

# Mathematics and Science Partnership Program



## Request for Proposals 2017-2018 Awards

ISSUED BY  
Nevada Department of Education  
700 East Street  
Carson City, NV 89701

***Deadline for Applications: December 2, 2016***

***Grant Period: January 2017 to May 2018***

***Grant Amount: \$1,149,368***

Questions related to this grant should be addressed to:

Mike Pacheco, State Coordinator  
Mathematics and Science Partnership Program  
Nevada Department of Education  
755 N. Roop Street, Suite 107  
Carson City, NV 89701  
(775) 687 - 5933  
mpacheco@doe.nv.gov

# **APPLICATION INSTRUCTIONS FOR INSTITUTIONS OF HIGHER EDUCATION, SCHOOL DISTRICTS, AND NONPROFIT ORGANIZATIONS SEEKING A MATHEMATICS AND SCIENCE PARTNERSHIP GRANT**

## **I. Introduction/Background**

In January of 2002, the No Child Left Behind Act of 2001 (NCLB) became law. Title II Part B of this legislation authorizes a Mathematics and Science Partnership (MSP) competitive grant program. The intent of this program is to encourage institutions of higher education, local school districts, elementary schools, and secondary schools to participate in professional development activities that increase the subject matter knowledge and teaching skills of mathematics and science teachers. Professional development activities must be sustained, intensive, classroom focused, and aligned with the Nevada Academic Content Standards in Mathematics and/or Science. These activities must result in a demonstrable and measurable improvement in student academic achievement in mathematics and/or science.

Core partners in these grants must include mathematics, science, and/or engineering departments from higher education institutions, including community colleges. Partnerships of higher education, K-12 districts, and other stakeholders will draw upon the strong disciplinary expertise of the mathematicians, scientists, and engineering faculty from higher education institutions to develop professional development activities that will effect improvements in student outcomes by providing K-12 teachers with strong mathematics and/or science content knowledge.

The Nevada Department of Education (NDE) is responsible for the administration of this program. Funds available for the Mathematics and Science Partnership competitive grant program will be awarded by the Department to support successful proposals submitted by departments of mathematics, science, or engineering at Nevada institutions of higher education; high-need school districts; or nonprofit organizations (NPOs) that have formed partnerships that will provide program and resources to improve mathematics and/or science instruction. A total of \$1,149,368.00 is available to support new and continuing projects in 2017-2018.

## II. Program Description

- A. **Purpose:** The purpose of this program is to improve the academic achievement of students in the areas of mathematics and/or science, and enable all teachers to achieve Highly Effective status, by encouraging state educational agencies, institutions of higher education, local educational agencies, elementary schools, and/or secondary schools to partner in implementing high-quality professional development programs, including programs that:
- (1) Improve and upgrade the status and stature of mathematics and science teaching the Nevada Academic Content Standards in Mathematics and/or Science by encouraging institutions of higher education to assume greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of training and advising mathematics and science teachers;
  - (2) Focus on the education of mathematics and/or science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;
  - (3) Improve and enhance the abilities of teachers of mathematics and/or science to use the processes of scientific investigation and inquiry to build their own content knowledge base and abilities;
  - (4) Bring mathematics and science teachers in elementary schools and/or secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of mathematics and/or science teachers; and/or
  - (5) Improve and expand knowledge base of mathematics and/or science teachers, including training such teachers in the effective integration of Nevada Academic Content Standards in Mathematics and Science into curricula and instruction.
- B. **Eligibility** (eligible partners):
- (1) Partnerships applying for a Mathematics and Science Partnership grant **must** include:
    - (a) An engineering, mathematics, or science department of an institution of higher education;
    - (b) A high-need local educational agency; and
    - (c) A teacher training department of an institution of higher education; and
  - (2) Partnerships may also include:
    - (a) Another engineering, mathematics, science, or teacher training department of an institution of higher education;
    - (b) Additional local educational agencies, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools;
    - (c) A business; or
    - (d) A nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and/or science teachers.

- C. **Uses of Funds:** A partnership shall use funds provided for one or more of the following activities related to elementary or secondary schools:
- (1) Creating opportunities for enhanced and ongoing professional development focused teacher content knowledge in relation to the Nevada Academic Content Standards in Mathematics and/or Science and;
  - (2) Establishing and operating mathematics and/or science summer workshops or institutes, including follow-up training, for elementary school and/or secondary school mathematics and/or science teachers that shall, increase teachers content knowledge in Mathematics and Science directly related to the Nevada Academic Content Standards, and may focus pedagogy secondarily;
  - (3) Designing programs to prepare a mathematics or science teacher for the Nevada Academic Content Standards in Mathematics and/or Science at a school to provide professional development to other mathematics or science teachers at the school and to assist beginning and other teachers at the school, including (if applicable) a mechanism to integrate the teacher's experiences from a summer workshop or institute into the provision of professional development and assistance;
  - (4) Establishing and operating programs to bring mathematics and/or science teachers into contact with working scientists, mathematicians, and engineers, to expand such teachers' subject matter knowledge of, and research in, science and mathematics; and
  - (5) Establishing distance learning programs for mathematics and science teachers using the Nevada Academic Content Standards in Mathematics and/or Science that are innovative, content-based, and based on scientifically based research that is current as of the date of the program involved.
  - (6) Establishing programs that provide trainings and resources for mathematics and science teachers to use research-based strategies to systematically target females and other underrepresented populations in STEM disciplines.
- D. **Priorities:** The Nevada MSP program priorities for the 2017-2018 funding cycle are:
- (1) Programs to improve grade level content knowledge and skills of mathematics and/or science teachers (including special education and second language teachers) aligned to the Nevada Academic Content Standards in Mathematics and/or Science; or
  - (2) Programs designed to grow the math and/or science content knowledge of teachers in grades 7-12.
  - (3) Programs that provides trainings and resources for teachers in research-based strategies to systematically target females and other underrepresented populations in STEM disciplines (e.g. mentorship, dispositions).
- E. **Supplement Not Supplant:** Funds received shall be used to supplement, and not supplant, funds that would otherwise be used for proposed activities.
- F. **Period of Performance:** Due to the ending of federal funding, grants will be awarded for a period of 1 year only.

### III. Definitions

- A. **Highly Effective Teacher:** Teachers who are currently teaching in Nevada public schools on an endorsement listed on a valid teacher certificate issued by the State of Nevada are considered highly qualified and have met the requirements of the No Child Left Behind Act.
- B. **Professional Learning:** The term “professional learning” that is sustainable and ongoing for this grant cycle means instructional activities that:
- (1) Are aligned to the Nevada Academic Content Standards in Mathematics and Science and assessment;
  - (2) Improve and increase teachers’ knowledge of the academic subjects they teach;
  - (3) Enable teachers to become highly effective; and
  - (4) Are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom.
- C. **Scientifically Based Research:** The term “scientifically based research” means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:
- Employs systematic, empirical methods that draw on observation or experiment and involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (1) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
  - (2) Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
  - (3) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum, to offer the opportunity to build systematically on their findings; and
  - (4) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.
- D. **High-Need School District:** The term “high-need school district” means a school district that:
- Has a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach or that have a high percentage of teachers with emergency, provisional, or temporary certification or licensing; or
- (1) Has a high percentage of students scoring below state targets or national averages on assessments of student achievement in science and/or mathematics.

- a. For 2017-2018 **all** of Nevada’s school districts are eligible to participate as full members of a partnership.
- E. **Summer Workshop or Institute:** The term “summer workshop or institute” means a workshop or institute, conducted during the summer, that:
- (1) Is aligned to grade level Nevada Academic Content Standards in Mathematics and/or Science;
  - (2) Is conducted for a period of not less than 40 hours (1 week);
  - (3) Includes, as a component, a program that provides direct interaction between students and faculty; and
  - (4) Provides for follow-up training during the academic year that is conducted in the classroom for a period of not less than three days.

## IV. Proposal Requirements

Each proposal submitted **must** include:

- A. **Evidence of Grade Level Alignment to the Nevada Academic Content Standards in Mathematics and/or Science:**
- (1) Document(s) that cite alignment to Nevada Academic Content Standards in Mathematics and/or Science.
- B. **Evidence of Meaningful Partnerships:** Partnerships that exhibit characteristics including, but not limited to, the following:
- (5) Commitment: Evidence of active involvement of all partners must be documented.
  - (6) Capacity: Evidence of the number and quality of staff to carry out the proposed activities and the institutional resources to support the activities must also be included.
  - (7) Business Partner: Evidence of a partnership with a business or association of businesses that demonstrates a planned and deliberate gain in program capacity.
  - (8) Sustainability: A partnership must demonstrate an ability to maintain the targeted activities beyond the length of the project and a description of how the partnership will continue the activities funded under this proposal after the original grant period has expired.
- B. **Needs Assessment:** The results of a comprehensive assessment of the teacher effectiveness and professional development needs, with respect to the teaching and learning of mathematics and science, of each school district or school that comprise the eligible partnership. This needs assessment should, to the extent possible, provide base-line data that can be used to evaluate the effectiveness of the project and to set annual targets for improvement.
- C. **Project Plan Aligned to Identified Needs:** Implementation plans that include:
- (1) Evidence that planned activities align to Nevada Academic Content Standards in Mathematics and/or Science;
  - (2) Evidence that the planned activities will address identified measurable outcomes through clear strategies;
  - (3) A description of how the activities to be carried out by the eligible partnership will address the professional development needs of the participating school districts or schools, as determined by the needs assessment, and how these activities will be aligned with Nevada Academic Content Standards in Mathematics and/or Science and their alignment to promote student academic achievement in mathematics and/or science; and
  - (4) A description of how the eligible partnership will carry out the authorized activities.

- D. **Research Base:** A description of how the activities to be carried out by the eligible partnership will be based on a review of scientifically based research, and an explanation of how the activities are expected to improve student academic achievement and strengthen the quality of mathematics and science instruction.
- E. **Evaluation and Accountability Plan:** An evaluation and accountability plan that includes rigorous evaluation procedures that measure at a minimum:
- (1) Alignment to the Nevada Academic Content Standards in Mathematics and/or Science;
  - (2) Progress towards meeting the objectives and annual targets established in response to the comprehensive needs assessment;
  - (3) The number of mathematics and/or science teachers who participate in content-based professional development; and
  - (4) Student academic achievement in mathematics and/or science.
- F. **Final Product Submission:** All MSP grants that are funded will be required to submit final teacher documents, projects, and/or resources for use by other teachers across the state. Submission must include narrative describing the end product(s) and a proposed electronic hosting location of said products, linkable to the NDE website. All products will be property of NDE and may be used on the NDE website.

## V. Preparation of Application

Listed below are the required components, in the order that they should appear, of an acceptable application. The narrative sections of the proposal must be double-spaced and the font used must not be smaller than 12-point. The application, not including the appendix, shall not exceed 20 pages. Applicants must adhere to the page limitations on the narrative sections and may not append additional material beyond that allowed in the following list.

- A. **Statement of Certification:** Use the form provided in Appendix A. The cover page **must** be the first page of the application.
- B. **Standard Program Assurances:** Use the form provided in Appendix H. Attach the assurances page behind the cover page as the second page of the application.
- C. **Partnership Agreements:** This section shall include a narrative of the roles of the partners and their duties and responsibilities related to the goals and objectives of the project. It shall include a description of how the partnership will continue the activities funded under this proposal after the original grant period has expired. This section shall also describe the partnership's governance structure specific to decision-making, communication, and fiscal responsibilities. In addition to this narrative section, each application must append:
  - (1) A Partner Identification Form (see Appendix D) for each partner; and
  - (2) A letter of commitment from each partner **outlining the role and contributions of the partner.**
- D. **Results of Needs Assessment:** This section will identify and prioritize baseline professional development needs of teachers in partner school districts and/or partner regions (as defined by the make-up of the Regional Professional Development Program regions). This baseline information must be determined using the most current assessment of teacher quality and professional development needs available. This section will also include a description of the methodologies used to collect this information. The results of the assessment **must** be used in the establishment of the goals and objectives for this proposal.
- E. **Nevada Academic Content Standards in Mathematics and/or Science Narrative:** Narrative explaining how the Nevada Academic Content Standards in Mathematics and/or Science will help promote content knowledge in mathematics and/or science.
- F. **Repeat Applicant Project Abstract:** Partnerships that have previously received MSP Program funding must include an abstract of prior work. The abstract must describe the projects' intended goals, the amount of funding received by project year, the number of teachers it intended to serve (according to its formal proposal),

the number of teachers it actually served, an explanation of how the budget was spent, qualitative and quantitative evidence of progress towards goals, a description of partnership roles, and an indication of how the proposed work differs from, builds on, or is otherwise informed by prior efforts. The abstract may not exceed **2 single-spaced pages**.

- G. **Abstract:** All partnerships must provide a **1-page, single-spaced** abstract (this will not go towards total page count) of the proposal that briefly and concisely describes the program to be implemented and summarizes the intended results of the program. It should identify the project partners, the grade band and content area of proposed work, the number of teachers it intends to serve, the academic/instructional need of the schools in which they provide instruction, the partnership goals, and a brief overview of the work plan and evaluation plan. This abstract will be posted on [Math and Science Partnership](#) and [Nevada Department of Education](#).
- H. **Project Narrative:** The program narrative must address each of the following items. The narrative section must be double-spaced and may not exceed ten (10) pages.
- (1) Need(s) Addressed –Professional development Nevada Academic Content Standards in Mathematics and/or Science needs determined by the needs assessment(s) in participating schools/districts. Indicate how these needs will be addressed by the project.
  - (2) Program Goals and Objectives – The project narrative must identify measurable project objectives for increasing teacher content knowledge and changing teacher practice aligned to the Nevada Academic Content Standards in Mathematics and/or Science. It should describe recruitment and retention strategies that will be used to attract and retain teachers in the project. Objectives should be written in year-long increments so projects may qualitatively and quantitatively assess progress towards goals. Program goals and objectives must be aligned to the needs addressed in the needs assessment.
  - (3) Program Activities – The project action plan should describe the proposed creative, strategic activities aligned to Nevada Academic Content Standards in Mathematics and/or Science that extend beyond commonplace approaches and how they provide instruction to; model content-specific instructional strategies that will provide teachers with the methodologies to effectively improve student achievement of the Nevada Academic Content Standards in Mathematics and/or Science; and describe how the professional learning sessions are specifically aligned to Nevada Academic Content Standards in Mathematics and/or Science.
  - (4) Project Management Plan – This portion of the narrative should describe the management plan by which all partners are fully engaged to realize the partnership’s goals and outcomes of being aligned to the Nevada Academic Content Standards in Mathematics and/or Science. It should describe in detail the specific roles, responsibilities, and time commitments of the project management team. It should also provide the number of mathematics and/or science faculty and teacher preparation faculty who will be engaged in the

- project work. **A one-page** vitae (not part of the 10 page narrative) for all project management team members, faculty members, and consultants involved with the project must be included in the proposal appendix.
- (5) Timeline – Include a timeline of all significant activities.
  - (6) Institutional Capacity – Briefly describe each partner’s capacity to successfully carry out assigned responsibilities.
  - (7) Research Base to Support Project – Describe the scientifically based research on which the proposed activities are based, and explain how the activities are expected to improve student academic achievement and strengthen the quality of mathematics and/or science instruction.

- I. **Evaluation and Accountability Plan:** The evaluation and accountability plan should be described in terms of how it will guide project progress annually and will measure the impact of the work described in the action plan, including a description of the instruments/metrics (state-required and other) by which the project will measure its progress towards goals. It should describe both formative and summative assessment methods that will be used. Formative evaluation should provide evidence of the strengths and weaknesses of the project and help the partnership identify the extent to which the lessons learned from the sessions are being applied by teacher participants at the classroom level. Summative evaluation should give an objective analysis of qualitative and quantitative data, thus demonstrating the effectiveness of the project on student and teacher outcomes. Describe the plan that will be used to evaluate the program during each year of the program. This plan **must** include:
- (1) Measurement of covered content aligned to Nevada Academic Content Standards in Mathematics and/or Science;
  - (2) Measurable objectives and annual targets which describe progress towards meeting the goals and objectives established in response to the comprehensive needs assessment;
  - (3) Measurable objectives and annual targets to increase the number of mathematics and/or science teachers who participate in content-based professional development activities;
  - (4) Measurable objectives for improved student academic achievement on State and other mathematics and/or science assessments;
  - (5) A description of the data that will serve as baseline for targets;
  - (6) A description of the instruments and methodologies that will be used to collect and analyze the data on which obtainment of objectives and annual targets will be based;
  - (7) A description of the teacher resource/instructional material to be delivered upon completion of each year of the grant.

*For all grantees, a representative from the Nevada Department of Education will meet with project directors to discuss planning of professional development, observe the professional development, and discuss how the professional development went.*

- J. **Budget Summary and Budget Narrative:** Include a project budget (see additional link to FY17 Budget Summary and Budget Narrative ADAC.xlsx) in the application. The budget narrative should describe in detail how each line item was calculated. All professional salaries and wages must be supported by identification of each professional being compensated, a brief explanation of the services they will provide, an estimate of the time (hours/days/FTEs) they are expected to devote to the project, and the rate of their compensation and benefits. The budget narrative may be single-spaced. Both the project budget and the narrative description should be aligned with the activities described in the proposal narrative and should reflect any coordinated uses of resources from other sources. Professional salaries will only be funded if the presenter/facilitator is working outside of their contracted day/hours.
- In addition, a Partner Funding Request (see Appendix F) for each partner (including the applying organization) must be included in the application appendix.

**Award amounts will be temporarily granted for the proposed number of attendees, actual amounts will be based on the total number of participants. A list of participants using the attached appendix will be required for reimbursement.**

- K. **Appendix:** The proposal appendix should include only the following documents:
- (1) A Partnership Identification Form (see Appendix B) for each partner;
  - (2) Letters of commitment from each partner;
  - (3) A Partner Funding Request (see Appendix D) for **each** partner; and
  - (4) One-page vitae for each faculty, staff, and consultants.
  - (5) Participant Form (see Appendix E); must be submitted with reimbursement
  - (6) Evidence of Consultation with Charter Schools and Nonpublic Schools (Appendix F)

## VI. Proposal Submission and Review

- A. **Technical Assistance Meeting:** Applicants may attend a technical assistance meeting at one of the following two locations. These meetings will provide an opportunity for applicants to ask questions about the grant submission.
- **November 7th from 1:00-2:00 PM in the Battle Born room of the Nevada Department of Education 700 East 5<sup>th</sup> Street, Carson City, NV.**
  - **November 9<sup>th</sup> from 1:00-2:00 PM in the Bristle Cone room of the Nevada Department of Education 9890 S Maryland Pkwy, Las Vegas, NV**
- B. **Submission:** Applicants must submit an original signed copy of the full proposal **along with a thumbdrive containing one complete proposal file in Microsoft Word (read-only) or PDF format** to the Nevada Department of Education. The original must include an original signature of the authorized institutional official on the cover page and Statement of Assurances page. Fax and e-mail transmissions are not acceptable. To be considered for funding, proposals must be received at the Department by **5:00 PM on Friday December 2, 2016**. Incomplete applications will not be considered. Proposals should be mailed or delivered to:

Standards and Instructional Supports  
Mike Pacheco  
Nevada Department of Education  
750 North Roop Street, Suite 107  
Carson City, NV 89701

- C. **Review Process:** As proposals are received at the Department, they will be reviewed by staff for completeness and compliance with the requirements set forth in Title II, Part B of NCLB to determine applicant eligibility. If in the judgment of the Department, a proposal is late, significantly incomplete, or an applicant cannot establish its eligibility, the **proposal will be omitted from the competition**. The decision of the Nevada Department of Education is final. Applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified in writing.

An expert review panel whose members have substantive expertise in content areas of math and/or science and professional learning will evaluate eligible applications in light of the required application components and the established criteria. The NDE will make a special effort to recruit panelists who bear no conflict of interest towards any of the proposed partnerships. The review panel will review each eligible application and make recommendations to the Department in the areas of program, budget, and efficacy. The review panel's scores and recommendations will be the primary determinant of successful proposals and will form the basis for negotiation and final selection. Proposals will be ranked according to the final score assigned by the review panel and selected for funding consideration based upon the following criteria: final score assigned each proposal by the review panel; a cost-



## VI. Award Administration

- A. **Notification of the Award:** Within 15 working days of the application deadline (December 2, 2016) correspondence will be sent notifying applicants of the result of the technical review of their application. Within thirty days of completion of the review process, the Program Director will be notified of the status of the proposal.
- B. **Risk Assessment:** Each eligible partnership receiving grant funds may be subject to a risk assessment.
- C. **Award Conditions:** For the 2017-2018 competition, approximately \$1,149,368.00 is available for awards under the (NCLB, Title II, Part B) Mathematics and Science Partnership program. The Department expects to fund 3-5 new MSP programs. Although not a criteria, effort will be made to provide for equitable geographic distribution of funds within the state.
- D. **Reporting Requirements:** Each eligible partnership receiving a grant must report annually to the Department and to the U.S. Secretary of Education regarding the eligible partnership's progress in meeting the objectives and annual targets described in the partnership's accountability plan. Further information regarding reporting requirements will be made available from the Department and the U.S. Secretary of Education. **Each applicant receiving funds will be required to send quarterly budget updates to the Nevada Department of Education.**

**APPENDIX A:  
STATEMENT OF CERTIFICATION  
APPLICATION FOR A SUBGRANT  
Mathematics and Science Partnership**

Return to: NEVADA DEPARTMENT OF EDUCATION  
Standards and Instructional Supports  
755 North Roop Street, Suite 107  
Carson City, NV 89701                      ATTN: Mike Pacheco

**SECTION A: 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 a subgrant of state funds for the Mathematics and Science Partnership. The local Board of Trustees has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on \_\_\_\_\_ (Date).

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools or Authorized Representative

**PART I - APPLICANT**

<b>Applicant</b> (Legal Name of Agency)	
Mailing Address (Street, P.O. Box, City/Zip)	<b>Application for FY</b> Starting Date
Name, title and phone number of Applicant Authorized Contact person:  Name, title and phone number of Applicant Fiscal Contact person:	Ending Date
<b>Amount of application:</b>	

**PART II - STATE DEPARTMENT OF EDUCATION USE**

Date Received:	Obligation Amount	\$ _____
Reviewer's Signature:		Date:

## Appendix B

*Title II, Part B Math Science Partnerships*

### Partner Identification Form

Include a Partnership Identification Form for each of the partner institutions/organizations.

**PARTNER INSTITUTION:** \_\_\_\_\_

**Primary Contact**

**Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Telephone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**E- Mail:** \_\_\_\_\_

**Type of Institution/Organization:** \_\_\_\_\_

## Appendix C

*Title II, Part B Math Science Partnerships*

### Project Budget

This form is a required element of the grant application. The application must also include the itemized breakdown of these budget categories and a budget narrative downloaded at [Nevada Department of Education Math and Science Partnership](#). All professional salaries and wages must be supported by identification of each professional being compensated, a brief explanation of the services they will provide, an estimate of the time (hours/days/FTEs) they are expected to devote to the project, and the rate of their compensation and benefits. Also, documentation is required to guarantee all professional services are being conducted on noncontract time if being paid through the grant.

**Program Title:**

Direct Cost Requested for Partnership	TOTAL
1. Salaries & Wages (Professional and Clerical)	
2. Employee Benefits	
3. Travel In State	
4. Travel Out of State	
5. Materials and Supplies	
6. Consultants and Contracts	
7. Teacher Stipends	
8. Equipment (Purchase)	
9. Other (Equipment rental, printing, etc.)	
<b>10. Indirect Costs*</b>	
<b>Total</b>	

### Project Cost Share Provided By All Partners

Direct Cost Provided by Partnership	TOTAL
1. Salaries & Wages (Professional and Clerical)	
2. Employee Benefits	
3. Travel In State	
4. Travel Out of State	
5. Materials and Supplies	
6. Consultants and Contracts	
7. Teacher Stipends	
8. Equipment (Purchase)	
9. Other (Equipment rental, printing, etc.)	
<b>Total</b>	

## Appendix D

*Title II, Part B Math Science Partnerships*

### Partner Funding Request

#### Name of Partner Organization:

*On this form, list only the funding this partner will receive from the grant.*

<b>A. Direct Cost Requested for Partner</b>	<b>TOTAL</b>
1. Salaries & Wages (Professional and Clerical)	
2. Employee Benefits	
3. Travel In State	
4. Travel Out of State	
5. Materials and Supplies	
6. Consultants and Contracts	
7. Teacher Stipends	
8. Equipment (Purchase)	
9. Other (Equipment rental, printing, etc.)	
<b>B. Indirect Costs Requested by this Partner</b>	
<b>Total Funding to Partner From Grant</b>	

#### Partner Contribution to Partnership

<b>A. Direct Cost Contributed by Partner:</b>	<b>TOTAL</b>
1. Salaries & Wages (Professional and Clerical)	
2. Employee Benefits	
3. Travel In State	
4. Travel Out of State	
5. Materials and Supplies	
6. Consultants and Contracts	
7. Teacher Stipends	
8. Equipment (Purchase)	
9. Other (Equipment rental, printing, etc.)	
<b>Total Cost Provided by Partner</b>	



## Appendix F

### Evidence of Consultation with Charter Schools and Nonpublic Schools

The primary goal of the Nevada Math/Science Partnership (MSP) Program is to improve student achievement in mathematics and science for all students in the state. In support of this goal, all projects are strongly encouraged to include all schools including charter schools, and nonpublic throughout the planning, development and operation of their programs. Under guidance from the U.S. Department of Education, the Nevada MSP program requires that all projects submit documentation of this consultation as part of any project proposal.

Early in development, project directors should include teachers and administrators from charter schools and nonpublic schools in their assessment of the needs to be addressed by the project. These same educators should continue to be included throughout the project's duration. If the proposal is successful in securing funding, then the partners should notify any charter or nonpublic school in the area of the opportunity to participate in the MSP program. Please submit this form with all new applications for the Nevada MSP program. Additional documentation of consultation (e.g., sign-in sheets from meetings, agenda etc...) should be kept by the project directors.

Name of Project: \_\_\_\_\_

MSP Contact Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Charter or Nonpublic School Name	Name of person consulted with during the needs assessment and project development	Phone number or Email of contact Person	Interested in participating in MSP project	Indicate the number of time school did not respond to inquiries

The Project Director assures that all charter and nonpublic schools were given the opportunity to participate in the proposed MSP program and that it engaged in meaningful consultation as required by section 9501(c) of ESEA.

Printed or Typed name of Project Director \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

# Appendix G

## EVALUATION RUBRIC<sup>1</sup>

CRITERIA A: COMMITMENT AND CAPACITY OF PARTNERSHIP (6 POSSIBLE POINTS)			POINTS AWARDED
<p><b>Guiding Questions:</b> Does the project management team have the expertise to implement and sustain a math and/or science professional learning program? Do individuals who planned the project represent the primary partners i.e. LEA and IHEs? Is there evidence that mathematicians, scientists, and/or engineers are playing major roles in the design and delivery of the proposed program? Are the roles of all partners clearly identified? Does the work plan engage all partners in meaningful ways? Is there evidence that the partners share goals, responsibilities, and accountability for the proposed work? Does the governance structure describe communication, decision--making, and fiscal responsibilities among the project partners?</p>			6
Exceeds Standard (3 Pts. each)	Meets Standard (2 Pts. each)	Below Standard (1 Pt. each)	
<ul style="list-style-type: none"> <li>Strong evidence of the number and quality of staff from the primary partners to carry out the proposed activities</li> <li>Qualifications are provided for key partners' staff and appear to be exceedingly strong</li> </ul>	<ul style="list-style-type: none"> <li>Adequate number and quality of staff from the primary partners to carry out the proposed activities</li> <li>Qualifications of key partners' staff are described and appear to be acceptable</li> </ul>	<ul style="list-style-type: none"> <li>Little evidence of the number and quality of staff from the primary partners to carry out the proposed activities</li> <li>Qualifications of key partners' staff are described but appear to be limited</li> </ul>	
<ul style="list-style-type: none"> <li>Shows long term commitment of partners</li> <li>Institutional resources are given in detail</li> </ul>	<ul style="list-style-type: none"> <li>Shows commitment of partners</li> <li>Institutional resources are given acceptably</li> </ul>	<ul style="list-style-type: none"> <li>Shows somewhat limited commitment of partners</li> <li>Institutional resources are given but without detail</li> </ul>	
REVIEWER COMMENTS			

<b>CRITERIA B: Demonstration of Need and Research Base (12 Possible Points)</b>	<b>POINTS AWARDED</b>
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<p><b>Guiding Questions:</b> Are planned activities supported by current research on effective professional learning practices and mathematics or science learning? Is that research cited in the proposal? Does the proposal show evidence of a qualitative and quantitative content--driven assessment of grades K-12 teacher professional learning needs with respect to math and/or science? Is the current status of student achievement in math and/or science for the targeted grades analyzed and disaggregated by gender, ethnicity, socio--economic, ELL &amp; disability status in table form? Are other demographic student data analyzed and used to develop the plan?</p>	12
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Exceeds Standard (4 Pts. each)	Meets Standard (2-3 Pts. each)	Below Standard (0-1 Pt. each)	
<ul style="list-style-type: none"> <li>• Includes current scientifically-based research from multiple sources on effective professional learning practices</li> </ul>	<ul style="list-style-type: none"> <li>• Includes sufficient research on effective professional learning practices</li> </ul>	<ul style="list-style-type: none"> <li>• Limited research data on effective professional learning practices is provided</li> </ul>	
<ul style="list-style-type: none"> <li>• Evidence of content--driven qualitative and quantitative assessment of current teacher professional learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of content--driven assessment of current teacher professional learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Limited evidence of content--driven teacher needs assessment</li> </ul>	
<ul style="list-style-type: none"> <li>• Student achievement data in math/science and other data for targeted grades is disaggregated in table form and analyzed in the narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievement data in math and/or science is included and disaggregated for the targeted grades in table form</li> </ul>	<ul style="list-style-type: none"> <li>• Limited student achievement data in math and/or science is included for the targeted grades</li> </ul>	

<b>REVIEWER COMMENTS</b>
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<b>CRITERIA C: Alignment of Goals and Objectives with Professional Learning Needs (18 Possible Points)</b>			<b>POINTS AWARDED</b>
<p><b>Guiding Questions:</b> Does the proposal focus on increased teacher content knowledge, ability to analyze student thinking, and make better instructional decisions? Are the program goals sufficiently ambitious, yet reasonable? Are the proposed objectives aligned to applicable Nevada Academic Content Standards (NVACS), and do they include measurable outcomes correlated to the identified needs? Do proposed strategies and activities address the identified needs? Are the objectives attainable and are they measurable? Are they SMART?</p>			<hr/> <b>18</b>
Exceeds Standard (5-6 Pts. each)	Meets Standard (2-4 Pts. each)	Below Standard (0-1 Pt. each)	
<ul style="list-style-type: none"> <li>Goals/objectives are specifically linked to the identified professional learning needs and aligned to applicable NVACS</li> </ul>	<ul style="list-style-type: none"> <li>Goals/objectives are generally linked to the identified professional learning needs and loosely aligned to NVACS</li> </ul>	<ul style="list-style-type: none"> <li>Goals and objectives are not correlated with the needs assessment or aligned to specific NVACS</li> </ul>	
<ul style="list-style-type: none"> <li>Objectives are all incremental, measurable, and can be evaluated both qualitatively <b>and</b> quantitatively</li> </ul>	<ul style="list-style-type: none"> <li>Objective are incremental, somewhat measurable and would be difficult to evaluate both qualitatively and quantitatively</li> </ul>	<ul style="list-style-type: none"> <li>Objectives are not incremental and measurable qualitatively nor quantitatively</li> </ul>	
<ul style="list-style-type: none"> <li>Goals/objectives are very realistic in scope and well defined related to the resources available</li> </ul>	<ul style="list-style-type: none"> <li>Goals and objectives are somewhat realistic in scope and well defined related to the resources available</li> </ul>	<ul style="list-style-type: none"> <li>Goals and objectives are not realistic in scope related to the resources available</li> </ul>	
<b>REVIEWER COMMENTS</b>			

<b>Criteria D: Efficacy of Plan (32 Possible Points)</b>			<b>POINTS AWARDED</b>
<p><b>Guiding Questions:</b> Are planned activities rigorous, content--focused, and supported by research on effective professional learning practices? Are planned activities likely to increase teachers' content knowledge (TCK), strengthen ability to analyze student thinking, and further develop ability to make effective instructional decisions and improve classroom practice? Are planned activities likely to facilitate improved student achievement in math and/or science? Are meaningful follow--up sessions planned for teachers?</p>			<b>32</b>
Exceeds Standard (6-8 Pts. each)	Meets Standard (3-5 Pts. each)	Below Standard (0-2 Pt. each)	
<ul style="list-style-type: none"> <li>Planned sessions are ambitious enough to create substantial change in TCK and improvement in classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>Planned activities are somewhat ambitious enough to create substantial and positive change in TCK and improvement in classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>Planned activities are weak and have limited potential of creating substantial and positive change in TCK and improvement in classroom practice</li> </ul>	
<ul style="list-style-type: none"> <li>Clear and detailed description of how and when the partnership will carry out more than 80 hours of training per teacher</li> </ul>	<ul style="list-style-type: none"> <li>Acceptable description of how and when the partnership will carry out at least 80 hours of training per teacher</li> </ul>	<ul style="list-style-type: none"> <li>Limited description of how and when the partnership will carry out sessions;; Lacks evidence of 80 hours per teacher</li> </ul>	
<ul style="list-style-type: none"> <li>Clear and detailed evidence that the planned sessions match the specific professional learning needs and project goals</li> </ul>	<ul style="list-style-type: none"> <li>General description of how the planned sessions match the specific professional learning needs and project goals</li> </ul>	<ul style="list-style-type: none"> <li>Limited or no correlation is described between the planned sessions, the needs assessment, and project goals</li> </ul>	
<ul style="list-style-type: none"> <li>Includes evidence to recruit, serve, and retain teacher cohort groups from schools of greatest academic and instructional need</li> </ul>	<ul style="list-style-type: none"> <li>Includes evidence to recruit, serve, and retain teacher cohort groups from schools of academic/instructional need</li> </ul>	<ul style="list-style-type: none"> <li>Lacks evidence of a thorough plan to recruit, serve, and retain teacher cohort groups from schools with academic and/or instructional need</li> </ul>	
<b>REVIEWER COMMENTS</b>			

<b>Criteria E: Evaluation and Accountability Plan (20 Possible Points)</b>			<b>POINTS AWARDED</b>
<p><b>Guiding Questions:</b> Does the evaluation plan measure the impact of the project on the specified objectives? Does the plan include personnel with expertise to implement the evaluation design? Are the procedures for measuring identified outcomes clearly identified? Will the procedures yield both qualitative and quantitative results? Will the evaluation contribute to continuous improvement? Are both pretest and posttest measures included in the plan? Does the plan employ a quasi--experimental or experimental design to measure impact of professional development on teacher content growth?</p>			<b>20</b>
Exceeds Standard (4-5 Pts. each)	Meets Standard (2-3 Pts. each)	Below Standard (0-1 Pt. each)	
<ul style="list-style-type: none"> <li>Plan includes external evaluator and valid/reliable instruments to yield quantitative and qualitative, formative and summative indicators of goal attainment</li> </ul>	<ul style="list-style-type: none"> <li>Plan utilizes evaluator and instruments to yield quantitative and qualitative, formative and summative indicators of project goal attainment</li> </ul>	<ul style="list-style-type: none"> <li>Plan lacks intention/evidence to use an evaluator and/or instruments that will yield quantitative and qualitative indicators of project's progress</li> </ul>	
<ul style="list-style-type: none"> <li>Specifies multiple measures and pre-- and post--test procedures to show differences in TCK</li> </ul>	<ul style="list-style-type: none"> <li>Specifies pre and post procedures to show differences in TCK</li> </ul>	<ul style="list-style-type: none"> <li>Lacks a plan to use procedures to show meaningful differences in teacher effectiveness</li> </ul>	
<ul style="list-style-type: none"> <li>Includes instruments and clear method to determine impact on classroom instruction and student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Specifies ways to measure impact on classroom instruction and student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Weak articulation of how the partnership will measure impact on classroom instruction and student achievement</li> </ul>	
<ul style="list-style-type: none"> <li>Plan articulates how activities will help the MSP Program build rigorous, cumulative, reproducible, usable findings</li> <li>Plan employs a quasi--experimental or an experimental design using comparison or control groups to measure growth</li> </ul>	<ul style="list-style-type: none"> <li>Specifies how learning gained from the planned activities will be utilized by the partnership and the MSP Program</li> </ul>	<ul style="list-style-type: none"> <li>Lacks specification of how the learning gained from the planned activities will be utilized by the partnership</li> </ul>	
<b>REVIEWER COMMENTS</b>			

Criteria F: Budget and Cost Effectiveness (9 Possible Points)		POINTS AWARDED
<p><b>Guiding Questions:</b> Is the requested budget appropriate to achieve the proposed outcomes with regard to the number of teachers impacted by the proposed activities? Does the budget narrative present detailed justification for all expenses? Do budgeted items directly relate to the project goals and objectives? Will the primary partners i.e. the high--need LEA and IHE receive and use most of the budget?</p>		<hr/> <p><b>9</b></p>
Exceeds Standard (2-3 Pts. each)	Meets Standard (0-1 Pts. each)	
<ul style="list-style-type: none"> <li>• A budget is included for each of the designated partners that supports the scope and requirements of the project and provides detail and summary for the project; Budget narratives clearly delineate cost and details concerning expenditures</li> </ul>	<ul style="list-style-type: none"> <li>• Provides insufficient detail for each partner and/or does not support the scope and requirements of the project or provide adequate detail and summary for the project Budget narrative does not include a cost breakdown or includes expenditures not clearly related to the project</li> </ul>	
<ul style="list-style-type: none"> <li>• The amount included in each budget category is commensurate with the services or goods proposed, and the overall cost of the project is commensurate with the professional development provided and the number of teachers served</li> </ul>	<ul style="list-style-type: none"> <li>• The amount included in each budget category is not commensurate with the services or goods proposed, or the overall cost of the project is not commensurate with the professional development provided and the number of teachers served</li> </ul>	
<ul style="list-style-type: none"> <li>• The budget includes no more than 8% for an evaluation, funds key staff to participate in state MSP meetings and regional US Dept. of ED--MSP meetings</li> <li>• Items budgeted are appropriate and acceptable uses of funding</li> <li>• Program cost/teacher/hour is calculated and Explained</li> </ul>	<ul style="list-style-type: none"> <li>• The budget is well under the suggested 8% for an evaluation or funds for key staff to participate in MSP meetings</li> <li>• Some items budgeted are inappropriate or unallowable uses of funding</li> <li>• Indirect costs exceed 8%; Cost/teacher/hour is not calculated and/or explained</li> </ul>	
REVIEWER COMMENTS		

<b>CRITERIA G:CHARTER SCHOOL AND NONPUBLIC SCHOOL PARTICIPATION</b>	<b>POINTS AWARDED</b>
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<p><b>Guiding Questions:</b> Are charter and/or nonpublic schools active partners in the proposal? Is there adequate evidence that charter and/or nonpublic school educators have been actively recruited?</p>	<p style="font-size: 24pt; font-weight: bold;">3</p>
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Exceeds Standard (3 Pts. each)	Meets Standard (2 Pts. each)	Below Standard (0-1 Pt. each)	
<ul style="list-style-type: none"> <li>Charter and/or nonpublic schools are contributing partners documented in the proposal</li> </ul>	<ul style="list-style-type: none"> <li>There is adequate evidence that charter and/or nonpublic school educators were actively recruited</li> </ul>	<ul style="list-style-type: none"> <li>There is little to no evidence that charter and/or nonpublic school educators were actively recruited</li> </ul>	

<b>REVIEWER COMMENTS</b>
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<b>BONUS CRITERIA 1: FOCUS ON SECONDARY TEACHERS</b>	<b>POINTS AWARDED</b>
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<p><b>Guiding Questions:</b> Is there evidence that the grant is focused on improving the instructional practices of secondary (grades 7-12) teachers with a focus on mathematics or science content knowledge.</p>	5
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Exceeds Standard (4-5 Pts. each)	Meets Standard (2-3 Pts. each)	Below Standard (0-1 Pt. each)	
<ul style="list-style-type: none"> <li>Program is focused on improving the content knowledge of teachers in grades 9-12 and explicitly specifies grade level content.</li> </ul>	<ul style="list-style-type: none"> <li>The program includes teachers in grades 9-12 and explicitly specifies grade level content.</li> </ul>	<ul style="list-style-type: none"> <li>There is little to no evidence of a focus on teachers of grades 9-12.</li> </ul>	

<b>REVIEWER COMMENTS</b>
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<b>BONUS CRITERIA 2: FOCUS ON POPULATIONS UNDERREPRESENTED IN STEM FIELDS</b>			<b>POINTS AWARDED</b>
<p><b>Guiding Questions:</b> Is there evidence of a detailed plan to provide trainings and resources for teachers in research-based strategies to systematically target females and other underrepresented populations in STEM disciplines (e.g. mentorship, dispositions)?</p>			<hr/> <b>5</b>
Exceeds Standard (4-5 Pts. each)	Meets Standard (2-3 Pts. each)	Below Standard (0-1 Pt. each)	
<ul style="list-style-type: none"> <li>Detailed evidence of a highly effective research based approach.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of an effective research based approach</li> </ul>	<ul style="list-style-type: none"> <li>There is little to no evidence of the an effective research based approach</li> <li>Does not contain a focus on underrepresented populations.</li> </ul>	
<b>REVIEWER COMMENTS</b>			

Scoring Category	Possible Points	Awarded Points
Criteria A: Commitment and Capacity of Partnership	6	
Criteria B: Demonstration of Need and Research Base	12	
Criteria C: Alignment of Goals/Objectives with Professional Learning Needs	18	
Criteria D: Efficacy of Plan	32	
Criteria E: Evaluation and Accountability Plan	20	
Criteria F: Budget and Cost Effectiveness	9	
Criteria G: Charter and Nonpublic school participation	3	
<b>Total of Required Criteria</b>	<b>100</b>	
Bonus Criteria 1: Focus on Secondary Teachers	5	
Bonus Criteria 2: Focus on Populations Underrepresented in STEM Fields	5	
<b>Final Score</b>	<b>110</b>	

<sup>1</sup>Special thanks to Levi Patrick and the Oklahoma Department of Education

**Appendix H**  
NEVADA DEPARTMENT OF EDUCATION  
GENERAL FEDERAL ASSURANCES

NAME OF DISTRICT/AGENCY:

FISCAL YEAR:

GRANT/PROGRAM NAME: Mathematics and Science Partnership

**General Statement of Assurances**

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 "SUBGRANTEE". The Nevada Department of Education may make funds available to the SUBGRANTEE in accordance with requirements and regulations applicable to such programs.

**Table of Contents**

**Item # Section**

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

**SUBGRANTEE**

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

The State Agency shall hold all SUBGRANTEES 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 SUBGRANTEE. 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 SUBGRANTEE has the necessary legal authority to apply for and receive the proposed grantor subgrant and enter into the contract.
2. That the SUBGRANTEE 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 SUBGRANTEE will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations.
3. That the control of funds provided to the SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEE shall maintain records for 3 years following completion of the activities for which the SUBGRANTEE uses the federal or state funding and which show:
  - a.) The amount of funds under the subgrant or grant;
  - b.) How the SUBGRANTEE 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 SUBGRANTEE receives federal financial assistance.
7. That the SUBGRANTEE 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 SUBGRANTEE will comply with the provisions of the Davis-Bacon Act.
9. That the SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEE shall immediately cease further expenditures under any federal or state project.
11. The SUBGRANTEE 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 SUBGRANTEE will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended).
  13. That the SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEES 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 SUBGRANTEE or an employee of a SUBGRANTEE violates any of the applicable prohibitions of the award term through conduct that is either associated with performance under this award or imputed to SUBGRANTEE using the standard and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR 85.630. SUBGRANTEE and SUBGRANTEE'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 SUBGRANTEE 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, SUBGRANTEE must include the requirements of this provision in any subaward made to a private entity.
  19. That the SUBGRANTEE 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 REGULATIONS**

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

20. The SUBGRANTEE assumes full responsibility for the overall program which includes: fiscal administration, timely submission of required reports, program management including personnel, and meeting the goals and objectives in the approved grant application.
21. The SUBGRANTEE agrees to fully comply with the evaluation team that will evaluate the effectiveness of this grant. Noncompliance may affect the SUBGRANTEE'S eligibility in future sub-awards from NDE or result in forfeiture of remaining funds.
22. The SUBGRANTEE 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 SUBGRANTEE will submit the Final Financials to the NDE within 90 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 SUBGRANTEE 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 SUBGRANTEE's principal place of business. If they are not, the SUBGRANTEE must bear the cost of making original documents available for examination by the State.
27. Personnel employed as teachers and instructional aides by the SUBGRANTEE or personnel contracted to provide such service to the SUBGRANTEE shall be certified pursuant to the provisions of NRS 386.590 (as amended by Senate Bill 509 of the 2015 Session of the Nevada Legislature, Chapter 238, Statutes of Nevada (2015)).
28. The SUBGRANTEE shall maintain effective control and accountability for all grant funds, property, and other assets. Good internal control necessitates that fiscal responsibilities be clearly established. Accounting functions should be separated to the fullest extent possible so that no one person authorizes, executes, and approves the same transactions. Policies covering personnel and accounting procedures and separation of duties must be documented in a policies and procedures manual or other similar document.
29. The SUBGRANTEE must maintain continuing responsibility for the overall program. This includes the establishment of written policies and procedures for program operations. The following areas must not be delegated to subrecipients or persons who are not employees or officials of the SUBGRANTEE organization:
  - a). Being informed of and accountable for all program income and expenditures;
  - b). Performance of timely written evaluations of the program, and monitoring of established goals and objectives as written in the program's grant award;
  - c). Financial reports and all other reports required by NDE including monthly Requests for Funds, required quarterly progress reports and final program reports (as applicable);
  - d). Administration of the program in accordance with each agency's administrative practice.
30. If the SUBGRANTEE decides to establish a policy-making body (or is required either by law or by funding source to establish such a body), its roles and responsibilities must be clearly defined. This must be approved by the Program Director.
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. SUBGRANTEES must notify the Education Programs Professional immediately regarding any legal action or negative publicity related to grant-funded events, activities, services, purchases, or outreach.
33. All instructions, requirements, rules and regulations for grants administered through the SUBGRANTEE are applicable to subrecipients, mini-grants, contracts or other mechanisms passing on these funds. It is the responsibility of the SUBGRANTEE to ensure compliance of subrecipients through monitoring, reporting, site visits, fiscal reviews or other means. NDE may implement probationary measures with the SUBGRANTEE for noncompliance 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 SUBGRANTEE must consult the Excluded Parties List System to ensure that organizations under funding consideration are not ineligible. The list may be accessed online through the [System for Award Management](#) (SAM) at.

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 SUBGRANTEE disagrees with a decision, the SUBGRANTEE has the option to dispute the decision by taking the following steps:
  - a). Request in writing that the Education Programs Professional provide the specific Documentation upon which a decision is based. Written response will be made within seven (7) working days.
  - b). Follow the policies of each agency.
  - c). If the disagreement is still unresolved, request in writing that the matter be reviewed by the Program Director, whose decision will be final and will not be open to further discussion or challenge.
36. All interactions will be conducted with honesty, courtesy, and respect. It is essential that a professional relationship be maintained in order to properly administer the grant and provide effective services in the community.
37. Conduct that interferes with the administration of the grant or negatively impacts the ability to provide effective program services may result in termination of the grant after NDE carefully reviews the circumstances.
38. Timeliness of report submission will be tracked and noted in the grant file. Any extensions or exceptions to requirements must also be noted in the grant file.

**2 CFR Part 200 – 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 subgrantee to the provisions established by the  
DEPARTMENT which govern the funds and program.**

39. The SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEE must also register with the System for Award Management (SAM) website to receive federal funds. The web address for the SAM registration is <https://governmentcontractregistration.com>. The website for requesting a DUNS number is <http://fedgov.dnb.com>. The DUNS number is a onetime action. The CCR registration must be maintained and updated as required by CCR website.
41. The SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEE shall immediately reimburse NDE for that portion of the audit exception attributable under the audit to the SUBGRANTEE. The SUBGRANTEE agrees to hold NDE harmless for any audit exception arising from the SUBGRANTEE's failure to comply with applicable regulations.
45. That the SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEE agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBGRANTEE will require repayment in accordance with 2 CFR 200, as applicable.
47. In the purchase of equipment and supplies, the SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEE will not subgrant the approved project to another entity without the express written consent of NDE.
51. That the SUBGRANTEE 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 SUBGRANTEE for educational purposes.
54. That the SUBGRANTEE shall continue its coordination with NDE during the length of the project period.
55. The SUBGRANTEE shall cooperate in any evaluation by the DEPARTMENT.
56. The SUBGRANTEE will comply with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended.
57. That the SUBGRANTEE 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 SUBGRANTEE 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

**34 CFR Education Department General Administrative Regulations (EDGAR). Federal Agency Regulations for Grants and Agreements, the STATE AGENCY, shall hold the SUBGRANTEE to the provisions established by the DEPARTMENT which govern the funds and program.**

59. That the SUBGRANTEE 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 SUBGRANTEE, 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 SUBGRANTEE acknowledges this authority under 34 CFR 80.43 and 34 CFR 74.62.
62. That the SUBGRANTEE 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 SUBGRANTEE will acquire, use, maintain, and dispose of equipment purchased for the approved project in accordance with 34 CFR 80.32.
65. That the SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEE 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 SUBGRANTEE 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 statuses enforced by the OCR.

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

- 70. The SUBGRANTEE 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 SUBGRANTEE will designate an appropriate staff person as a SUBGRANTEE liaison for homeless children and youths, to carry out the duties described in Title X, Part C, section 722, paragraph (6)(A).
- 72. The SUBGRANTEE 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 SUBGRANTEE will adopt policies and practices to ensure immediate enrollment of homeless children.

**45 CFR Public Welfare, Department of Health and Human Services.**

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

- 74. That the SUBGRANTEE 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 SUBGRANTEE 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.

**Administrative Requirements:**

**The SUBGRANTEE are 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 SUBGRANTEES must maintain a drug-free workplace and must publish a statement informing employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and establishing the actions that will be taken against employees violating these prohibitions. The grantee must notify ACF if an employee is convicted of violating a criminal drug statute. Failure to comply with these requirements may be cause for debarment. (See 2 CFR Part 382)

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

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

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

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

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

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

\_\_\_\_\_  
District/Organization