



Request for Application

Competitive Multi-Grant Application

Title I, 1003(a),
 Read by Grade 3,
 Turnaround, and
 College and Career Readiness

ISSUED BY

Nevada Department of Education, Office of Student and School Supports
 700 E. 5th Street
 Carson City, NV 89701

9890 S. Maryland Parkway
 Las Vegas, NV 89183

Grant Period:
FY20

FY21 Conditional Partial Continuation Option

Applications Due: January 15, 2019, by 5:00 PM (PST)

Grant		Approximate Funding Amount
Title I, 1003(a) (Federal)	Total:	~ \$8,000,000 (breakdown below)
	CSI Schools	~ \$6,000,000
	TSI Schools	~ \$2,000,000
Read by Grade 3 (State)	Total:	~ \$20,500,000
Turnaround (State)s	Total:	~ \$2,000,000
College and Career Readiness (State):	Total:	~ \$4,912,750 (breakdown below)
	Dual Credit and STEM:	~ \$3,500,000
	Advanced Placement:	~ \$662,750
	Work-Based Learning:	~ \$750,000

Figures are projections based on current NDE federal and state awards. Final FY20 NDE award amounts are pending based on USDOE notification and the 2019 Nevada legislative session, which may result in adjustments made or even cancellation of the competitive grant(s) following this NDE competitive grant review process. The Department cannot and will not distribute any funding for competitive grant(s) that are not funded by the federal or state governments.



A review team will score all applications according to the rubric criteria. 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 based on recommendations from the review team.

In response to requests from LEAs over the past year, the Department will use this application to determine funding for FY 20 and, conditionally, for FY 21.

Through this competitive application process, FY 21 awards will continue and sustain the evidence-based interventions from the FY 20 awards, with minor adjustments made if necessary and approved by the Department in collaboration with the subgrantees. These FY 21 funds not automatically guaranteed to subgrantees that win awards in this competitive grant cycle using this application. Again, FY 21 awards will be contingent upon the Department receiving funds from the federal and state governments for these specified program activities. In addition, the Department will send out a document for subgrantees to complete in early summer 2019 for continuation of competitive awards in FY 21. The Department will review the continuation of competitive awards document for all subgrantees and either approve or reject it, based on the application and related monitoring associated with the awards. Specifically, the Department will focus its attention on supporting and monitoring subgrantees in order to: 1) facilitate strong strategy implementation with evidence-based interventions; 2) cultivate a continuous improvement process; 3) ensure fiscal and program compliance; 4) confirm that evidence-based interventions approved for funding have been implemented in a timely fashion and are likely to meet the academic and social-emotional benchmarks set forth by the subgrantees; and 5) submit requests for funds in a timely fashion for alignment with fiscal responsibilities and transparency. Concerns arising from monitoring and the continuation review process for FY 21 funds may jeopardize the continuation awards of this competitive grant application for subgrantees.



Local Education Agency (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).

Eligible Applicants:

College and Career Readiness - College and Career Readiness grant is open to *all* public high schools, middle schools, district-sponsored charter schools, schools sponsored by the State Public Charter School Authority, the Achievement School District charter schools, and institutes of higher education that provide Dual Enrollment opportunities. All applicants must read the entire application and complete all sections, unless otherwise noted.

Read by Grade 3 - The Read by Grade 3 grant is open to *all* Nevada public elementary school districts, district sponsored charter schools, charter schools sponsored by the State Public Charter School Authority, and Achievement charter schools who do not receive Zoom or Victory funding. Since the Read by Grade 3 grant specifically directs the work of the Kindergarten through 3rd grades respectively, such entities must offer coursework across the K–3 grade levels.

Turnaround – The Turnaround grant is open to any school that is on the State CSI Notification list. (See Appendix A)

Title I, 1003(a) – The 1003(a) grant is open to schools identified for comprehensive support and improvement (CSI) and/or targeted support and improvement (TSI). See Appendix A.



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Application Introduction

Please read this Request for Application carefully as some sections of the application have changed. The following guidance is provided to support the applicant’s intention of submitting a strong and well-written grant application that is student-centered, supports continuous improvement, and is aligned with Nevada’s state goals and priorities, district and school needs assessments, and ESSA/AB 7 evidence-based intervention level requirements. Benchmark and monitoring sections have been added to the grant application process.

Contact Information:

Specific questions regarding the various grants should be directed to:

Title I, 1003(a):

Gabrielle Pingue, Esq., Title I Director, Federal Liaison, and Education Programs Supervisor

Email: gpingue@doe.nv.gov

Phone: 702-668-4309

Read by Grade 3:

Karl Wilson, Title III Director and Education Programs Supervisor

Joan Jackson and Dr. Kevin Marie Laxalt, Education Programs Professionals

Email and Phone:

Joan Jackson: joanjackson@doe.nv.gov and 702-668-4343

Dr. Kevin Marie Laxalt: klaxalt@doe.nv.gov and 775-687-9261

Turnaround Grant:

Chris James, Education Programs Professional

Email: chrisjames@doe.nv.gov

Phone: 775-687-9164

College and Career Readiness:

Maria Sauter, Title IV Director and Education Programs Supervisor

Email: msauter@doe.nv.gov

Phone: 775-687-9248

If you have general questions about this competitive grant application, please contact Dr. Seng-Dao Yang Keo, Director of the Office of Student and School Supports, at skeo@doe.nv.gov or 702-486-6561.

Technical Assistance and Support

The Nevada Department of Education’s (NDE) Office of Student and School Supports (OSSS) is committed to supporting Local Education Agencies (LEAs) and schools so we significantly and rapidly improve student outcomes. The OSSS team is available to meet with LEAs and schools to provide personalized consultation and technical assistance regarding the competitive multi-grant application. If your team has any questions or needs further clarification beyond the webinars indicated below, please contact the NDE OSSS team (see Appendix J).



LEA and School Technical Assistance (TA) webinars are scheduled as follows:

Technical Assistance	Date and Time
Webinar for application technical assistance	Monday, November 19, 2018: 8:30 – 10:00 a.m. (PST)
Q & A Webinar	Tuesday, November 27, 2018: 1:00 – 2:30 PM (PST)

Please use the links below to connect to the Technical Assistance (TA) webinars. Participants will be provided with step-by-step guidance through the revised application document and the expectations for completion. All TA webinars will be recorded, and the recording links will be emailed to LEA contacts:

1) Monday, November 19, 2018 from 8:30 – 10:00 AM (PST)
 Competitive Multi-Grant Application Technical Assistance Webinar
<https://attendee.gotowebinar.com/register/8042495843968078081>
 Webinar ID: 374-840-843 United States: +1 (415) 655-0052
 Audio PIN: Shown after joining the webinar

2) Tuesday, November 27, 2018 1:00 – 2:30 PM (PST)
 Competitive Multi-Grant Application Technical Assistance Webinar #2
<https://attendee.gotowebinar.com/register/7184234659512254977>
 Webinar ID: 547-153-667 United States: +1 (562) 247-8422
 Audio PIN: Shown after joining the webinar

For evidence-based providers interested in partnering with LEA(s) and school(s) through the competitive grant process, the Nevada Department of Education’s (NDE) Office of Student and School Supports (OSSS) will offer an informational session about the state goals and this competitive grant process to ensure shared understanding. This will include information on how to best support LEA(s) and school(s) so they have the research and data they need from providers to submit strong and complete applications that demonstrate funding is being requested for evidence-based interventions.

Informational session scheduled for Organizations/Partners/Providers seeking to partner with LEA(s) and school(s) through the competitive grant process:

Monday, November 26, 2018 from 2:00 – 3:00 PM (PST)
 Competitive Multi-Grant Application Information Session for Partners
<https://attendee.gotowebinar.com/register/2171519367039667201>
 Webinar ID: 635-510-915 United States: +1 (415) 930-5321
 Audio PIN: Shown after joining the webinar



Application Timeline

Competitive Grant Timeline

Date	Activity
November 13, 2018	Applications made available to applicants
November 19, 2018 November 27, 2018	NDE provides application technical assistance webinar to LEAs and schools
November 26, 2018	NDE provides informational session to evidence-based partners
January 15, 2019	Applications must be received by the Nevada Department of Education by 5:00 p.m. (PST)
January 16 – February 4, 2019	Applications are reviewed by NDE review team
February 5, 2019	Preliminary letters of awards sent to LEAs
February 5 – March 5, 2019	Budget modification process
March 12, 2019	Names of awardees are announced by the Office of the Nevada State Superintendent of Public Instruction
July 1, 2019	Beginning of grant period, expenses may be obligated for state and federal funds
August 30, 2019	1 st monthly Request for Funds (RFF) due, if submitting RFFs on a monthly budget (please follow the RFF schedule for your entity)
October 31, 2019	1 st quarterly Request for Funds due, if submitting RFFs on a quarterly basis (please follow the RFF schedule for your entity)
June 30, 2020	State funds must be obligated (salaries must be expended by this date)
August 10, 2020	Final requests against state money must be made no later than this date. Request for federal funds for expenditures through June 30, 2020 due
August 15, 2020	Final Financial Report for state funds due
September 30, 2020	Federal funds Title I, 1003(a) must be obligated (salaries must be expended by this date)
October 31, 2020	Final requests against federal money must be made no later than this date
November 15, 2020	Final Financial Report for federal funds due



Application Formatting

All applications are expected to adhere to the following formatting guidelines:

- Typed, single-spaced on 8 ½” x 11” unlined white paper
- Print on single side only, not front and back
- Font used must be 12-point Times New Roman
- Standardized margins
- Include all required items in the specified order
- Document must have page numbers with the Cover Page as page 1

Submission of Application Instruction and Timeline

Applications:

Applicants must submit a total of seven (7) copies of the application as follows:

- One (1) original copy with **required signatures in BLUE INK**
- Five (5) paper copies
- One (1) electronic copy of the application (a Word document saved as a PDF)

Budgets:

Applicants must submit a total of seven (7) copies of each budget(s) as follows:

- One (1) original copy with required signatures in BLUE INK
- Five (5) paper copies of EACH grant(s) applied for (Title I, 1003(a), Read by Grade 3, Turnaround, and College and Career Readiness)
- One (1) electronic copy of the budget(s)

Applications must be received, not postmarked, by the date above. **Applications received after the date and time indicated above will not be considered.** If funded, the LEA will be required to follow a monitoring and evaluation plan and submit any data requested by NDE.

Hard copies of applications and budgets must be received by **January 15, 2019, at 5:00 PM (PST)** to one of the following locations:

Carson City NDE Office:	Las Vegas NDE Office:
<p>Megan Zich meganzich@doe.nv.gov Nevada Department of Education, Office of Student and School Supports 700 E. 5th Street Carson City, Nevada 89701</p>	<p>Lorena Quintero lorenaquintero@doe.nv.gov Nevada Department of Education, Office of Student and School Supports 9890 S. Maryland Parkway, Suite 221 Las Vegas, Nevada 89183</p>



Every Student Succeeds Act (ESSA) Evidence-Based Component

As part of the application process, applicants are required to demonstrate that each identified intervention, strategy, and activity meets the requisite ESSA/AB 7 Evidence Levels by completing the ESSA *Evidence Support Document* (Appendix I). Please note, **Title I, 1003(a) funding can only support interventions, strategies, and activities that meet ESSA Evidence Levels 1, 2 and 3. Similarly, any type of professional development and core curriculum that LEAs/schools ask for must meet the top 3 ESSA evidence levels as well, regardless of the funding stream.** Appendix B provides a table illustrating the four levels of ESSA Evidence (Level 1, *Strong*; Level 2, *Moderate*; Level 3, *Promising*; and Level 4, *Demonstrates a Rationale*). For each research study cited, applicants are required to identify which ESSA level of evidence has been met. Appendix C provides a listing of resources available for verifying the ESSA Evidence Level for each cited study.

ESSA Evidence Levels are now an element of the Rubric. All strategies, programs, services, and interventions requested for grant approval that meet ESSA levels 1 through 3 will receive a strong rating. Please refer to the rubric located at the end of the application packet for additional information.

If an LEA decides to partner with an evidence-based external provider on the NDE Evidence-Based Interventions for School Transformation List (formerly titled the School Improvement Program Partner List), the LEA does not need to provide evidence that the provider meets the requisite ESSA level of evidence. If an LEA decides to partner with an evidence-based support provider that is not on the NDE Evidence-Based Interventions for School Transformation List, the LEA must have on file a detailed explanation of the rigorous review process used to recruit, screen, select and evaluate the evidence-based external provider(s) with whom the LEA has applied to partner for monitoring purposes.

Items available in the Appendix

- Appendix A - List of Eligible Schools
- Appendix B - ESSA Levels of Evidence
- Appendix C - ESSA Evidence Resources
- Appendix D - NDE Evidence-Based Interventions for School Transformation List
- Appendix E - College and Career Readiness Grant
- Appendix F - Read by Grade 3 Grant
- Appendix G - Turnaround Grant
- Appendix H - Title I, 1003(a) Grant
- Appendix I – Budget and ESSA Evidence Support Document Application Requirement
- Appendix J - Technical Assistance
- Appendix K - Statement of Certification
- Appendix L - State Assurances
- Appendix M - Federal Assurances



Guidance Steps to Complete the Application

Please complete the Competitive Multi-Grant Application using the template located on pages 19 – 21. Please put the documents in the following order:

1. Application Cover Page
2. Statement of Certification Page
3. Federal and/or State Assurances Signature Page(s)
4. Strategic LEA and Eligible Entity Plan Abstract
5. Strategic and Actionable School or Eligible Entity Plan
6. Budget and ESSA Evidence Support Document (Appendix I)
7. Assurances

For Local Education Agencies (LEAs), any districtwide activities or consortiums must be explained in Section 1, the Strategic LEA and Eligible Entity Plan Abstract, which should be completed by LEA staff members. The Department’s expectation is that Sections 2, 3, and 4—the Strategic and Actionable School or Eligible Entity Plan—are completed by schools leaders, in collaboration with LEA staff members.

For other eligible entities applying for the College and Career Readiness Grant that are not LEAs, please complete the entire application. You are restricted to no more than five single-spaced pages for the Strategic LEA and Eligible Entity Plan Abstract (Section 1) and to no more than three single-spaced pages for the Strategic and Actionable School or Eligible Entity Plan (Sections 2, 3, and 4). Directions throughout the application will guide you to areas requiring a specific response.

Application Cover Page

Complete the indicated items on the cover page. All information must be complete to be considered in the grant review.

Statement of Certification Page

Complete and sign the certification page in **BLUE INK**.

Federal and/or State Assurances Signature Pages

Complete and sign, in **BLUE INK**, the signature page of the appropriate assurances for which the LEA or eligible entity is applying.



Application Review Component 1: Review of the Strategic and Actionable LEA and School Plan

Directions for Section 1: Strategic LEA and Eligible Entity Plan Abstract

This section must provide an overview of district-wide activities and highlight the strength of system level coherence and alignment between schools, the LEA, and the State. In particular, the LEA should demonstrate how it will coordinate implementation of comprehensive and strategic plans with its schools to improve student outcomes and ensure rigorous and equitable educational opportunities for all students. For other eligible entities that are not LEA or schools applying for the College and Career Readiness Grant, this section provides an overview of entity activities and highlights the strength of system level coherence and alignment between the entity and the Nevada public school system.

Limit:

For LEAs:

Please complete a Strategic LEA and Eligible Entity Plan Abstract for each of the grant programs (see directions below). For the Title I 1003(a), Read by Grade 3, and Turnaround programs, each abstract should be no more than three pages, single-spaced, and 12 font. For the College and Career Readiness Grant, the abstract must not be more than five pages, single-spaced, and 12 font. The total number of pages for the abstract must not exceed 14 pages.

For other eligible entities applying for the College and Career Readiness Grant that are not LEAs or schools:

The abstract must not be more than five pages, single-spaced, and 12 font. Any program, curriculum, professional learning, etc., must meet ESSA Evidence Levels 1-4.

The Strategic LEA and Eligible Entity Plan Abstract must be used by LEAs and schools for all grants being applied for through this application (i.e., any district-wide activity, consortium, and any school level request). It must also be used by any eligible entity—that is not a LEA or school—applying for the College and Career Readiness Grant (e.g., higher education institutions, etc.).

For each Strategic LEA and Eligible Entity Plan Abstract, please concisely discuss the following:

A. Statement of Selected Schools:

Provide the list of schools and a brief statement of how the LEA or eligible entity selected schools showing the greatest needs for this strategy (e.g., Comprehensive Support and Improvement schools).

B. Provide a statement indicating the alignment of goals/plans to one or more state goal(s).

Goal 1 - All students are proficient in reading by the end of 3rd grade.

Goal 2 - All students enter high school with the skills necessary to succeed.

Goal 3 - All students graduate college, career, and community ready.

Goal 4 – All students served by effective educators.



Goal 5 – Efficient and effective use of public funds to achieve the highest return on educational investment.

Goal 6 - All students learn in an environment that is physically, emotionally, and intellectually safe.

This statement must provide a brief overview of the strategy (e.g., overview of the activities, including program deliver, professional development, and materials needed). In addition to discussing alignment to state goals, explain how the strategy supports and aligns to the goals and plans of the LEA or eligible entity (e.g., discuss alignment with the LEA/institution’s overall College and Career Readiness Plan).

Given limited resources and a commitment to using public funds on interventions with the strongest evidence base, which are most likely to have a strong and positive impact on school outcomes and to prepare students for college and career, please briefly explain how evidence-based interventions, programs, and/or strategies were selected and how they will be implemented to meet the needs of schools.

C. Provide a statement indicating the alignment of goals/plans to state priorities.

The Nevada Department of Education, with stakeholder input, has identified three key strategies that will help the state reach its goal of becoming the fastest improving state in the nation. These state priorities are centered on school improvement and college and career readiness. They are as follows:

1. Providing support to school leaders and strengthening their capacity as instructional leaders.
2. Using data to inform instructional decisions impacting our schools.
3. Identifying and improving our lowest-performing schools.

D. LEA and Eligible Entity Support

Explain how the district-wide activities or eligible entity’s activities meet the needs of the participating schools. Additionally, for LEAs, how will the LEA support low-performing schools to become high-performing schools?

For the College and Career Readiness grant, explain how the LEA or eligible entity will expand and support students in each program.

- How will you ensure equitable access of underserved populations in these programs? For example, how will you recruit, engage, and measure this access?
- How will all students be supported for success? For example, how will students access supports for classwork and/or testing?
- How have efforts been coordinated between LEA/school and higher education institution, community resources, etc.?

E. LEA and Eligible Entity Monitoring and Evaluation

How will the LEA monitor schools to ensure they are on track to achieving their goals? How will the LEA know that a district-wide intervention is working? What will the evidence be to demonstrate it is working?



For other eligible entities applying for the College and Career Readiness Grant that are not LEAs or schools, you will not need to address this item in Section 1 because your organization will address this in Section 2.

Directions for Sections 2, 3, and 4: Strategic and Actionable School and Eligible Entity Plan

For LEAs, these sections must be completed by school leaders in collaboration with the district. Every school that is included in district-wide activities must have a completed Section 2, 3, and 4. In addition, funding requests made by an individual school, that is not included within the district-wide activities funding request, must be reflected in Sections 2, 3, and 4.

For eligible entities applying for the College and Career Readiness grant that is not a LEA or school, the Department requires that applicants complete these sections reflecting their organizational goals, action steps, and data decision-making. ESSA guides the State, LEAs, and schools to build and sustain effective transitions between secondary and higher education. The Department's expectation is that any eligible entity applying for this funding is coordinating and communicating with the K-12 public education system.

Section 2: Continuous Improvement SMART Goals and Funding Resources (for Schools and Eligible Entities)

- SMART goals are specific, measureable, achievable, realistic, and timely.
- SMART goals are explicitly linked to action steps.
- SMART goals are differentiated based on school needs and promote rigor while maintaining high expectations for continuous school improvement.
- Funding Resources are aligned and leveraged within the Continuous Improvement SMART Goals to meet all grant specific requirements.

Smart goals are Specific, Measurable, Achievable, Realistic, and Timely.

Section 3: Continuous Improvement Plan Action Steps (for Schools and Eligible Entities)

Applicants must develop an implementation plan that includes:

- Identified intentional action steps with clear interventions, strategies, and activities aligned with ESSA Evidence Levels and the continuous improvement SMART goals
 - Refer to Appendix B to ensure ESSA evidence requirements are met.
 - Ensure action steps align to SMART goals.
 - **Remember to complete** the ESSA Evidence Level and citation information on the form located in Appendix I (this form is to be submitted with the application).
- Grant appropriate ESSA Evidence Levels (see grant requirements located in Appendices E, F, G, and H).

Section 4: Data-based Decision Making (for Schools and Eligible Entities)

- **Benchmarks:** Identify time specific outcomes using measurable data the school will apply to track



progress within the action steps.

- **Progress Monitoring:** Provide an intentional ongoing monitoring plan of how the school will collect comprehensive data and monitor progress toward the indicated continuous school improvement SMART goals and strategic benchmarks.
- **Examine and Reflect:** Provide a data-based decision-making process that explicitly examines and reflects on how information and data will be used to modify strategies and interventions to ensure progress toward the identified continuous school improvement SMART goals and strategic benchmarks.

Application Review Component 2: Review of the Budget

- **Alignment to Continuous Improvement Plan**

Include a budget narrative on the Budget and ESSA Evidence Support Document that is complete and includes all proposed grant expenditures outlined in the plan; all expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application.

- **Specific Budget Narrative with ESSA Evidence Levels** (See Appendix I: Budget and ESSA Evidence Support Document).

Only Appendix I: Budget and ESSA Evidence Support Document is required for this competitive grant application submission. If any part of the application is approved for funding, then the LEA and/or school will submit the NDE Budget Summary and Budget Narrative Excel Form.

Provide a strong, well-written, and concise explanation of expenditures with a clear and 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.
- For district-wide activities, only one Budget and ESSA Evidence Support Document is needed for each program (or funding stream). For schools participating in a district-wide activity, but also requiring other needs, a separate school budget will be needed for those specific budget requests.
- For those schools not applying under District-wide Activities, Appendix I: Budget and ESSA Evidence Support Document is required.

- **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.

- **Costs that are not prioritized**

Because the Department has limited competitive grant funds, and districts and eligible entities request roughly double the amount available, the Department is unlikely to fund the following requests:



Career and College Readiness: Teacher/professor salaries, fees for non- low socioeconomic or prioritized subgroups unless proof of need is included (i.e., rural AP expansion courses), and printing costs limited to \$1000 per program as needed

Read by Grade Three: Schools that are low poverty and high performing

Title I 1003(a): Prep buyouts, administrative teacher salaries, substitutes for weekly PLC/team time, more than one coach/strategist per school, and general supplies

Turnaround: Prep buyouts, administrative or teacher salaries, and substitutes for weekly PLC/team time

Any cost listed in a budget related to these items that are deprioritized will be denied and could impede the review process.



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LEA: _____

Please indicate which grant(s) you are applying for:

_____ Title I, 1003(a) _____ Turnaround _____ Read by Grade 3

_____ College and Career Readiness (CCR)*:

_____ *Advance Placement (AP)

_____ *Dual Enrollment (DE)

_____ *Science, Technology, Engineering, Mathematics (STEM)

_____ *Work-Based Learning (WBL)

LEAs: Use the chart to identify the eligible school(s) and the grant(s) for which a request is being submitted. Applicant may use this chart in a Word document or create the same in an Excel document.

Institute of Higher Education and/or Organizations:

Please complete the following:

Organization: _____

Please indicate which grant(s) you are applying for:

_____ College and Career Readiness (CCR)*: _____ *Dual Enrollment (DE)

Other eligible entities applying for College and Career Readiness grant that are not a LEA or school: Use the chart to identify the district and school for which funds will be requested. Applicant may use this chart in a Word document or create the same in an Excel document.

Name of District and School	Title I, 1003(a)	Read by Grade 3	Turnaround	College and Career Ready (indicate AP, DE, STEM, OR WBL)
[School name – if applicant is eligible entity applying for the CCR grant, please include the district]	[Dollar amount]	[Dollar amount]	[Dollar amount]	[Dollar amount]



Strategic and Actionable LEA and Eligible Entity Plan

Section 1: Strategic LEA and Eligible Entity Plan Abstract

Program: (Identify the program)

(Insert text here detailing any district-wide activities. Repeat this section for each grant program.)

Strategic and Actionable School and Eligible Entity Plan

Section 2: Continuous Improvement SMART Goals and Funding Resources

School or Eligible Entity Name:

School Designation (if applicable):

Identified School Need(s):

Grant(s) Applying For:

School Principal Name and Signature:

Goals & Resources	SMART Goals and Funding Resources Description
SMART Goal and Funding resources to achieve SMART Goal	
SMART Goal and Funding resources to achieve SMART Goal	

Section 3: Continuous Improvement Action Plan

Steps & Levels	Action Steps and ESSA Evidence Levels
Coordinated Continuous School Improvement Action Step to attain the SMART Goal	
Coordinated Continuous School Improvement Action Step to attain the SMART Goal	



Section 4: Data-Based Decision Making

Data-Based Decision-Making	Data-Based Decision-Making Description
BENCHMARK(S)*	
MONITORING	

*For eligible entities applying for the College and Career Readiness grant and are not a LEA or school, please complete the following table for the benchmarks section.

Program	Students in 2018-19	Current students from an underserved subgroup (include the subgroup)	Goal: Students in 2019-20	Goal: Students in 2019-20 from an underserved subgroup (include the subgroup)



Appendix A: List of Eligible and Prioritized Schools

The list of eligible and prioritized schools is available by following the links below:

<i>Grant</i>	<i>Eligible Schools</i>	<i>Prioritized Schools</i>	<i>Link</i>
Title I, 1003(a)	CSI identified schools	CSI schools with large subgroup opportunity gaps	2018-2019 CSI Schools List Prioritized Schools
Title I, 1003(a)	TSI identified schools	N/A	2018-2019 TSI Schools List
Turnaround	CSI Notification Schools	N/A	2018-2019 CSI Notification Schools List
College and Career Readiness	All public schools and higher education institutions	N/A	N/A
Read by Grade 3	All public elementary schools		Directions: Please review the document below and fill it out.

Determining Need for the Read by Grade 3 (RBG3) Competitive Grant Biennium (2019-2021)

Overview

The *Nevada Read by Grade 3 Act*, S.B. 391 (2015): Section 15, Item 1 states that “Grants must be awarded by the Department based on the demonstrated needs of the school districts and charter schools.” In order for applicants to demonstrate **need** for the 2019-2020 RBG3 competitive grant, the Nevada Department of Education has identified three specific criteria as reported in the Nevada Report Card. They include:

1. *The academic factor of student performance on the Smarter Balanced Grade 3 ELA Assessment.*
Applicants are required to report on the percentage of Grade 3 students who have **not attained a level of proficiency**. This would include the percentage of 2017-2018 third grade students who scored at a Level 1 and a Level 2 on the SBAC Grade 3 ELA Assessment.
2. *The demographic factor of level of student poverty.*
Applicants are required to report on the percentage of students qualifying for Free and Reduced Lunch (FRL) per federal guidelines.
3. *The demographic factor of English Learners.*
Applicants are required to report on the percentage of English Learners.

In order to capture a statewide perspective, the following statistics are provided:

2017-2018 Nevada State-Level Statistics

Need Factor	Data
State Average Percentage of Grade 3 students scoring at a Level 1 and a Level 2 on the SBAC ELA Assessment	53.9%
State Average Percentage of Students Eligible for Free and Reduced Lunch (FRL)	58.2%
State Average Percentage of English Learners	16.81%



For the 2019-2021 Competitive Read by Grade 3 Grant process, proposals will be prioritized based on the demonstrated need of the proposed schools, quality of proposal, and the availability of funds in the following order:

1. Schools with Extreme or Strong overall Need Score (4.0 – 5.5)
2. Schools with Moderate overall Need Score (3.0-3.9)
3. Schools with Mild overall Need Score (2.0-2.9)
4. Schools with Low overall Need Score (1.0-1.9)

Instructions

Each local education agency (LEA) applying for Read by Grade 3 funds is to provide a list of proposed schools in rank order based on Total Need Score. The following must be identified for each school:

1. The Percentage of 3rd grade students that scored at a Level 1 and a Level 2 on the 2017-2018 Grade 3 SBAC ELA Assessment;
2. The Percentage of students eligible for Free and Reduced Lunch;
3. The Percentage of students identified as English Learners (EL); and
4. **The TOTAL Need Score** (see *Determining Need for Read by Grade 3 Worksheet* for calculating per school).
5. Create a Table for Identifying Rank-ordered List of Schools with the Required Statistics

Name of School	% SBAC-ELA Levels 1 & 2	% FRL	% EL	TOTAL Need Score

Determining Need for Read by Grade 3 Worksheet

Factor 1 – SBAC: Student Performance on Grade 3 SBAC ELA Assessment

Level	Percentage of Students NOT Achieving Proficiency Grade 3 SBAC ELA (Level 1 and Level 2)	SBAC Point Value
Extreme	61.7% - 100.0%	5
Strong	50.1% – 61.6%	4
Moderate	39.9% – 50.0%	3
Mild	30.9% – 39.8%	2
Low	0.0% – 30.8%	1

Factor 2 – FRL: Eligible Students for Free and Reduced Lunch

Level	Percentage of Students Eligible for Free and Reduced Lunch	FRL Point Value
Extreme	100.0%	5
Strong	71.8% - 99.9%	4
Moderate	48.1% – 71.7%	3
Mild	27.6% – 48.0%	2
Low	0.0 – 27.5%	1



Factor 3 - EL: Students Identified as English Learners

Level	Percentage of English Learners	EL Point Value
Extreme	31.8% - 100.0%	0.5
Strong	17.0% - 31.7%	0.4
Moderate	9.0% - 16.9%	0.3
Mild	4.2% - 8.9%	0.2
Low	0.0 - 4.1%	0.1

Factor 1 - SBAC

Step 1: Identify the school's % of 3rd Grade Students Performing at a Level 1 and Level 2 on SBAC ELA _____

Step 2: Determine the **SBAC Point Value** using the chart above _____

Factor 2: FRL

Step 1: Identify the school's % of students eligible for Free and Reduced Lunch _____

Step 2: Determine the **FRL Point Value** using the chart above _____

Average Factors 1 and 2: Determine the **School Average Point Value**

[Add SBAC Point Value to FRL Point Value and divide by 2] _____

Factor 3: EL

Step 1: Identify the school's % of students who are English Learners _____

Step 2: Determine the **EL Point Value** using the chart above _____

Calculate TOTAL: Add School Average Point Value to EL Point Value = **TOTAL NEED SCORE** _____



Appendix B – ESSA Levels of Evidence

[as required in ESSA sec. 8101 (21)(A) and Nevada Statute AB7 (2017)]

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



Appendix C – ESSA Evidence Resources

Please find some available resources to help applicants understand identifying and selecting appropriate evidence-based interventions, strategies, and activities. There are other resources available. LEAs and eligible entities are encouraged to thoroughly review information to ensure the interventions meet ESSA Evidence Levels. The Department will continue to provide additional resources through technical assistance.

The U.S. Department of Education issued non-regulatory guidance on [Using Evidence to Strengthen Education Investments](#) to help in school improvement planning.

[Evidence for ESSA](#) is a website developed by the Center for Research and Reform in Education at Johns Hopkins University School of Education to help educators identify programs and practices that meet the ESSA evidence standards.

The [What Works Clearinghouse](#), developed by the Institute of Education Sciences (IES), is a user-friendly database organized by topic and content area to locate studies on specific intervention types to meet ESSA standards.

[An LEA Guide for Identifying Evidence-Based Interventions for School Improvement](#), developed by the Florida Center for Reading Research (FCRR)

[Best Evidence Encyclopedia](#), developed by the Center for Data-Driven Reform in Education at Johns Hopkins University School of Education (not categorized in ESSA evidence Levels)

[CCSSO](#) has a list of resources on ESSA evidence-based practices under the School Supports and Interventions section on its website, [CCSSO Guide to ESSA](#).

[Results First Clearinghouse Database](#), developed by the Pew Charitable Trusts (not categorized in ESSA evidence Levels; evaluates interventions as rated by eight national databases)

[RAND report on school leadership interventions under ESSA](#) (categorized in ESSA evidence Levels)

[Using Evidence to Create Next Generation High Schools](#), developed by the U.S. Department of Education (not categorized in ESSA evidence Levels)

[Roadmap to Evidence Based Reform for Low Graduation Rate High Schools](#), developed by the Every Student Graduates Center at Johns Hopkins University



Appendix D – NDE Evidence-Based Interventions for School Transformation List

The [NDE Evidence-Based Interventions for School Transformation List](#) will be revised throughout the upcoming months.

The NDE Office of Student and School Supports (OSSS) created this list as a resource for districts and schools, assisting them in identifying providers/partners that have evidence-based interventions. This list is not comprehensive or exhaustive. Furthermore, eligible applicants applying for competitive grant funding can still make requests for providers and interventions not included on this list, so long as they demonstrate they are seeking funds for evidence-based interventions. This also means that it is incumbent upon the eligible applicants to provide the required evidence to demonstrate that the intervention meets the rigorous ESSA Evidence Levels.

In the past two years, the NDE has funded evidence-based interventions not on this list, but again, only for those districts and schools that have submitted applications with the required documentation (and verified by NDE staff members).

The NDE OSSS is currently in the process of expanding this list for other categories outside of School Leadership Development and Data Informed Decision-Making. This information will be shared with districts and schools throughout this competitive grant process.



Appendix E: College and Career Readiness Grant

Grant Criteria	Grant Criteria Description
Eligible Applicants	Public schools, district sponsored charter schools, schools sponsored by the State Public Charter School Authority, and Achievement School District charter schools and institutes of higher education that provide dual enrollment opportunities
Overview	<p>The intent of these grants are:</p> <ul style="list-style-type: none"> • create competitive Science, Technology, Engineering, and Mathematics programs for students in middle school and high school to become college and career ready (STEM); • increase participation in Advanced Placement (AP) courses and increase the AP success rates (Advanced Placement); • increase and expand dual enrollment programs for students enrolled in high school, including charter schools, and simultaneously enrolled in college courses (Dual Enrollment); and • develop and implement work-based learning programs (Work-based Learning).
Purpose	<p>STEM - Priority will be given to those applications that focus on:</p> <ul style="list-style-type: none"> • STEM participation among underserved and minority students; • Evidence-based Professional Learning for middle or high school STEM teachers. • Exposing students to STEM fields, occupations, and other competitions, fairs, etc. <p>Advanced Placement (AP) - Priority will be given for expanding access and increased opportunities for underserved and underrepresented subgroups:</p> <ul style="list-style-type: none"> • support infrastructure and/or human capital; • establish AP programs, online and/or blended instruction, in rural schools; • identify and recruit students with high potential for success; • support students in completing courses and taking exams; • professional development to train teachers and staff; • Funds for books and materials for AP course work. <p>Dual Enrollment – Funding may be used for the following purposes:</p> <ul style="list-style-type: none"> • develop and implement dual credit courses; • educator training to become qualified instructors of dual enrollment courses; • establish stronger secondary-postsecondary education partnerships; • student services 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). <p>Work-Based Learning – Refer to the NDE Work-based Learning Guide here: http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/CTE/Documents/User-Guide-toWBL.pdf</p> <p>Funding may be used:</p> <ul style="list-style-type: none"> • development, coordinate, and implement work-based learning • incorporate academic alignment, employer engagement, preparation or pursuit of industry-recognized credentials, and connection to employment
Grant Requirements	<ul style="list-style-type: none"> • A plan for rigorous monitoring and evaluation



Appendix F: Read by Grade 3 Grant

Grant Criteria	Grant Criteria Description
Eligible Applicants	<p>All Nevada public school districts, district sponsored charter schools, charter schools sponsored by the State Public Charter School Authority, and Achievement charter schools.</p> <p>NDE will prioritize applications that serve high needs schools (i.e., high poverty and low performing).</p>
Overview	<p>The intent of this grant:</p> <ul style="list-style-type: none"> • improve student reading proficiency and achievement by the end of third grade with alignment to school literacy plans and designation of a learning strategist for literacy-based professional learning; • effective, early interventions for all K–3 students who are struggling in the area of reading
Purpose	<p>Demonstrated school need for K-3 literacy programs:</p> <ul style="list-style-type: none"> • hire or train learning strategists; • contracts with vendors for the purchase of reading assessments, textbooks, computer software other materials; • professional development for school personnel; • extended literacy learning programs for students; • Evidence-based literacy initiatives.
Grant Requirements	<ul style="list-style-type: none"> • A plan for rigorous monitoring and evaluation



Appendix G: Turnaround Grant

Grant Criteria	Grant Criteria Description
Eligible Applicants	<p>The Turnaround grant is open to any school that is on the State CSI Notification list available in Appendix A.</p> <p>NDE will prioritize CSI notification schools.</p>
Overview	<p>In 2017, Nevada State Legislature passed SB544, sec. 20, which authorizes Nevada Department of Education (NDE) to make sub-grants to certain underperforming schools to assist in school improvement.</p> <ul style="list-style-type: none"> • Assist underperforming schools with school improvement • Improve student achievement • Targeted investments aligned to Nevada’s Strategic Plan • Leadership development • Data-driven decision-making
Purpose	<p>The funding source is to be used to leverage change and dramatically improve student achievement in the identified schools by making targeted investments in the area aligned to Nevada’s Strategic Plan</p>
Grant Requirements	<ul style="list-style-type: none"> • To support downward trending school; • To support transition and sustainability of upward trending underperforming school; • To support any school that has been recently released from the State Rising Star designation list • A plan for rigorous monitoring and evaluation
Allowable/Funded	<p>Supplemental Curriculum Professional Development in support of State priorities (In-State will be given priority), Partnership/Vendor Contract Supports, Substitutes for P.D. (i.e. Learning Walks, time with a coach, team curriculum development), Evaluator of Initiatives/programs and positions such as paraprofessional, tutors, etc. that aligns with the improvement plan</p>
Non-Allowable / Unfunded	<p>Full-time certified Staff/Personnel, Prep Buy-out Time, substitutes for PLC time and PLC stipends</p>



Appendix H: Title 1003(a) Grant

Grant Criteria	Grant Criteria Description
Eligible Applicants	<p>Any school identified as Comprehensive Support and Improvement and/or Targeted Support and Improvement. Funds are awarded to LEAs on behalf of their schools or to charter schools functioning as their own LEA.</p> <p>NDE will prioritize CSI with large subgroup opportunity gaps.</p>
Overview	<p>Students in the lowest performing schools are served with Title 1003(a):</p> <ul style="list-style-type: none"> • ESSA evidence-based interventions (Levels 1-3), strategies and programs; • School Improvement plans are developed with the involvement of parents, community members, teachers, principals, other school leaders, paraprofessionals, administrators, local educational agency, and others if appropriate/feasible (tribes, tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, secondary school students, and other individuals determined by the school).
Purpose	<p>Priority for funding: Local educational agencies that—</p> <ol style="list-style-type: none"> (1) serve high numbers, or a high percentage of, elementary schools and secondary CSI and TSI schools implementing improvement plans (2) demonstrate the greatest need for such funds (i.e. CSI schools with large subpopulation opportunity gaps (see Appendix A) for a list of 1003(a) prioritized schools); and (3) demonstrate the strongest commitment to using funds under this section to enable the lowest-performing schools to improve student achievement and student outcomes. <ul style="list-style-type: none"> • School improvement plan and interventions alignment with Nevada’s ESSA Plan goals and priorities; • School improvement plan and interventions alignment with Nevada’s Strategic Plan goals and priorities; • A plan for rigorous monitoring and evaluation.
Grant Requirements	<p>A description of how the local educational agency will carry out its responsibilities under ESSA section 1111(d) for schools receiving funds under this section, including how the local educational agency will—</p> <ul style="list-style-type: none"> • develop comprehensive support and improvement • plans under section 1111(d)(1) for schools receiving funds • under this section; • support schools developing or implementing targeted • support and improvement plans under section 1111(d)(2), if funds received under this section are used for such purpose; • monitor schools receiving funds under this section, including how the local educational agency will carry out its responsibilities under clauses (iv) and (v) of section 1111(d)(2)(B) if funds received under this section are used to support schools implementing targeted support and improvement plans; • use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the local educational agency will partner, if not partnering with an evidence-based provider on the state pre-approved vetted list; • align other Federal, State, and local resources to carry out the activities supported with funds received under subsection (b)(1); and as appropriate, modify practices and policies to provide operational flexibility that enables full and effective implementation of the plans described in paragraphs (1) and (2) of section 1111(d).



Appendix I: Budget and ESSA Evidence Support Document

For each funding source, please list each item requested under the appropriate object code and indicate the ESSA level of evidence it meets. Include the citation for the study in the last column, if not currently vetted by the State.

LEAs must submit one budget for every funding stream. Please list the district-wide activities first, with the corresponding information, and then each individual school’s request that is not already included in districtwide requests. List the schools in alphabetical order. Finally, provide a concise and detailed description of funds requested. For example, the narrative should include the number of teachers this will impact, the frequency and location of the training, and any other relevant information so the NDE review team can understand how the funds will be spent.

Please feel free to create and/or adapt this in an Excel document and then PDF the final document for submission.

LEAs and eligible entities will complete the official NDE budget document forms after they receive the preliminary award notifications from the Department, a decision made following feedback from the districts to streamline the work.

Program:

NDE Budget Object Code	Detailed Description of Funds Requested	ESSA Evidence Level	Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)
Example	1. Partner with X organization (45 teachers will be trained in data decision-making once a quarter for a full day in Las Vegas) 2. Read Y supplemental materials	1. ESSA Evidence Level 2 2. ESSA Evidence Level 1	1. \$65,000 2. \$15,000	1. State-vetted partner 2. K. Sprague et al., “Springfield-Chicopee School Districts Striving Readers (SR) Program Final Report Years 1–5: Evaluation of Implementation and Impact” (Providence, RI: Research & Evaluation Division of the Education Alliance at Brown University, March 2012), https://www2.ed.gov/programs/strivingreaders/springfieldyear5evalrpt.pdf .
320/330 Purchased services	Description of Funds Requested		Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)

NDE Budget Object Code	Detailed Description of Funds Requested	ESSA Evidence Level	Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)
100/200 Salaries	Description of Funds Requested		Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)
400 Purchased property	Description of Funds Requested		Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)
500 (Other)	Description of Funds Requested		Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)
580 Travel	Description of Funds Requested		Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)
600 (Other)	Description of Funds Requested		Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)
610 Supplies	Description of Funds Requested		Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)
640 Books/periodicals	Description of Funds Requested		Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)
641 Textbooks	Description of Funds Requested		Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)
650 Supplies: Info Tech	Description of Funds Requested		Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)
651 Software	Description of Funds Requested		Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)



NDE Budget Object Code	Detailed Description of Funds Requested	ESSA Evidence Level	Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)
652 Information Tech	Description of Funds Requested		Amount requested	
653 Web-based programs	Description of Funds Requested		Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)
800 Dues/fees/miscellaneous	Description of Funds Requested		Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)
700 Equipment	Description of Funds Requested		Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)
900 Other	Description of Funds Requested		Amount requested	ESSA Evidence Citations (in APA or MLA format, or attach the study)



Appendix J: Technical Assistance

Please contact the NDE OSSS and/or Grants team members for more information about the Competitive Multi-Grant Application process.

Technical Assistance on Title I, 1003(a) School Improvement

Name	Email Address	Phone Number
Gabby Pingue, Esq.	gpingue@doe.nv.gov	(702) 668-4309
Kristina Côté	kcote@doe.nv.gov	(775) 687-9185
Karen Gordon	kgordon@doe.nv.gov	(775) 687-9258
Rhonda Hutchins	rhutchins@doe.nv.gov	(702) 486-6468
Dr. Will Killins	wkillins@doe.nv.gov	(702) 668-4346
Colin Usher	cusher@doe.nv.gov	(775) 687-2450
Dr. Tina Winquist	twinquist@doe.nv.gov	(702) 486-6434

Technical Assistance on College and Career Readiness

Name	Email Address	Phone Number
Maria Sauter	msauter@doe.nv.gov	(775) 687-9248

Technical Assistance on Turnaround

Name	Email Address	Phone Number
Chris James	chrisjames@doe.nv.gov	(775) 687-9164

Technical Assistance on Read by Grade Three

Name	Email Address	Phone Number
Dr. Kevin Marie Laxalt	klaxalt@doe.nv.gov	(775) 687-9261
Joan Jackson	joanjackson@doe.nv.gov	(702) 668-4343

Fiscal/Grants Technical Assistance

Name	Email Address	Phone Number
Stefani Hogan	skhogan@doe.nv.gov	(775) 687-9177
James Kirkpatrick	jlkirkpatrick@doe.nv.gov	(775) 687-9246



Appendix K: Statement of Certification



State of Nevada

Department of Education

STATEMENT OF CERTIFICATION

Title 1003(a), College and Career Readiness, Read by Grade 3, and/or Turnaround Grant(s)

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 or state funds for Title 1003(a), College and Career Readiness, Read by Grade 3, and/or Turnaround Grant(s). 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 L: State Assurance

GENERAL STATE GRANT ASSURANCES

NAME OF LEA/AGENCY:

FISCAL YEAR: FY20

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 grant 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.

RECIPIENT ASSURANCES

The RECIPIENT assures, if awarded a grant or contract:

The State Agency shall hold all RECIPIENTS to the provisions within the applicable Nevada Revised Statute (NRS) that govern the funds passed through the STATE AGENCY to the RECIPIENT.

STATE REGULATIONS

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

1. ASSUMES RESPONSIBILITY

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

3. AGREES TO DEOBLIGATION

The RECIPIENT 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 RECIPIENT will submit the Final Financials to the Nevada Department of Education (NDE) within 45 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

The RECIPIENT 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

RECIPIENT 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 RECIPIENT's principal place of business. If they are not, the RECIPIENT 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 RECIPIENT or personnel contracted to provide such service to the RECIPIENT 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 RECIPIENT 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 RECIPIENT 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 RECIPIENT 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 RECIPIENT 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

RECIPIENTS 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 RECIPIENT are applicable to Recipients, contracts or other mechanisms passing on these funds. It is the responsibility of the RECIPIENT to ensure compliance of Recipients through monitoring, reporting, site visits, fiscal reviews or other means. NDE may implement probationary measures with the RECIPIENT for noncompliance.

17. INDIRECT COSTS

Indirect costs are not allowed on State grants or contracts to school districts, charter schools, non-profit organization, NSHE or other entities, which are funded in whole or in any part with State funds.

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 RECIPIENT 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>.

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 RECIPIENT disagrees with a decision, the RECIPIENT 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.

Assurances Specific to Nevada K.I.D.S. Read Grant (Nevada’s *Read by Grade 3 Program*):

- a. To receive services funded by this project, students must be enrolled in a Nevada public school district, district sponsored charter school, charter schools sponsored by the State Public Charter School Authority, and Achievement charter schools. Since the *Read by Grade 3* grant specifically directs the work of the Kindergarten through 3rd grades respectively, such entities must offer coursework across K–3 grade levels.
- b. Per the 2015 Nevada Read by Grade 3 Act, every *Read by Grade 3* competitive grant recipient must adhere to the following:
 - The designation of a *Read by Grade 3* Learning Strategist
 - Participation in the Statewide Evaluation System, including participation in tracking *Read by Grade 3* students and providing student data to identified independent evaluator
 - Provide required report information and data to the NDE (SB 391: Section 15) including, but not limited to:
 - ❑ Identification of the schools that received an allocation of money and the amount of funds received by each school;
 - ❑ Description of programs or services for which the money was used by each school;
 - ❑ Number of students who participated in a program or received services;
 - ❑ Average expenditure per pupil for each program or service;
 - ❑ Data regarding the academic and linguistic achievement and proficiency of pupils who participated in such a program or received such services.
- c. Funds received under this program will be used solely for the purpose of supporting the activities as outlined in the attached proposal and RFA document in accordance with all applicable stated regulations and policy and procedures;
- d. Each project must participate in the statewide program evaluation system (annual and longitudinal); this includes using the outcome indicators and providing required data e.g., pre/post test data, test data on longitudinal participants who are now in Kindergarten, 1st, 2nd, and 3rd grade, program data, etc.) to the



NDE evaluator and the Department of Education. Recipients are required to use the Brigance Screen III as the Kindergarten Entry Assessment and the MAPGrowth K-3 Reading Assessment for grades 1, 2, and 3.

- e. Funds must be appropriated in accordance with Nevada state laws (NRS 353.150 to 353.246);
- f. All allocated funds must be committed for expenditure by June 30, 2019.
- g. Funds not committed for expenditures by June 30, 2019, will revert to the State General Fund after all reimbursement payments have been made.
- h. Project personnel will attend the entirety of all required meetings and training sessions as required by the Nevada Department of Education (NDE).
- i. Project personnel will establish an effective communication system for ensuring that *Read by Grade 3* information is disseminated by program leads to all *Read by Grade 3* K-3 learning strategists, classroom teachers, and interventionists.
- j. Funds received under this program will not be used for lobbying or to influence any federal or state agency or legislative staff involved in the award of such funding.
- k. The applicant organization will provide or continue to provide a drug-free workplace.
- l. A complete file will be established to include the approved application form, award document, approved revision (if any), verification of expenditures, logs of receipts and expenditures, correspondence, and final reports. This file shall be available for review by NDE project personnel or their authorized representatives upon request.
- m. A bookkeeping system will be developed to monitor receipts and expenditures by line item. Expenditures cannot exceed the approved budget in any line item without prior written approval from the Nevada Department of Education (NDE).
- n. Records shall be maintained in accordance with general accounting standards. Receipts, invoices, and/or computer printouts will be maintained to verify expenditures. Copies of this verification will be submitted to the NDE upon request.
- o. Travel claims will be maintained for any travel reimbursement made with project funds. (Per diem, mileage, and lodging payment are allowable only at state-approved rates.)
- p. All activities must take place within the funding period.

An inventory of materials and supplies purchased through *Read by Grade 3* grant funds shall be maintained and made available upon request.



General State Assurances

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

LEA/Organization



Appendix M: Federal Assurances

General Statement of Federal Assurances

NAME OF LEA/AGENCY:

FISCAL YEAR: FY20

GRANT/PROGRAM NAME: Title 1003(a)

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.

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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.



SUBRECIPIENT ASSURANCES (Continued):

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.



STATE REGULATION ASSURANCES (Continued):

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.



STATE REGULATION ASSURANCES (Continued):

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.



2 CFR Part 200 ASSURANCES (Continued)

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 funds will be used to supplement and not supplant state and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in absence of such funds, be made by the SUBRECIPIENT for educational purposes.
54. That the SUBRECIPIENT shall continue its coordination with NDE during the length of the project period.
55. The SUBRECIPIENT shall cooperate in any evaluation by the DEPARTMENT.
56. The SUBRECIPIENT will comply with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended.



2 CFR Part 200 ASSURANCES (Continued)

57. 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.
58. 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.

59. 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).
60. 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.
61. 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.
62. 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.
63. 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.
64. That the SUBRECIPIENT will acquire, use, maintain, and dispose of equipment purchased for the approved project in accordance with 34 CFR 80.32.



34 CFR EDGAR ASSURANCES (Continued)

65. 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.
66. 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.
67. 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.
68. 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.
69. 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:

70. 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.
71. 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).
72. 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).
73. 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.

74. 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 164.504. If PHI will not be disclosed then a Confidentiality Agreement will be entered into.

75. 45 CFR, Part 98 – Child Care and Development Fund: Final Rule

76. 45 CFR, Part 99 – Procedures for Hearings for the Child Care and Development Fund.

Title I003(a) Program Specific

77. The information in this application is correct. The applicant designated below hereby applies for a subgrant of Federal funds to provide instructional activities and services to meet the special educationally disadvantaged children as set forth in the application. The application shall include, at a minimum—a description of how the local educational agency will carry out its responsibilities under ESSA section 1111(d) for schools receiving funds under this section. Including how the local educational agency will develop comprehensive support and improvement plans for schools receiving funds under this section; support for schools developing or implementing targeted support and improvement plans; monitoring of schools receiving funds; use of a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the local educational agency will partner; align other Federal, State, and local resources to carry out the activities supported with funds; and as appropriate, modify practices and policies to provide operational flexibility that enables full and effective implementation of the plans.

78. Each school the local educational agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section.

79. The local Board of Trustees has authorized this application and such action is recorded in the minutes of the agency's meeting.

80. The information submitted in the application is, to the best of my knowledge, is true and accurate. I further certify that any program and activity funded by this grant will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines, instructions, and assurances.

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 subgrantees 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 subgrantee 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.



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



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Appendix N: Competitive Multi-Grant Application Rubric and Scoring Guide

Application Review Components

The review team may be comprised of external reviewers and NDE internal reviewers.

Component	Process
1. Review of Strategic Action Plan	The extent to which the grant application displays a strategic, well-thought out and evidence-based approach that will lead to immediate and sustainable improvement. Review teams read the application, develop a team score based on scoring rubric, and ensure proposal meets all grant requirements.
2. Review of Budget	Review teams will review budget based on scoring rubric.

Application Review Sections

Each component of the Competitive Multi-Grant Application will be reviewed according to the following identified sections.

Review of Strategic Action Plan

Section	Explanation
<p>Section 1 LEA and Eligible Entity Abstract</p>	<p>The LEA and eligible entity abstract concisely discusses the following:</p> <ul style="list-style-type: none"> • A brief statement of how schools were selected showing the greatest needs (e.g., Comprehensive Support and Improvement Schools) • Alignment to one or more state goal(s) <ul style="list-style-type: none"> Goal 1 - All students are proficient in reading by the end of 3rd grade. Goal 2 - All students enter high school with the skills necessary to succeed. Goal 3 - All students graduate college, career, and community ready. Goal 4 – All students served by effective educators. Goal 5 – Efficient and effective use of public funds to achieve the highest return on educational investment. Goal 6 - All students learn in an environment that is physically, emotionally, and intellectually safe. • Alignment to one or more state priorities <ol style="list-style-type: none"> 1. Ensuring principals have the support they need to become great school leaders 2. Using data to inform decisions impacting our schools 3. Identifying and improving our lowest-performing schools • LEA and Eligible Entity Support • LEA and Eligible Entity Monitoring and Evaluation

Section	Explanation
<p>Section 2 Continuous School Improvement SMART Goals and Funding Resources</p>	<p>SMART Goals:</p> <ul style="list-style-type: none"> • Continuous school improvement goals must be written as SMART goals (Specific, Measurable, Achievable, Realistic, and Timely) focused on increasing student achievement. • Explicitly linked to action steps • Must be differentiated based on school needs <p>Funding Resources:</p> <ul style="list-style-type: none"> • Detailed description of how existing and/or new resources are aligned and leveraged to meet all grant-specific requirements.
<p>Section 3 Continuous School Improvement Action Plan</p>	<p>Action steps must include key ESSA evidence-based strategies, programs, services and interventions to support immediate and sustainable improvement in schools and aligned with SMART goals.</p>
<p>Section 4 Data-Based Decision Making</p>	<ol style="list-style-type: none"> 1. Benchmark: Time specific outcomes using measurable data are identified to track progress within the action steps. 2. Monitoring: A detailed monitoring plan of how the school will collect comprehensive data and monitor progress toward continuous school improvement SMART goals and strategic benchmarks. 3. Examine and Reflect: A data-based decision-making process that explicitly examines and reflects on how information and data will be used to modify strategies, resources, and interventions to ensure progress toward the identified continuous school improvement SMART goals.

Review of Budget

Section 1	Explanation
<p>Budget Review</p>	<p>Alignment to Continuous Improvement Plan</p> <ul style="list-style-type: none"> • The budget clearly describes all proposed grant expenditures; expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and plan. <p>Specific Budget Narrative with ESSA Evidence Levels</p> <ul style="list-style-type: none"> • A strong, well-written, and concise explanation of expenditures provides a clear and complete narrative that includes: a breakdown of proposed spending as identified in the action steps supported by the ESSA evidence level, and an equation that clearly demonstrates the use of funds. <p>Accuracy of Budget</p> <ul style="list-style-type: none"> • All proposed spending indicated in the plan are included and identified by correct object codes; all line item totals balance with total funding request.



Competitive Funding Process:

Applications will be sorted into five categories:

- 1) LEA applications for districtwide/consortium activities for the Title I, 1003(a) grant program;
- 2) LEA applications for districtwide/consortium activities for the Read By Grade 3 grant program;
- 3) LEA applications for districtwide/consortium activities for the Turnaround grant program;
- 4) LEA and eligible entity applications for system level activities for the College and Career Readiness grant program; and
- 5) Eligible school applications for any school level activities that have not been included within the application for LEA districtwide activities.

After all applications have been reviewed by the NDE review teams, the applications will be sorted by score, from highest to lowest, for each of the five categories to then determine the highest scoring quartile of applications (quartile 1), the second highest scoring quartile (quartile 2), the third highest scoring quartile (quartile 3), and the lowest scoring quartile. The Department will first consider for funding those applications in quartile 1 for each of the five categories before it considers funding applications in quartiles 2, 3, and 4 (in that order). Funding will subside when it is exhausted for each of the grant programs.

During the competitive funding process, the review teams may identify requests that will not be funded, even though the application may have been scored well enough to be in quartile 1. For example, if the application scored in quartile 1 and requested funding from Title I, 1003(a) for an intervention that does not meet ESSA Evidence Levels 1, 2, or 3, then the review team would determine that the item requested does not meet the criteria for funding and, thus, would not grant any funding for that intervention—while funding other items within that application, in whole or in part.



Competitive Multi-Grant Rubric Scale

The following scale will be used to rate each element within the sections described above.

Scale	Explanation	Points
Strong	The response is intentional, complete, and provides detailed, compelling evidence that meets the criteria listed in the rubric elements.	4
Adequate	The response is clear, complete, and provides some evidence, that meets the criteria listed in the rubric elements.	3
Marginal*	The response is partially complete and provides only limited evidence that meets the criteria listed in the rubric elements.	2
Weak*	The response is incomplete and lacks evidence that meets the criteria listed in the rubric elements.	1
Absent*	No response or evidence is provided that addresses the criteria listed in the rubric elements.	0

**Receiving a scale score of Marginal, Weak, or Absent may negatively impact the total scoring required for grant approval.*



Rubric Required Elements for Districtwide Strategies

All Competitive Multi-Grant Applications for districtwide or system level activities are scored against the following rubric elements for all four competitive grant programs: Read By Grade 3, Title I 1003(a), Turnaround, and College and Career Readiness. LEAs that apply for districtwide activities for any one of these four competitive grants will have their districtwide application scored against this rubric. Districtwide requests should be highly coordinated evidence-based activities between multiple schools within a district or across districts, or between schools and district offices, for the purposes of strengthening collaborative learning opportunities and continuous improvement. For example, a district may request funds for a network of schools working together to improve student outcomes and using common evidence-based strategies or for consortium work with other districts.

Eligible entities that are not districts or schools and that are applying for the College and Career Readiness Grant will also have their applications scored against this rubric.

This is the latest version of the Rubric. It is possible that revisions will be made. If so, NDE will share the updated version as soon as it is available. We do not expect any drastic changes to the sample rubric listed below.

Component 1: Review of Strategic Action Plan

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
Statement of Selected Schools	Please see below for each specific grant program.	Please see below for each specific grant program.	Please see below for each specific grant program.	Please see below for each specific grant program.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
State Goals: Alignment	The plan is an intentional and compelling detailed description of alignment with one or more of Nevada’s state goals.	The plan is clear and complete with some evidence of alignment with one or more of Nevada’s state goals.	The plan is partially complete with limited evidence of alignment with one or more of Nevada’s state goals.	The plan is incomplete and lacks evidence of alignment with one or more of Nevada’s state goals.	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
State Goals: Coordinated Continuous Improvement Action Plan Steps	The plan provides an intentional and compelling detailed description of the ESSA evidence-based strategies, programs, services, and interventions selected; interventions are a strong match to the identified goals and root cause analysis.	The plan provides a clear and complete description of the ESSA evidence-based strategies, programs, services, and interventions selected; some interventions are a match to the identified goals and root cause analysis.	The plan provides a limited or partial description of the ESSA evidence-based strategies, programs, services, and interventions selected; interventions are a limited or partial match to the identified goals and root cause analysis.	The plan is incomplete or lacks description of the ESSA evidence-based strategies, programs, services, and interventions selected; interventions lack a match to the identified goals and root cause analysis.	No response or evidence is provided that addresses the criteria listed in the rubric elements. No response or evidence is provided that addresses the criteria listed in the rubric elements.
State Priorities: Alignment	The plan is an intentional and compelling detailed description of alignment with one or more of Nevada’s state priorities: 1. Ensuring principals have the support they need to become great school leaders 2. Using data to inform decisions impacting our schools 3. Identifying and improving our lowest-performing schools.	The plan is clear and complete with some evidence of alignment with one or more of Nevada’s state priorities: 1. Ensuring principals have the support they need to become great school leaders 2. Using data to inform decisions impacting our schools 3. Identifying and improving our lowest-performing schools	The plan is partially complete with limited evidence of alignment with one or more of Nevada’s state priorities: 1. Ensuring principals have the support they need to become great school leaders 2. Using data to inform decisions impacting our schools 3. Identifying and improving our lowest-performing schools	The plan is incomplete and lacks evidence of alignment with one or more of Nevada’s state priorities: 1. Ensuring principals have the support they need to become great school leaders 2. Using data to inform decisions impacting our schools 3. Identifying and improving our lowest-performing schools	No response or evidence is provided that addresses the criteria listed in the rubric elements.
State Priorities: ESSA Evidence Levels	Strategies, programs, services, and interventions requested for grant approval are 100% ESSA Evidence levels 1-3.	Strategies, programs, services, and interventions requested for grant approval are at least 75% ESSA Evidence levels 1-3 and 25% of the interventions are ESSA Evidence level 4.	Strategies, programs, services, and interventions are at least 50% ESSA Evidence levels 1-3 and 50% of the interventions are ESSA Evidence level 4.	Strategies, programs, services, and interventions requested for grant approval are 75% or more within ESSA Evidence level 4.	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 plan is comprehensive and coherent, containing continuous and highly coordinated collaboration with key school and district education leaders to review data, make data-driven decisions in a timely fashion, and provide targeted support for the lowest performing schools.	The plan is clear and complete with evidence of continuous collaboration with key school and district education leaders to review data, make data-driven decisions in a timely fashion, and provide targeted support for the lowest performing schools.	The plan is partially complete with limited evidence of continuous collaboration with key school and district education leaders to review data, make data-driven decisions in a timely fashion, and provide targeted support for the lowest performing schools.	The plan is incomplete and lacks evidence of continuous collaboration with key school and district education leaders to review data, make data-driven decisions in a timely fashion, and provide targeted support for the lowest performing schools.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Monitoring and Evaluation	Benchmarks support and are clearly aligned with the identified goals and key strategies, programs, services, or interventions described in the plan; there are intentional and strategic connections to meet the described benchmarks. The plan provides an intentional and compelling timeframe for holding stakeholders accountable for meeting agreed-upon performance benchmarks.	Benchmarks support and are adequately aligned with the identified goals and key strategies, programs, services, or interventions described in the plan; there are intentional and strategic connections to meet the described benchmarks. The plan provides a clear and complete timeframe for holding stakeholders accountable for meeting agreed-upon performance benchmarks.	Benchmarks support and are partially aligned with the identified goals and key strategies, programs, services, or interventions described in the plan; there are intentional and strategic connections to meet the described benchmarks. The plan provides a limited or partial timeframe for holding stakeholders accountable for meeting agreed-upon performance benchmarks.	Benchmarks lack alignment with the identified goals and key strategies, programs, services, or interventions described in the plan; there are intentional and strategic connections to meet the described benchmarks. The plan lacks a timeframe for holding stakeholders accountable for meeting agreed-upon performance benchmarks.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Statement of Selected Schools by Grant Program

Read By Grade 3

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
Statement of Selected Schools	The LEA has provided an intentional, compelling, and concise process that identifies schools with the greatest needs. The majority of schools demonstrate extreme or strong need (as defined by the supporting document provided).	The LEA has provided an adequate and process for identifying schools with greatest needs. The majority of schools demonstrate extreme, strong, or moderate need (as defined by the supporting document provided).	The LEA has provided a limited description of a process for identifying schools with greatest needs. The majority of schools demonstrate at least moderate need (as defined by the supporting document provided).	The LEA has provided an incomplete process for identifying schools with greatest needs. The majority of schools demonstrate at least mild or low need (as defined by the supporting document provided).	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Title I, 1003(a)

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
Statement of Selected Schools	The LEA has provided an intentional, compelling, and concise process for identifying schools with greatest needs. All of the schools requesting funds are on prioritized list (the 76 CSI schools with large opportunity gaps).	The LEA has provided an adequate and process for identifying schools with greatest needs. A majority of the schools requesting funds are on prioritized list (the 76 CSI schools with large opportunity gaps).	The LEA has provided a limited description of a process for identifying schools with greatest needs. Fewer than half of the schools requesting funds are on prioritized list (the 76 CSI schools with large opportunity gaps).	The LEA has provided an incomplete process for identifying schools with greatest needs. Fewer than half of the schools requesting funds are on prioritized list (the 76 CSI schools with large opportunity gaps).	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Turnaround

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
Statement of Selected Schools	The LEA has provided an intentional, compelling, and concise process for identifying schools with greatest needs.	The LEA has provided an adequate and process for identifying schools with greatest needs.	The LEA has provided a limited description of a process for identifying schools with greatest needs.	The LEA has provided an incomplete process for identifying schools with greatest needs.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

College and Career Readiness

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
Statement of Selected Schools	The LEA or eligible entity has provided an intentional, compelling, and concise process for identifying schools with greatest needs.	The LEA or eligible entity has provided an adequate and process for identifying schools with greatest needs.	The LEA or eligible entity has provided a limited description of a process for identifying schools with greatest needs.	The LEA or eligible entity has provided an incomplete process for identifying schools with greatest needs.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Component 2: Review of Budget

Section 1: Budget

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
Alignment to Continuous School Improvement Plan	The budget narrative is intentional and compelling and includes all proposed grant expenditures outlined in the plan; all expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application.	The budget narrative is clear and includes most proposed grant expenditures outlined in the plan; most expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application.	The budget narrative provides a limited or partial justification for proposed grant expenditures outlined in the plan; a few aspects of the proposed budget may not be reasonable, necessary, or allowable.	The budget narrative provides little or no justification for proposed grant expenditures or many aspects of the proposed budget are not reasonable, necessary, or allowable.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Specific Narrative	An intentional and compelling well-written and concise explanation of expenditures is provided; a breakdown of proposed spending supported by ESSA evidence level, 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 supported by ESSA evidence level, 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 supported by ESSA evidence level are limited, intervention strategies and programs are 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 with supporting ESSA evidence, many intervention strategies and programs 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	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.



Rubric Required Elements for School Requests

All Competitive Multi-Grant Applications for school level activities that have not been included in the districtwide activities requests are scored against the following rubric elements for all four competitive grant programs: Read By Grade 3, Title I 1003(a), Turnaround, and College and Career Readiness. This provides an opportunity for eligible schools, particularly those that are prioritized for competitive grants, to make school funding requests for evidence-based interventions that meet their unique and individual needs, which may not be captured in a districtwide activities request.

This is the latest version of the Rubric. It is possible that revisions will be made. If so, NDE will share the updated version as soon as it is available. We do not expect any drastic changes to the sample rubric listed below.

Component 1: Review of Strategic Action Plan

Section 1

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
Total LEA or Eligible Entity Score for Districtwide Activities	The LEA or eligible entity has provided an intentional, compelling, and strategic plan that includes evidence-based interventions aligned with school needs in order to support schools with the greatest needs. In addition, the plan provides strong monitoring, support, and evaluation.	The LEA or eligible entity has provided an adequate plan that includes evidence-based interventions aligned with school needs in order to support schools with the greatest needs. In addition, the plan provides adequate monitoring, support, and evaluation.	The LEA or eligible entity has provided a limited plan that includes evidence-based interventions aligned with school needs in order to support schools with the greatest needs. In addition, the plan provides limited monitoring, support, and evaluation.	The LEA or eligible entity has provided an incomplete plan. In addition, the plan provides incomplete monitoring, support, and evaluation.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Section 2: Continuous School Improvement SMART Goals and Funding Resources

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
SMART Goals	All goals are intentionally and completely written as SMART goals (specific, measurable, achievable, realistic and timely) and explicitly linked to action steps.	Most goals are clearly and completely written as SMART goals (specific, measurable, achievable, realistic and timely) and explicitly linked to action steps.	Some of the goals are written as SMART goals (specific, measurable, achievable, realistic and timely) with limited alignment to action steps.	Few of the goals are written as SMART goals (specific, measurable, achievable, realistic and timely), are incomplete, and lack alignment to action steps.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
SMART Goals	The SMART goals are differentiated and intentionally promote rigor and maintain high expectations for continuous school improvement.	The SMART goals are differentiated and promote some rigor and demonstrate some high expectations for continuous school improvement.	Some SMART goals are differentiated and promote limited rigor and expectations for continuous school improvement.	The SMART goals lack differentiation, rigor, and demonstrate incomplete expectations for continuous school improvement.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Funding Resources	The plan provides an intentional and compelling detailed description of how existing and/or new resources are leveraged and aligned with the Continuous School Improvement SMART Goals and meet all grant specific requirements.	The plan provides a clear and complete description with some evidence of how existing and/or new resources are leveraged and aligned with the Continuous School Improvement SMART Goals and meet most grant specific requirements.	The plan provides a general description with limited evidence of how existing and/or new resources are leverage and aligned with the Continuous School Improvement SMART Goals; there may be gaps or areas of misalignment.	The plan provides an incomplete or weak description that lacks clear evidence of how existing and/or new resources are leveraged and aligned with the Continuous School Improvement SMART Goals; there are gaps or areas of misalignment.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Section 3: Continuous School Improvement Action Plan

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
Coordinated Continuous School Improvement Action Plan Steps	The plan provides an intentional and compelling detailed description of the ESSA evidence-based strategies, programs, services, and interventions selected; interventions are a strong match to the identified SMART goals.	The plan provides a clear and complete description of the ESSA evidence-based strategies, programs, services, and interventions selected; some interventions are a match to the identified SMART goals.	The plan provides a limited or partial description of the ESSA evidence-based strategies, programs, services, and interventions selected; interventions are a limited or partial match to the identified SMART goals.	The plan is incomplete or lacks description of the ESSA evidence-based strategies, programs, services, and interventions selected; interventions lack a match to the identified SMART goals.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
ESSA Evidence Levels	Strategies, programs, services, and interventions requested for grant approval are 100% ESSA Evidence levels 1-3.	Strategies, programs, services, and interventions requested for grant approval are at least 75% ESSA Evidence levels 1-3 and 25% of the interventions are ESSA Evidence level 4.	Strategies, programs, services, and interventions are at least 50% ESSA Evidence levels 1-3 and 50% of the interventions are ESSA Evidence level 4.	Strategies, programs, services, and interventions requested for grant approval are 75% or more within ESSA Evidence level 4.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Section 4: Data-Based Decision Making

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
Benchmarks	Benchmarks support and are clearly aligned with the identified SMART Goals and key strategies, programs, services, or interventions described in the plan; there are intentional and strategic connections to meet the described benchmarks.	Benchmarks support and are adequately aligned with the SMART Goals and key strategies, programs, services, or interventions described in the plan; there are some connections to meet the described benchmarks.	Benchmarks support and are partially aligned with the SMART Goals key strategies, programs, services, or interventions described in the plan; there are limited or partial connections to meet the described benchmarks.	Benchmarks lack alignment with the SMART Goals and key strategies, programs, services, or interventions described in the plan and lack connections to meet the described benchmarks.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Monitoring and Evaluation	The plan provides an intentional and compelling timeframe for holding stakeholders accountable for meeting agreed-upon performance benchmarks.	The plan provides a clear and complete timeframe for holding stakeholders accountable for meeting agreed-upon performance benchmarks	The plan provides a limited or partial timeframe for holding stakeholders accountable for meeting agreed-upon performance benchmarks	The plan lacks a timeframe for holding stakeholders accountable for meeting agreed-upon performance benchmarks	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Examine and Reflect	The plan provides an intentional and compelling detailed description of how information and data will be used to modify strategies and initiatives.	The plan provides an adequate description of how information and data will be used to modify strategies and initiatives.	The plan provides a limited or partial description of how information and data will be used to modify strategies and initiatives.	The plan lacks a description of how information and data will be used to modify strategies and initiatives.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Component 2: Review of Budget

Section 1: Budget

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
Alignment to Continuous School Improvement Plan	The budget narrative is intentional and compelling and includes all proposed grant expenditures outlined in the plan; all expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application.	The budget narrative is clear and includes most proposed grant expenditures outlined in the plan; most expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and application.	The budget narrative provides a limited or partial justification for proposed grant expenditures outlined in the plan; a few aspects of the proposed budget may not be reasonable, necessary, or allowable.	The budget narrative provides little or no justification for proposed grant expenditures or many aspects of the proposed budget are not reasonable, necessary, or allowable.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Specific Narrative	An intentional and compelling well-written and concise explanation of expenditures is provided; a breakdown of proposed spending supported by ESSA evidence level, 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 supported by ESSA evidence level, 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 supported by ESSA evidence level are limited, intervention strategies and programs are 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 with supporting ESSA evidence, many intervention strategies and programs 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	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.



LEA Name:

Districtwide Program (i.e., 1003(a), CCR, Turnaround, or RBG3):

Review Team:

SCORING FOR DISTRICTWIDE AND ELIGIBLE ENTITY ACTIVITIES

Component 1: Review of Strategic Action Plan

Section 1: LEA Abstract	Rubric Score		Total Points Awarded	Total Points Possible
Statement of Selected Schools		x 7.5		30
State Goals: Alignment		x 1.5		5
State Goals: Coordinated Continuous Improvement Action Plan Steps		x 1.5		5
State Priorities: Alignment		x 1.5		5
State Priorities: ESSA Evidence Levels		x 1.5		5
Support		x 2.5		10
Monitoring		x 2.5		10
Component 1 Score:				70

Component 2: Review of Budget

Section 1: Budget	Rubric Score		Total Points Awarded	Total Points Possible
Alignment to Continuous Improvement Plan		x 2.5		10
Specific Narrative		x 2.5		10
Accuracy		x 2.5		10
Component 2 Score:				30



Final Combined Score

Component Category	Score Totals
Component 1 Overall Score	
Component 2 Overall Score	
Final Combined Score:	



SCORING FOR SCHOOLWIDE ACTIVITIES (not included in districtwide activities request)

LEA Name:

School Name:

Review Team:

Component 1: Review of Strategic Action Plan

	Rubric Score		Total Points Awarded	Total Points Possible
Section 1: LEA or Eligible Entity Abstract				
Total LEA or Eligible Entity Score for Districtwide Activities		x 2.5		10
Section 2: Continuous Improvement SMART Goals and Funding Resources				
SMART Goals Linked to Action Steps		x 1.5		5
SMART Goals Promote Rigor		x 1.5		5
Funding Resources		x 1.5		5
Section 3: Continuous Improvement Action Plan				
Coordinated Continuous School Improvement Action Plan Steps		x 2.5		10
ESSA Evidence Levels		x 2.5		10
Section 4: Data-Based Decision-Making				
Benchmarks		x 1.5		5
Monitoring		x 2.5		10
Examine and Reflect		x 2.5		10
Component 1 Score:				70



Component 2: Review of Budget

Section 1: Budget	Rubric Score		Total Points Awarded	Total Points Possible
Alignment to Continuous Improvement Plan		x 2.5		10
Specific Narrative		x 2.5		10
Accuracy		x 2.5		10
Component 2 Score:				30

Final Combined Score

Component Category	Score Totals
Component 1 Overall Score	
Component 2 Overall Score	
Final Combined Score:	