the respective exams.
- A plan to create opportunities to increase the number of African American and American Indian students participating in AP programs by 100%.
- Activities designed to support students in completing courses and taking exams.
- A professional development plan designed with the intention to train teachers and staff in order to create strong and effective AP programs at their schools, which may include travel costs to AP Institutes.
- Funding for additional books and materials for AP course work.

Dual Enrollment

These proposals should expand the capacity for dual enrollment course offerings through traditional and innovative delivery models.

Courses offered for dual credit stem from agreements between high schools and the local colleges whereby high school students can enroll in a college course that fulfills an academic or elective credit towards graduation. This occurs on the high school campus with a qualified teacher who serves as a part-time faculty for the postsecondary institution. Students may also attend college classes on the college campus with college faculty.

Through its unique structure, dual credit programs are poised to simultaneously accelerate student completion of high school and college. These programs can also

save families money because of discounted college tuition rates and instill a sense of accomplishment within the individual student when the student earns college credit prior to high school graduation.

Funding under this proposal may be used for the following purposes:

- Development and implementation of dual credit courses.
- Outreach and promotion to establish stronger secondary-postsecondary education partnerships to encourage increased student participation.
- Student-centered services beyond direct financial support to facilitate course completion.
- Financial support in partnership with the postsecondary institution for tuition, fees, textbooks and other costs associated with enrollment and participation for high school students who demonstrate financial need (e.g., low income, first generation).
- The funds may be used for development of teachers in order to become qualified instructors of dual enrollment courses.

C. COMPETITIVE GRANT AWARD

This grant has identified a set amount of funds that will be available for schools to support STEM, dual enrollment, and AP programs. The amounts reflected in the table below will be available for distribution in July 1, 2017. The Governor and Senate Bill 544, sec.19, also authorizes the NDE to utilize between \$500,000 and \$750,000 of these grant funds to pay for the development and implementation of work-based learning programs over the 2017-2019 biennium. A separate supplemental application will be released with regard to the work-based learning programs in the fall of 2017.

College and Career Readiness Funding	FY 2018 Amount
Dual Credit and STEM	\$4,250,000
Advanced Placement Funding for Test Fee for Low-Income Students	\$350,000
Advanced Placement Teacher Training/Professional Development	\$150,000
Advanced Placement Test fee for African American and American Indian Students	\$60,000
Advanced Placement Funding to increase Participation in AP Courses and Passage of AP Examination	\$102,750
Total	\$4,912,750

*Work-based learning is allocated \$750,000, RFA to be released in late fall

1. STEM and Dual Enrollment

As indicated in the above table, \$4,250,000 is appropriated for dual credit and STEM programs and will be awarded in the 2018 fiscal year.

2. Advanced Placement

A total of \$350,000 is appropriated to pay for test fees for low-income Students and to increase participation for an additional students. **(The federal Advanced Placement Test Fee grant that paid for the exam fee for low-income students and was very instrumental in providing financial assistance to eligible low-income Nevada students who would not be able to take these exams otherwise, is no longer available).** The applicants are encouraged to use this grant to pay for the AP test fee for eligible low-income students.

A total of \$150,000 in funding must be allotted towards providing training and PD for teachers. This portion of the fund will be used for one or more of the following:

- In collaboration with the College Board, an AP summit is offered in spring of 2018 to train administrators, first-time and experienced teachers in districts; additionally, there will be a statewide summer institute in June 2018 to train all teachers who teach AP courses.
- Providing PD for teachers to conduct and support virtual learning for AP courses.
- Provide administrators and teachers with resources and a support system that will help them to build capacity for expanding AP courses as well as increase the number of students participating and succeeding in AP courses.
- Providing staff release time for professional development and addressing the expenses associated with attendance at the College Board conferences.

A total of \$60,000 will be allocated to proposals that are designed to increase the number of African American and American Indian students by 100%. African American and American Indian students are underrepresented both in terms of participation and success rates. Therefore, it is the intention of the NDE to fund proposals that are designed to double the number of African American and American Indian students who participate in AP courses, complete the courses, and take exams.

A total of \$102,750 is set aside for increasing participation and performance rates of AP courses and examination. This portion of the funds will be allocated for activities that are designed to support students in completing courses and taking exams. In addition, the funds may be used for providing support for teachers and administrators. These supports may include:

- Developing a rigorous curriculum;
- Purchasing instructional materials, online resources, and textbooks to assist students;
- Tutoring during the school day as well as before or after school;
- Identifying students with high potential for success in AP;

- Assisting students with test preparation programs; and
- Training teachers, counselors, and administrators.

D. REVIEW CRITERIA

Only applications that meet all the technical requirements will be evaluated by the review committee based on the following criteria:

All applications are received at the Nevada Department of Education. They will be reviewed by NDE for completeness and compliance within the requirements set in the application to determine applicant eligibility. If, in the judgment of the Department, a proposal is late, or significantly incomplete, the proposal will be omitted from the competition. The decision of the Department is final, and applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified in writing.

Using the rubrics listed in Part III, an expert review team will review and score all applications according to the criteria on the rubric. The strongest applications will be awarded funds. The NDE may choose to fund all, some, or none of an application's total funding request. Final determinations will be made by NDE Leadership.

Following selection for funding, Department staff will contact **Grantee's** to discuss any modifications to the project plan that may be required. The Department will fund applications that show the most promise for creating a competitive Science, Technology, Engineering, and Mathematics grant program for students enrolled in middle school and high school in order to become college and career ready; supporting dual enrollment for students enrolled in high school, including charter schools, and simultaneously enrolled in college courses and increasing participation in AP courses and increase the AP success rates for high school.

E. TIMELINE FOR APPLICATION

Date(s)	Activity
August 23, 2017	The request for Application will be released
September 6, 2017	NDE Technical Assistance Webinar 10:00 am – 11:00 am Connect over video: https://call.lifesizecloud.com/ Call in by phone: US: +1-844-572-5683 extension 7056143
September 22, 2017	Applications due at the Department of Education on or before this date
September 22 – October 6, 2017	Applications reviewed
October 17, 2017	Budget modifications due to NDE
October 20, 2017	Applicants will be notified of approval and award status
June 30, 2018	Deadline for expenditures or budget encumbrances can be made against the subgrant award
TBD	Final Summary Report of Progress and Financial Budget report due to the NDE

F. APPLICATION PREPARATION AND SUBMISSION

1. Preparing the Application

In order to access funds to support implementation of the College and Career programs, districts and charter schools will need to complete the application process. Applicants may apply for STEM, AP, and dual enrollment funds, simultaneously. The proposal must include a description of the project(s) goals and measurable milestones. This will serve as a means to evaluate the implementation and intended outcomes of the grant. Applicants must include, in addition to implementation measures, student based measures of outcomes that relate to the goals of the grant. The goal(s) must be included in the executive summary section of the proposal. Applications must contain the following components in the order listed below.

a. Section A. Certification Page

The Certification Page should be the top page of the application packet submitted; inclusion of this page in its completed form is mandatory.

b. Section B. Executive Summary

The executive summary should be an overview of the entire grant application, describing the conditions that create the need for the proposed projects. Describe the community, district and/or organization, student populations served, as well as, the overall goals of this proposal. The executive summary should not exceed two double-spaced pages and have no less than 10 pt. font.

c. Section C. Project Narratives

Applicants may apply for more than one purpose in the same application. Complete a separate Project Narrative and Budget Detail/Narrative for each

purpose being requested as described in this application: STEM, Dual Enrollment, or AP. The Budget Detail/Narrative should describe in detail how the funds will be used to meet the goals of the project. Each application must include a description of the proposed funding purpose(s) and supporting project(s) using the Project Narrative form included in Section C. More than one project may be submitted for a funding priority. Complete one Project Narrative and Budget Detail/Narrative form for each project. The description must be thorough enough for the review committee to clearly understand what is being proposed and include the following: (1) Identify the funding purpose; (2) Identify district's priority ranking; (3) State the project name; (4) State proposed funding amount; (5) Complete a narrative (up to five pages) to include a clear description of the proposal; (6) In addition to detailing anticipated outcomes, please select and complete the data table below for each coordinating requested program.

d. Section D. Budgets

Complete the Budget Summary and Narrative for the total amount listed on the Certification page (Section D contains a link to the budget pages). A signature from the authorized district representative must be included on the Budget Summary page. The total of Budget Summary should equal the total of all the Budget Narrative.

e. Section E. Assurances

Inclusion of an assurances page is mandatory. A signature from the authorized district representative must be on the assurance page. Failure to include signed Assurances makes applicant ineligible to receive funding. Applications must be submitted to NDE on or before **September 22, 2017**.

2. Submitting the Application

a. Application Package

- 1) Submit **one** application with a complete set of original signatures and **four** additional copies. The application must be approved by the designated authority in the school district or charter school.
- 2) The application must be submitted in the order and format provided in these application guidelines. (A) Certification page; (B) Executive Summary; (C) For each project: Project Narrative and Budget Detail/Narrative; (D) Budget Summary; (E) Assurances.
- 3) Items requiring signature are the **Certification page, Budget Summary, and Assurances**.
- 4) The application must be **single-sided, paginated, and stapled or clipped** in the upper left-hand corner. Pages must be **standard 8 1/2" x 11" paper**. The font and font size should be Times New Roman 12.

b. Mailing Address

Mail the original and copies to:
NEVADA DEPARTMENT OF EDUCATION
Office of Student and School Supports
ATTN: Alex Coronel
700 East Fifth Street, Suite 110
Carson City, NV 89701

c. Application Deadline

The application must be received by **5:00 p.m. on September 22, 2017** to be eligible for funding.

d. Information

For additional information, contact the Office of Student and School Supports at the Nevada Department of Education at (775) 687-9162.

II. APPLICATION SECTIONS



State of Nevada

Department of Education

Section A: STATEMENT OF CERTIFICATION

College and Career Readiness Grant

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 or state funds for the STEM, dual enrollment, or AP programs to provide services to meet the educational needs of students. 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: _____

Section B: EXECUTIVE SUMMARY

The executive summary should be an overview of the entire grant application, describing the conditions that create the need for the proposed projects. Describe the community, district and/or organization, student populations served, as well as, the overall goals of this proposal. This section should not exceed two double-spaced pages and have no less than 10 point font.

Section C: PROJECT NARRATIVE

Narrative Directions: (1) Identify the funding purpose; (2) Identify district’s priority ranking; (3) State the project name; (4) State proposed funding amount; (5) Narrative* (up to five pages) to include a clear description of the proposal; (6) List the anticipated outcomes

Duplicate this form for each proposed project.

Project Narrative Form
<p>Funding Purposes: _____ Advanced Placement District’s priority rank: _____</p> <p> _____ Dual Enrollment</p> <p> _____ STEM</p>
<p>Project Name:</p>
<p>Proposed Funding: \$</p>
<p>*Project Narrative: The written narrative in this section may be up to five pages, not including anticipated outcomes for each proposed project. The narrative must show how the proposed project supports the funding purpose.</p> <p>*Explanation of Evidence Based Partners and Materials: If applicable to the funding request, the written narrative in this section should identify the partner meets ESSA Evidence-based requirements or has already been vetted and is on the partner list in Appendix D. Any curriculum or material must be documented or a link is provided to demonstrate that the curriculum or material meets ESSA Evidence Based requirements.</p>
<p>Anticipated Outcomes: In addition to detailing anticipated outcomes, please select and complete the data table below for each coordinating requested program.</p>

STEM

Data Type	SY 2016-17	SY 2017-18	SY 2018-19
Total Previous or Expected Participation	INSERT NUMBER OF PARTICIPANTS LAST YEAR	INSERT GOAL FOR THIS YEAR	INSERT GOAL FOR 2018-19
Total Historically Underserved/Unserved Population #1	INSERT NUMBER OF PARTICIPANTS LAST YEAR	INSERT GOAL FOR THIS YEAR	INSERT GOAL FOR 2018-19
Total Historically Underserved/Unserved Population #2	INSERT NUMBER OF PARTICIPANTS LAST YEAR	INSERT GOAL FOR THIS YEAR	INSERT GOAL FOR 2018-19

Advanced Placement

Data Type	SY 2016-17	SY 2017-18	SY 2018-19
Total Previous Year or Expected Participation	INSERT NUMBER OF PARTICIPANTS LAST YEAR	INSERT GOAL FOR THIS YEAR	INSERT GOAL FOR 2018-19
Total Students Passing AP Assessments with 3 or higher	INSERT NUMBER	INSERT PREDICTION	INSERT PREDICTION
Total Historically Underserved/Unserved Population #1	INSERT NUMBER OF PARTICIPANTS LAST YEAR	INSERT GOAL FOR THIS YEAR	INSERT GOAL FOR 2018-19
Total Historically Underserved/Unserved Population #2	INSERT NUMBER OF PARTICIPANTS LAST YEAR	INSERT GOAL FOR THIS YEAR	INSERT GOAL FOR 2018-19
Total courses offered	INSERT NUMBER OF COURSES LAST YEAR	INSERT GOAL FOR THIS YEAR	INSERT GOAL FOR 2018-19

Dual Credit

Data Type	SY 2016-17	SY 2017-18	SY 2018-19
Total Previous Year or Expected Participation	INSERT NUMBER OF PARTICIPANTS LAST YEAR	INSERT GOAL FOR THIS YEAR	INSERT GOAL FOR 2018-19
Total Students Passing with Grades Qualifying for College Credit	INSERT NUMBER	INSERT PREDICTION	INSERT PREDICTION
Total Historically Underserved/Unserved Population #1	INSERT NUMBER OF PARTICIPANTS LAST YEAR	INSERT GOAL FOR THIS YEAR	INSERT GOAL FOR 2018-19
Total Historically Underserved/Unserved Population #2	INSERT NUMBER OF PARTICIPANTS LAST YEAR	INSERT GOAL FOR THIS YEAR	INSERT GOAL FOR 2018-19

SECTION D: BUDGET SUMMARY AND NARRATIVE

To view budget pages, click on the link below. Provide a separate Budget Summary and Narrative for each project submitted in Section C.

[Link to NEVADA DOE Grants Budget Form](#)

SECTION E: ASSURANCES

NEVADA DEPARTMENT OF EDUCATION GENERAL STATE GRANT ASSURANCES

GENERAL INFORMATION

NAME OF DISTRICT/AGENCY:

FISCAL YEAR:

GRANT/PROGRAM NAME:

PROJECT NUMBER:

APPLICATION CERTIFICATION

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 State 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.

SUBGRANTEE ASSURANCES

The SUBGRANTEE assures, if awarded a grant, subgrant, or contract:
The State Agency shall hold all SUBGRANTEES to the provisions within the applicable Nevada Revised Statute (NRS) that govern the funds passed through the STATE Agency to the SUBGRANTEE.

STATE REGULATIONS

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

1. ASSUMES RESPONSIBILITY

The SUBGRANTEE 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.

2. AGREES TO FULLY COMPLY

The SUBGRANTEE agrees to fully comply with the evaluation team that will evaluate the effectiveness of this grant. Noncompliance may affect the SUBGRANTEE'S eligibility in future sub-awards from NDE or result in forfeiture of remaining funds.

3. AGREES TO DEOBLIGATION

The SUBGRANTEE agrees that any funds not committed for expenditures by the end of the grant cycle will be deobligated to State general fund with the Annual Financial Report.

- 4. WILL SUBMIT FINAL FINANCIALS**

The SUBGRANTEE will submit the Final Financials to the Nevada Department of Education (NDE) within 30 days or less from the end of the grant cycle. Noncompliance will result in ineligibility for future sub-grant cycles.
- 5. BUDGET REQUESTS MADE IN WRITING AND APPROVED**

All requests for budget amendments must be made in writing and approved prior to expenditure of funds.
- 6. REIMBURSEMENT REQUESTS**

Monthly requests for reimbursement are due to the NDE by the 15th of the month for the previous month of services.
- 7. AGREES TO COMPLY WITH NDE REQUIREMENTS**

That the SUBGRANTEE agrees to comply with NDE's requirement to submit supporting source documentation with reimbursement requests which will ensure that all costs charged to state grants are allowable.
- 8. AGREES TO SUBMIT REPORTS**

SUBGRANTEE agrees to submit the reports pertaining to GAIN will be filled accurately and within the prescribed timeline to Nevada Department of Education.
- 9. DOCUMENTS CLEAR AND READILY AVAILABLE**

The documentation for all transactions, controls and other significant events must be clear and readily available for examination upon request. All documentation such as invoices or contracts, etc. should be maintained at the SUBGRANTEE's principal place of business. If they are not, the SUBGRANTEE must bear the cost of making original documents available for examination by the State.
- 10. TEACHERS AND INSTRUCTIONAL AIDES SHALL BE CERTIFIED**

Personnel employed as teachers and instructional aides by the SUBGRANTEE or personnel contracted to provide such service to the SUBGRANTEE 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)).
- 11. MAINTAIN EFFECTIVE CONTROL AND ACCOUNTABILITY**

The SUBGRANTEE 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.

12. MAINTAIN CONTINUING RESPONSIBILITY

The SUBGRANTEE 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 SUBGRANTEE 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.

13. ROLES AND RESPONSIBILITIES CLEARLY DEFINED

If the SUBGRANTEE 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.

14. DEVIATION FROM SCOPE OF WORK/GOALS AND OBJECTIVES

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 an amendment to the grant agreement.

15. IMMEDIATE NOTIFICATION ON LEGAL ACTION OR NEGATIVE PUBLICITY

SUBGRANTEES must notify the Education Programs Professional immediately regarding any legal action or negative publicity related to grant-funded events, activities, services, purchases, or outreach.

16. COMPLIANCE OF SUBRECIPIENTS

All instructions, requirements, rules and regulations for grants administered through the SUBGRANTEE are applicable to subgrantees, contracts or other mechanisms passing on these funds. It is the responsibility of the SUBGRANTEE to ensure compliance of subrecipients through monitoring, reporting, site visits, fiscal reviews or other means. NDE may implement probationary measures with the SUBGRANTEE for noncompliance.

17. INDIRECT COSTS

Indirect costs are not allowed on State grants or contracts to school districts, or charter schools. All non-profit organizations, NSHE or other entities, which are funded in whole or in any part with State funds, must submit a copy of their approved Indirect Cost Rate Request to receive indirect funds prior to award.

18. EXCLUDED PARTIES LIST

No organization may participate in the grant-funded project in any capacity or be a recipient of 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 SUBGRANTEE 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 www.sam.gov.

19. DISPUTING A DECISION

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 Nevada Revised Statute or state regulations and guidance that apply to the funding source. If a SUBGRANTEE disagrees with a decision, the SUBGRANTEE has the option to dispute the decision by taking the following steps:

- a. Request in writing that the Education Programs Professional provide:
 1. Documentation upon which a decision is based. Written response will be made within seven (7) working days.
 2. If the disagreement is still unresolved, request in writing that the matter be reviewed by the NDE Program Director, whose decision will be final and will not be open to further discussion or challenge.
 3. 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.
 4. 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.
 5. 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.

As a recipient of the College and Career Readiness Grant, each school district, including all district-sponsored charter schools, charter schools sponsored by the State Public Charter School Authority, and Achievement charter schools will provide a report to the Nevada Department of Education on the success of implementation of the current grant (FY 207-18).

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

Signature of Authorized Person

Date

Name and Title

District/Organization

III. APPLICATION SCORING RUBRIC

FOR ALL APPLICATIONS:

***Technical Requirements**

Criteria	Yes	No
Applicant meets eligibility to apply		
Application submitted by due date/time		
Application is complete with required signatures		
Budget Summary (1) and Supplemental Schedule(s) are accurate and complete		
Application addresses one or more goals of the application-STEM, Dual Enrollment, and Advanced Placement		
Submitted one Supplemental Schedule for each project and which fully describes the proposed expenditures for each project.		

***If any criteria is marked “no”, the application will not be moved forward for review by the committee.**

For STEM Funding purpose and project narrative:

STEM

Indicators	Inadequate (information not provided) 0 pts	Minimal (requires additional clarification) 1-2	Adequate (clear and fairly complete) 3-4	Excellent (concise and thoroughly developed) 5
Provides detailed information on how proposal meets ESSA Evidence –based requirements.				
Describes a plan for increased enrollment in rigorous, evidence based STEM related/connected courses or programs based on funding options selected.				
Includes a clear plan for providing evidence based professional learning, with a school wide focus on a shift of instructional practices including proper integration of STEM with other NVACs aligned content based on funding options selected.				
Program focuses on increasing evidence based STEM course participation in demographic groups that are traditionally underrepresented in STEM.				
Site administrator role is clear and evident based on funding option selected.				
Anticipated outcomes and objectives are clear, measurable and achievable in the time frame of the grant.				
A plan for sustainability and/or expansion beyond this grant is clearly described based on funding option selected.				
Total Points (35)				

**For AP Funding purpose and project narrative:
Advanced Placement**

Indicators	Inadequate (information not provided) 0 pts	Minimal (requires additional clarification) 1-2	Adequate (clear and fairly complete) 3-4	Excellent (concise and thoroughly developed) 5
Provides detailed information on ESSA Evidence –based requirements.				
Describe a plan for evidence based professional learning to increased number of teachers with AP training.				
Describes a plan for identifying and recruiting students with high potential for success in AP, particularly in rural settings and other underserved populations.				
Describe a process for assisting students with course completion and AP exam success.				
Establishes or improves system to track student progress by AP courses.				
Anticipated outcomes and objectives are clear, measurable and achievable in the time frame of the grant.				
A plan for sustainability and/or expansion beyond this grant is clearly described.				
Total Points (35)				

For Dual Enrollment Funding Purpose and Project Narrative:

Dual Enrollment

Indicators	Inadequate (information not provided) 0 pts	Minimal (requires additional clarification) 1-2	Adequate (clear and fairly complete) 3-4	Excellent (concise and thoroughly developed) 5
Provides detailed information on ESSA Evidence –based requirements.				
Increases dual enrollment opportunities for high school students.				
Describes a clear collaboration between local districts or colleges.				
Clearly addresses outreach to under-represented student populations.				
Objectives are clearly identified and achievable in the time frame of the grant.				
Anticipated outcomes are clear and measurable.				
A plan for sustainability and/or expansion beyond this grant is clearly described.				
Total Points (35)				

Appendix A: Pre-Approved Partner List

Service Provider	School Leadership Development	Data Informed Decision-Making	Contact in RFQ	Email Address
Academy of Urban School Leadership (AUSL)	X	X	Tre Childress	tchildress@auslchicago.org
Achievement Network (ANet)	X	X	Brett Shiel	bshiel@achievementnetwork.org
Blueprint Schools Network	X		Matthew Spengler	mspengler@blueprintschools.org
Community Training and Assistance Center, Inc. (CTAC)	X	X	William J. Slotnik	bslotnik@ctacusa.com
Criterion Educational LLC / National Institute for School Leadership (NISL)	X	X	Josh Tucker	jtucker@nisl.org
Pearson	X	X	Karin Ekanger	Karin.ekanger@pearson.com
New Classrooms Innovation Partners		X	Theresa Poprac	tpoprac@newclassrooms.org
New Leaders	X		Claudia Alfaro	calfaro@newleaders.org
NYC Leadership Academy (NYCLA)	X		Mary Jo Dunnington	MDunnington@nycleadershipacademy.org
Partners in School Innovation	X	X	Derek Mitchell	derekm@partnersinschools.org
School Empowerment Network	X		Alexander Shub	Alex.Shub@school empowermentnetwork.org
Social Policy Research Associates (SPR)		X	Sukey Leshnick	sukey@spra.com
TNTP	X		Dottie Smith	Dottie.Smith@tntp.org
University of Virginia Darden/Curry Partnership for Leaders in Education (UVA)	X	X	William Robinson	RobinsonW@darden.virginia.edu

Appendix B: Annual Evaluation Report

As a recipient of the College and Career Readiness Grant, each school district, including all district-sponsored charter schools, charter schools sponsored by the State Public Charter School Authority, and Achievement charter schools will provide a report to the Nevada Department of Education on the success of implementation of the current grant (FY 2017-18). The report should focus on the effectiveness and impact of the grant to increase the number of students who participated and succeeded in Science, Technology, Engineering and Mathematics (STEM) programs, Advanced Placement (AP) courses, and Dual Enrollment programs accordingly, as well as, any impact on the school/district staff.

Using the following questions, provide a narrative description indicating how well your program (STEM, AP, and Dual Enrollment) has achieved each its objectives. Also, include the actual numbers/data requested that show the impact of these funds.

The report should be submitted to the Nevada Department of Education in August of each year.

College and Career Readiness Grant Evaluation Report

Advanced Placement

District/School: _____ Contact: _____

1. **Expansion of New Courses:** Provide the number of new AP courses offered compared to the last three years. Provide FY 16, FY17 and FY18 data.
2. **Development of AP Programs in Rural Setting:** Provide the number of rural area students enrolled in AP overall compared to previous year's data
3. **Increasing student participation and success in AP courses:**
 - Number of students enrolled in AP overall compared to previous years data
 - Number of students enrolled in AP as a result of this grant
 - Number of students taking AP exams compared to previous year
 - Number of students scoring a 3 or higher on the exam compared to previous year
4. **Professional Learning:** Provide the number of teachers who attended required professional learning events by the grant in FY 18.
5. **Increasing the number of underserved students (African American, American Indian, Hispanic, and low-income):** Provide the disaggregated number of African American, American Indian, Hispanic and low-income students that participated in AP courses in FY17 and FY18 compared to FY16.
6. **Support course completion:** Describe supports provided to students to ensure AP course completion and taking the AP exam.
7. **Identifying students with high potential for AP:** Describe methods/tools used to identify potential AP students (PSAT, ACT, etc.).
8. **Project Objectives:** Describe the objectives of this grant and the results of this funding on the outcome of those objectives.
9. **Sustainability:** Describe how the activities in this grant will be sustained and/or expanded in FY18 and beyond.

College and Career Readiness Grant Evaluation Report

STEM

District/School: _____ Contact: _____

1. **Increased Enrollment:** Provide the number of students by school participating in STEM related courses, activities, and/or programs compared to the last two years. Provide FY 16, FY17 and FY18 data.
2. **Enrollment by School:** Provide the number of schools participating in STEM activities impacted by the FY 18 funds.
3. **Professional Learning:** Provide the number of teachers trained at professional learning events offered including, “community of practice”, activities related to STEM by the grant in FY 18.
4. **Site Administrator Support:** Describe specific initiatives offered by the school and/or district administrator(s) to support STEM activities and this grant.
5. **Project Objectives:** Describe the objectives of this grant and the results of this funding on the outcome of those objectives.
6. **Sustainability:** Describe how the activities in this grant will be sustained and/or expanded in FY18 and beyond.

College and Career Readiness Grant Evaluation Report

Dual Enrollment

District/School: _____ Contact: _____

1. **Increased Enrollment:** Provide the total number of students by school participating in dual enrollment compared to the last two years. Provide FY16, FY17 and FY18 data.
2. **Student Pass Rate:** Provide the number of students who passed the dual enrollment courses in FY16, FY17, and FY 18.
3. **Expand Dual Enrollment Access:** Provide the demographics of students served (ethnicity, special populations, and rural students) served compared to the last three years. Provide FY 16, FY17 and FY18 data.
4. **Professional Learning:** Provide the number of teachers trained and the professional learning events offered related to dual enrollment in FY17 compared to FY18.
5. **Collaboration with Colleges:** Describe activities, partnerships and/or meetings with postsecondary partners to expand dual enrollment.
6. **Project Objectives:** Describe the objectives of this grant and the results of this funding on the outcome of those objectives.
7. **Sustainability:** Describe how the activities in this grant will be sustained and/or expanded in FY18 and beyond.