

Notice of Funding Opportunity

October 2020

Competitive Charter Schools Grant Application

ISSUED BY

Nevada Department of Education

700 E. 5th Street
Carson City, NV 89701

2080 E. Flamingo Road, Suite 210
Las Vegas, NV 89119

Grant Period:

FY21

Grant Period:	October 1, 2020, to September 30, 2021
Applications Due:	December 1, 2020
Total Funds Available:	~\$3 million
Source of Funding:	Nevada Charter Schools Program

Questions related to this funding should be addressed to:

Maria Sauter
Office of Student and School Supports
Nevada Department of Education
700 E. 5th Street
Carson City, Nevada 89701
775-687-9248
msauter@doe.nv.gov

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Application Introduction

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

Background

Authorized by Title V, Part B of the Elementary and Secondary Education Act (ESEA) the Federal Charter Schools Program (CSP) provides funding to state educational agencies (SEAs) with the purpose of increasing national understanding of the charter school model and to expand the number of high-quality charter schools available to students across the nation. This is accomplished by providing financial assistance for the planning, program design, and implementation of new charter schools and to support current charter schools in school improvement efforts.

The Nevada Department of Education (NDE) received a competitive three-year CSP grant under this federal program which commenced on October 2015, with an extension through September 30, 2021. For this round of funding, approximately \$3 million is available for the NDE to award.

Contact Information

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

Maria Sauter
Office of Student and School Supports
Nevada Department of Education
700 E. 5th Street
Carson City, Nevada 89701
775-687-9248
msauter@doe.nv.gov

Eligible Entities

Any current operating charter school in good standing both programmatically and fiscally who is currently receiving CSP funding is eligible to apply. Charter schools receiving CSP funds must provide all students in the community with an equal opportunity to attend the charter school through an open enrollment policy. Charter schools applying for CSP funds may not use any type of weighed lottery system to give preference to certain categories of at-risk students in the State of Nevada. See Appendix G for federal definition.

NDE has developed a priority criterion based on the needs of the school and community it serves due to the unforeseen impact of the COVID-19 pandemic. Schools that demonstrate a higher need will be considered a priority for funding.

Technical Assistance and Support

The Nevada Department of Education's (NDE) Office of Student and School Supports (OSSS) and Grants Management Unit (GMU) are committed to supporting charter schools. We are available to provide personalized consultation and technical assistance regarding this competitive grant application process and grants management.

Technical Assistance (TA) webinars are scheduled as follows:

Technical Assistance	Date and Time
Webinar for application technical assistance #1	Thursday, November 5, 2020, from 1:00-2:00 PM (PST)
Webinar for application technical assistance #2	Wednesday, November 18, 2020, from 10:00 – 11:00 AM (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 application document and the expectations for completion. All TA webinars will be recorded, and the recording links will be made available:

Join Webinar #1

<https://zoom.us/j/91673032446?pwd=WTg2YWQ2bVF5UnhwSHJWbjhZOWR2Zz09>

Meeting ID: 916 7303 2446
Passcode: 000655

Join Webinar #2

<https://zoom.us/j/95294118046?pwd=NW90U1hwUWJSendkWWpWWnFMUnNDdz09>

Meeting ID: 952 9411 8046
Passcode: 663839

Grant Technical Assistance from Program

Name	Email Address	Supports for Eligible Entities
Maria Sauter	msauter@doe.nv.gov	Grant Director, Education Program Supervisor
Tania Lombardi	tlombardi@doe.nv.gov	Administrative Assistant

Grant Technical Assistance from the Grants Management Unit

Name	Email Address	Supports for Eligible Entities
Lynn Hoffman	lhoffman@doe.nv.gov	Administrative Services Officer III
Marko Markovic	m.markovic@doe.nv.gov	Grants Management Unit Supervisor

Application Timeline

Date	Activity
October 26, 2020	Applications made available to applicants
November 5, 2020	NDE provides application technical assistance webinar
November 13, 2020	Notice of Intent to Apply due by 5 PM PST
November 18, 2020	NDE provides technical assistance
December 1, 2020	Applications due to the Nevada Department of Education (must be received by the Nevada Department of Education by 5:00 PM (PST))
December 2-16, 2020	Applications are reviewed by NDE review team
December 21, 2020	Names of awardees are announced by the Nevada Department of Education
December 28-January 13, 2021	Budget modification process (rolling basis)
January 19, 2021	Funds made available to awardees. Funds cannot be obligated until final grant paperwork has been received.
February 15, 2021	1st monthly Request for Funds (RFF) due (RFFs due on the 15 th of each month thereafter)
September 30, 2021	Federal CSP funds must be expended (salaries must be expended by this date)
October 21, 2021	Final requests against federal money must be made no later than this date
November 15, 2021	Final Financial Report for federal funds due

Please note that dates are subject to change. NDE will communicate any changes to applicants/awardees, as necessary and appropriate.

CSP Competitive Funding Priorities

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

Statewide Priorities

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

Competing Priorities

- A. Focus on highest need students (low income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster care youth and neglected and delinquent youth in detention centers and prisons)
- B. Focus on evidence-based interventions and alignment to state and/or district level improvement plans
- C. Focus on collection of data and evaluation to inform continuous improvement
- D. Focus on providing services and resources to students, parents, and families in more than one Nevada county

Unauthorized Activities

The following items cannot be funded and should therefore not be requested:

- Most capital expenses, such as acquisition of a facility, technology leases, elevators (repair/renovation may be allowed), water main valves, permanent;
- Equipment/furniture, including installation of playground and/or fitness equipment;
- Acquisition of any vehicle other than a school bus to transport students to and from school;
- Construction and any related construction activities, such as architectural renderings and engineering activities of new buildings or expansions. (including ADA compliance);
- Recurring operational expenses to include administrative and programmatic activities such as utilities, teaching, administrator salaries (allowable under certain circumstances), and professional dues or memberships.
- Indirect costs;
- Costs for student expeditions/field trips, travel, etc.;
- Employee hiring/recruitment expenses such as a placement firm or travel for prospective employees (small amounts for advertising are fine);
- Non-educational, non-informative promotional/novelty items for advertising, events, or recruiting;
- Grant oversight expenses (all grant oversight should be done on-site by an employee of the charter school);
- Gift certificates, food or alcoholic beverages, school apparel for staff or students;
- Fines and penalties, or lobbying expenses;
- Program expenses outside the school's charter contract, (i.e., before/after school programs);
- Costs associated with the initial licensure or renewal of teacher licensure (including costs of continuing education credits for professional development coursework completed at a college or university);
- Out-of-state travel, unless it can be demonstrated that the goal of the travel cannot be accomplished in-state (no out of country travel is permitted); and
- Expenditures that are not "allowable, allocable, or reasonable" as defined in the Nonregulatory Guidance Handbook.

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 1-4. Similarly, any type of professional development and core curriculum that LEAs/schools ask for must meet the ESSA evidence levels as well. Appendix F 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).

Weighted Lotteries

Charter schools applying for CSP funds may not use any type of weighed lottery system to give preference to certain categories of at-risk students in the State of Nevada.

However, charter schools are strongly encouraged to use targeted marketing strategies related to outreach, recruitment, and retention for all students, including educationally disadvantaged student populations that the school is seeking to enroll.

Funding

The Charter Schools Program grant is available for the 2020-21 school year and **MUST** be expended by September 30, 2021. **No funds may be obligated prior to the final approval date of the subgrant.** Separate accounting of the subgrant is required. Records of both encumbrances and expenditures are to be kept separately by expenditure code determined by the NDE Chart of Accounts. If stipends are paid with subgrant funds, there must be documentation of time and effort.

Each charter school awarded federal funding which, combined, total \$750,000 or more, must provide the NDE, the results of a single audit. The audit must be performed in accordance with the NDE's general policy on audits. Program funds may not be used to pay for or be applied to audit costs.

Review Process

All proposals that are received will be reviewed by staff for completeness and compliance with the requirements set in the application to determine applicant eligibility prior to submission to the review team. If a proposal is determined to be late or significantly incomplete, the proposal will be omitted from the competition. The decision of NDE is final, and applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified in writing.

The CSP subgrant application is competitive. NDE will establish an expert review panel which may be comprised of NDE personnel, community stakeholders, agency advisors, charter school employees and board members (without a conflict of interest) to conduct a review of applications based on the specific criteria listed in this RFA. Each eligible application will be reviewed by at least three (3) panel members who will evaluate and make recommendations to NDE in the areas of program, budget, and efficacy. The review team will ultimately recommend: "total funding", "partial funding", or "no funding". Final determinations will be made by NDE leadership based on recommendations from the review team.

Items Available in the Appendices

- Appendix A: Letter of Intent to Apply
- Appendix B: Application Cover Sheet
- Appendix C: Statement of Certification
- Appendix D: Federal Assurances
- Appendix E: NDE Budget Summary and Narrative Form Directions
- Appendix F: ESSA Levels of Evidence
- Appendix G: Federal Definition of Charter Schools

Submission of Application

All applicants will submit the final submission via mail. The complete package must be received by the due date. **A complete package includes five (5) copies of the application.** Applicants must submit a Notice of Intent to Apply document. In addition, the Department will provide technical assistance and support on how to complete and submit applications. If funded, the subgrantee will be required to follow a monitoring and evaluation plan and submit any data requested by the Nevada Department of Education.

Guidance Steps to Complete the Application

A complete application will include the following components:

1. Notice of Intent to Apply
2. Applicant Information-Cover Sheet
3. Comprehensive Needs Assessment
4. Performance/Improvement/Strategic Plan
5. Narrative
6. Budget

7. Statement of Certification Page
8. Federal Assurances Signature Page(s)

Notice of Intent to Apply

Each entity wishing to apply for funding **must** complete the *Notice of Intent to Apply* form. (Please see **Appendix A** for the *Notice of Intent to Apply*.) We understand that entities may not know exactly yet how much funding they will ultimately apply for. However, please note that we are asking entities to be as accurate as possible on this form. This does not prevent your entity from applying for more/less. NDE will use the information you provide for planning purposes.

Please submit your Notice of Intent to Apply by 5 pm PST on November 13, 2020 to Tania Lombardi, tlombardi@doe.nv.gov.

Needs Assessment

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

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

School Performance Plan or Strategic Plan

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

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

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

Narrative

Please answer all five questions of application. Each question response is limited to three pages maximum, single-spaced, in Times New Roman size 12 font.

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

Competitive applications will clearly demonstrate a focus on highest need students (i.e., low income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster care youth and neglected and delinquent youth in detention centers and prisons). This should be addressed within the first question on need and the second question on the implementation plan.

In addition, competitive applications will request funding for strategies, programs, services, and interventions that demonstrate effectiveness. This may be demonstrated by showing that an intervention meets the federal ESSA Evidence Level criteria. For other requested items, ESSA Evidence Levels may not be relevant (e.g., purchasing devices and connectivity), so the NDE recommends specifying how data and evidence will be used to inform decision-making and how rigorous monitoring and evaluations will help to determine the effectiveness of a strategy, activity, or intervention on student and school outcomes.

Budget

Please focus attention to the following (see Appendix E for further guidance and link to template):

- *Alignment to Implementation Plan*
All expenditures should be aligned to the implementation plan and address the needs identified in the needs assessment. They should also be reasonable, necessary, and allowable to support the implementation of the grant requirements and application.
- *Specific Budget Narrative*
Provide a strong, clear, and concise explanation of expenditures with a complete narrative that includes:
 - A breakdown of proposed spending as identified in the action steps supported by the ESSA evidence level. Provide details for the proposed spending so that the NDE review team has a sufficient understanding of the request (e.g., 25 teachers will receive professional development for one full day four times throughout the year, once every quarter, by X organization focused on standards-based instruction).
 - An equation that clearly demonstrates the use of funds. (5 sets of teacher guides at \$125.00, could be reflected as $5 \times \$125.00 = \625.00)
- *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.

Statement of Certification Page

Complete and sign the certification page. Please see **Appendix C** for the *Statement of Certification* page.

Federal Assurances Signature Page

Review and sign the signature page of the Federal Assurances. Please see **Appendix D** for link to the *Federal Assurances* pages.

Charter Schools Program Submission

Amount available: Approximately \$3 million

Eligible entities: Nevada Public Charter Schools currently receiving CSP grant funding

Examples of projects may include:

- Investment in digital instructional materials that are focused on distance education
- Investment in assessments of student learning through distance education
- Investment in blended learning and competency-based education frameworks and infrastructure of instructional delivery through distance education
- Investments in closing the learning gaps as a result of school closings.
- Professional development focused on distance education for educators (e.g., teachers, administrators, support staff, and specialized instructional support personnel)
- Professional development focused on the social and emotional well-being of students and educators through blended learning
- Provide physical health and wellness services
- Provide mental health services and social-emotional development
- Offer family support and/or parent education services

Submission directions: Your entity must complete a *Notice of Intent to Apply*. Please see **Appendix A** for the *Notice of Intent to Apply*. All other Components are to be included in the final submission packet.

Component 1

Please submit your Notice of Intent to Apply by 5 pm PST on November 13, 2020, to Tania Lombardi, tlombardi@doe.nv.gov

Component 2

Please complete the required Applicant Information on Cover Sheet.

Component 3

Please submit your entity's comprehensive needs assessment.

Component 4

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

Component 5

Please answer the following five questions. Competitive applications will clearly demonstrate a focus on highest need students (i.e., low income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster care youth and neglected and delinquent youth in detention centers and prisons).

1. What is the school's need?
2. What is the implementation plan for the activities being requested? How does this support your entity's performance/improvement/strategic plan?
3. What is the evidence supporting the effectiveness of the proposed strategies, activities, or interventions?
4. How will the effectiveness be monitored and measured?
5. How did your entity engage stakeholders, including parents, in identifying needs, developing the strategies, and assessing the effectiveness of the activities?

Component 6: Budget

Please submit the complete budget including all narrative pages (**Appendix E**).

Component 7: Statement of Certification

Please submit the Statement of Certification (**Appendix C**).

Component 8: Federal Assurances Signature Page(s)

Please submit the Federal Assurances Signature Page(s) (**Appendix D**).

Rubric:

Section 1: Need and Plan (80 total points)

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
Need (20 pts)	The eligible entity has provided an intentional, compelling, and concise process for identifying greatest needs, including a focus on students with the highest needs.	The eligible entity has provided an adequate and process for identifying greatest needs, including a focus on students with the highest needs.	The eligible entity has provided a limited description of a process for identifying greatest needs, including a focus on students with the highest needs.	The eligible entity has provided an incomplete process for identifying greatest needs and does not include a focus on students with the highest needs.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Implementation Plan (24 pts)	The eligible entity has provided an intentional, compelling, and strategic plan that defines the strategies that are aligned with program and student needs.	The eligible entity has provided an adequate plan that defines the strategies that are aligned with program and student needs.	The eligible entity has provided a limited plan that defines the strategies that are aligned with program and student needs.	The eligible entity has provided an incomplete plan.	No response or evidence is provided that addresses the criteria listed in the rubric elements.
Evidence of Effectiveness (12 pts)	All strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	Most strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	Some strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	Few or no strategies, programs, services, and interventions requested for grant approval demonstrate effectiveness.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
Monitoring and Evaluation (12 pts)	The proposal provides an intentional and compelling plan for the	The proposal provides a clear and complete plan for the collection of	The proposal provides a limited or partial plan for the collection of	The proposal lacks an adequate plan for the collection of	No response or evidence is provided that addresses the criteria listed in

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent - 0
	collection of data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	data in order to monitor progress, evaluate effectiveness and inform improvement efforts.	the rubric elements.
Stakeholder Input (12 pts)	The eligible entity has documented intentional, timely and meaningful engagement with various stakeholders to develop the needs assessment and implementation plan.	The eligible entity has documented timely engagement with various stakeholders to develop the needs assessment and implementation plan.	The eligible entity has documented engagement with limited stakeholders to develop the needs assessment and implementation plan.	The eligible entity has provided minimal evidence of stakeholder engagement.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Section 2: Budget (20 total points)

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
Alignment to Plan (12 pts)	The budget narrative is intentional and compelling and includes all proposed grant expenditures outlined in the plan; all expenditures are aligned, reasonable, necessary, and allowable to support the implementation 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 (8 pts)	An intentional and compelling well-written and concise explanation of expenditures is	An adequate and concise explanation of expenditures is provided; a	A limited explanation of expenditures is provided; aspects of the	The explanation of expenditures provides little or no breakdown of proposed	No response or evidence is provided that addresses the

Component	Strong – 4	Adequate – 3	Marginal – 2	Weak – 1	Absent – 0
	provided; a breakdown of proposed spending, (intervention strategies and programs) intentionally aligned to identified action steps, and an equation that clearly demonstrates the use of funds.	breakdown of proposed spending, (intervention strategies and programs) aligned to identified action steps, and an equation that demonstrates the use of funds.	breakdown of proposed spending are limited, (intervention strategies and programs) and somewhat aligned to identified action steps, and an equation that demonstrates the use of funds may require clarification.	spending, (intervention strategies and programs) and are not aligned to identify action steps and lacks an equation to demonstrate the use of funds.	criteria listed in the rubric elements.
Accuracy (4 pts)	All proposed spending indicated in the action plan is included and identified by correct object codes; all line item totals balance with total funding request.	Most proposed spending indicated in the action plan is included and identified by correct object codes; all line item totals balance with total funding request.	Some proposed spending indicated in the action plan; included and identified by correct object codes; all line item totals balance with total funding request.	Proposed spending indicated in the action plan is not included and identified by correct object codes; line item totals do not balance with total funding request.	No response or evidence is provided that addresses the criteria listed in the rubric elements.

Scoring Sheet

Applicant Name:

Category:

Review Team:

Section	Component	Rubric Score	Multiplier	Total Points Awarded	Total Points Possible
1	Need		x 5		20
1	Implementation Plan		x 6		24
1	Evidence of Effectiveness		x 3		12
1	Monitoring and Evaluation		x 3		12

1	Stakeholder Input		x 3		12
2	Alignment to Plan		x 2		8
2	Specific Narrative		x 2		8
2	Accuracy		x 1		4

			Total Score	Total Points Possible
APPLICATION TOTAL SCORE				100

Appendix A: Notice of Intent to Apply

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

This form must be submitted to the Department of Education by **November 13, 2020 at 5 P.M. PST** via email to Tania Lombardi, tlombardi@doe.nv.gov. We understand that entities are still planning and may not yet know exactly how much funding they will ultimately apply for. However, please note that we are asking entities to be as accurate as possible on this form. This does not prevent your entity from applying for more/less funding. NDE will use the information you provide for planning purposes. The contact information your entity provides should be the individual who will manage the grant funding, should your entity be awarded funding.

Entity Information:

- a. Entity's Legal Name: _____
- b. Employer Identification Number (for non-LEAs): _____
- c. Unique Entity Identifier (DUNS) Number (for non-LEAs): _____
- d. Contact person full name: _____
- e. Contact person title: _____
- f. Contact person email address: _____
- g. Contact person phone number: _____
- h. Please include the name, title, email and phone number for the person who will have grant management responsibilities:

Funding Information:

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

Name of person completing form: _____

Title: _____

Signature: _____

Date: _____

Appendix B: Application Cover Sheet

Name of Charter School: _____

Address: _____

City/State/Zip Code: _____

Telephone Number: _____

Name of Director/Principal: _____

Email: _____

Name of Grant Contact Person: _____

Phone: _____

Email: _____

Total Amount Requested: \$ _____

Appendix C: Statement of Certification

A.2: STATEMENT OF CERTIFICATION

Nevada Charter School Program

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 the Nevada Charter Schools Program. 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 D: Federal Assurances

Please download the Statement of Assurances from the Nevada Charter School Program grant webpage, [NDE Charter School Program webpage](#), under “Application and Award Information”, read it carefully, and sign it. Include a copy of this form in each of the application copies.

Appendix E: NDE Budget Summary and Narrative Form

Please download the complete NDE Budget Expenditure Summary template from the Nevada Department of Education grant webpage, <http://www.doe.nv.gov/Grants/Budget/>.

Instructions for Budget Form

The official NDE budget form consists of 3 sections: Summary; Instructional Support and Support Services. Please make sure all requested items are complete, detailed and on the appropriate section of the form.

In creating your budget document, be sure the items budgeted for are expenditures that are allowable. The budget document should include very detailed explanations for how the proposed figure is generated, and what the activity/request includes.

When applications have been reviewed, the final subgrant amounts will be determined and a more detailed budget and budget narrative will likely be required of successful applicants. Requested budget modifications must comply with the applications review comments and the proposed budget and will serve as the basis for any future budget revisions. Any subgrantee not submitting a requested budget modification within 30 days of receipt may be subject to losing their subgrant award.

General Guidelines and Restrictions

The instructions for the NDE Budget Form are found within the document itself, but be aware that each line item in the budget narrative should include the following: object category, quantity, budgeted amount, subgrant project goal and activity it is aligned to, a justification (include a cost per amount and an explanation of quantity, such as number of items or kits, number of students, classrooms, or employees served, etc.). For items entered into the budget form as a lump sum amount, please use the quantity of one (1), and then provide a detailed justification of what specifically is included in the lump sum amount in the narrative space provided.

- Do keep in mind that budget submissions can go through several reviews prior to approval; budget time adequately.
- Attendance at conferences must be justified against the subgrant project goals and activities, and is limited to two (2) individuals, unless it can be demonstrated that attendance is necessary for additional staff for professional development purposes.
- Requests for specialty training or professional development must include expected attendees, topic(s), and provider.
- Professional development requests must include sufficient detail to include number of participants, number of days, cost per person/per day, topic, and provider.

Federal Supplement and Not Supplant Policy

To ensure that federal funds go as far as possible, proposed budgets must strictly adhere to the federal “supplement and not supplant” policy any federal, state, and local monies the technology plan saved in one place as a reference of the school’s progress.

Appendix F: ESSA Levels of Evidence

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

Appendix G: Federal Definition of Charter School

A charter school is a public school that:

- a) In accordance with a specific state statute authorizing the granting of charters to schools, is exempt from significant state or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
- b) Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and control;
- c) Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d) Provides a program of elementary or secondary education, or both;
- e) Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f) Does not charge tuition;
- g) Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- h) Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- i) Agrees to comply with the same federal and state audit requirements as to other elementary and secondary schools in the state, unless such requirements are specifically waived for the purpose of this program;
- j) Meets all applicable federal, state, and local health and safety requirements;
- k) Operates in accordance with state law; and
- l) Has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured pursuant to state assessments that are required of other schools and pursuant to any other assessments agreeable to the authorizing agency.