

U.S. Department of Education

Certification and Agreement for Funding under the Education Stabilization Fund Program Governor's Emergency Education Relief Fund

CFDA Numbers: 84.425C



OMB Number: 84.425C
Expiration Date: Oct 31, 2020

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The OMB control number for this information collection is 1810-0741. The time required to complete this information collection is estimated to average .5 hours (or 30 minutes) per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: GEERF@ed.gov.

PROGRAM BACKGROUND INFORMATION

Purpose

Under the Governor's Emergency Education Relief Fund (GEER Fund), the U.S. Department of Education (Department) awards grants to Governors for the purpose of providing local educational agencies (LEAs), institutions of higher education (IHEs), and other education related entities with emergency assistance as a result of the Novel Coronavirus Disease 2019 (COVID-19).

Eligibility

Governors in all 50 States and the Commonwealth of Puerto Rico, as well as the Mayor of the District of Columbia.

Funding

The Department will award \$2,953,230,000 to Governors:

1. 60% based on the State's population of individuals aged 5 through 24; and
2. 40% based on the relative number of children counted under section 1124(c) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).

Timeline

Each Governor will have one year, from the date of the State's award, to award funds. Any funds not awarded by the Governor within one year of receiving the State's award will be returned to the Department for reallocation.

Uses of Funds

1. Provide emergency support through grants to the LEAs that the State educational agency (SEA) deems to have been most significantly impacted by COVID-19 to support the ability of such LEAs to continue to provide educational services to public and non-public school students and to support the on-going functionality of the LEA;
2. Provide emergency support through grants to IHEs serving students within the State that the Governor determines have been most significantly impacted by COVID-19 to support the ability of such institutions to continue to provide educational services and support the ongoing functionality of the institution; and
3. Provide support to any other IHE, LEA, or education-related entity within the State that the Governor deems essential for carrying out emergency educational services to students for authorized activities described in section 18003(d)(1) of the CARES Act or the Higher Education Act of 1965, as amended (HEA), the provision of childcare and early childhood education, social and emotional support, and the protection of education-related jobs.

Contact

Email: GEERF@ed.gov

CERTIFICATION AND AGREEMENT INSTRUCTIONS

GENERAL INSTRUCTIONS

To receive the State's allocation under the GEER Fund, a Governor must submit a signed PDF Certification and Agreement, by email, to the U.S. Department of Education (Department) at GEERF@ed.gov no later than June 1, 2020. The Certification and Agreement must include the following:

- A completed Certification and Agreement cover sheet that includes the signature of the Governor or authorized representative. *(Part A)*
- Programmatic, fiscal and reporting assurances. *(Part B)*
- Information on the uses of the Governor's Emergency Education Relief Funds. *(Part C)*
- Other assurances and certifications. *(Part D)*

APPENDICES

Appendix A – Authorizing Statute

Appendix B – State Allocation Data

**GOVERNOR'S EMERGENCY EDUCATION RELIEF FUND
PART A: CERTIFICATION AND AGREEMENT COVER SHEET
(CFDA Nos. 84.425C)**

Legal Name (Office of the Governor): Nevada Governor Steve Sisolak	DUNS Number: 067808063
--	----------------------------------

Address (Street Number and Name, City, State, Zip Code):
101 N. Carson Street, Carson City, Nevada 89701

Contact Information for State Program Representative:
Name:
Jhone Ebert

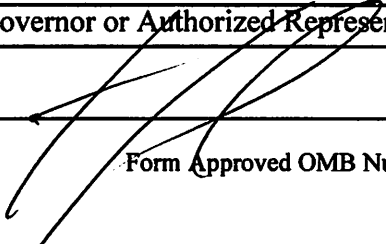
Position & Office:
Superintendent of Public Instruction, Nevada Department of Education

Street Number and Name, City, State, Zip Code:
700 E. Fifth Street, Carson City, Nevada 89701

Telephone:
(775) 687-9115

Email address:
jebert@doe.nv.gov

To the best of my knowledge and belief, all of the information and data in this certification and agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the Coronavirus Aid, Relief, and Economic Security Act or CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, *et seq.*; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Governor or Authorized Representative of the Governor (Typed Name): Steve Sisolak	Telephone: (775) 684-5670
Signature of Governor or Authorized Representative of the Governor: 	Date: 05/27/2020

GOVERNOR'S EMERGENCY EDUCATION RELIEF FUND
PART B: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The Governor or his/her authorized representative assures the following:

- Solely as authorized by Section 18002 of Division B of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Pub. L. No. 116-136 (March 27, 2020), and subject to all other applicable laws, funds will be used for one or more of the following:
 - To provide emergency support through grants to the local educational agencies (LEAs) that the State educational agency (SEA) deems most significantly impacted by COVID-19 to support the ability of such LEAs to continue to provide educational services to public and non-public school students and to support the on-going functionality of the LEA;
 - To provide emergency support through grants to institutions of higher education (IHEs) serving students within the State that the Governor determines have been most significantly impacted by COVID-19 to support the ability of such institutions to continue to provide educational services and support the on-going functionality of the institution; and
 - To provide support to any other IHE, LEA, or education-related entity within the State that the Governor deems essential for carrying out emergency educational services to students for authorized activities described in Section 18003(d)(1) of the CARES Act or the Higher Education Act of 1965, as amended (HEA), the provision of childcare and early childhood education, social and emotional support, and the protection of education-related jobs.
- The State will comply with the maintenance of effort provision in Section 18008(a) of Division B of the CARES Act absent waiver by the Secretary pursuant to Section 18008(b) thereof.
- The State, and each LEA, IHE, and other education-related entity that receives GEER funds will, to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act.
- The State will submit to the Department, within 45 days of receiving GEER funds, an initial report detailing the State's process for awarding those funds to LEAs, IHEs, or other education-related entities, including the criteria for determining those entities that are "most significantly impacted by coronavirus" and/or "essential for carrying out emergency educational services" and a description of the process and deliberations involved in formulating those criteria.
- The State will use its best efforts to provide grant funding on an expedited basis.
- The State will comply with all reporting requirements including those in Section 15011(b)(2) of Division B of the CARES Act and submit required quarterly reports to the Secretary, at such time and in such manner and containing such information as the Secretary may reasonably require in the future. (See also 2 CFR 200.327-200.329). The Secretary may require additional reporting in the future, which may include:
 - Specific entities awarded GEER funds by the Governor;
 - Uses of funds by the SEA, LEAs, IHEs, or other educational entities and demonstration of their compliance with Section 18002(c), including any use of funds was applied to support addressing digital divide and related issues in distance learning;

- The number of public and non-public schools that received funds or services; and
- A description of the internal controls the State has in place to ensure that funds were used for allowable purposes and in accordance with cash management principles.
- Generally speaking, the Department does not expect administrative or executive salaries and benefits for IHEs, SEAs, or the other education related entities referenced at § 18002(c)(3) to be a lawful purpose for GEER funds.
- Similarly, the Department does expect increased reporting requirements if these funds are used for payments to education related entities. If a State, in the exercise of its discretion, allows GEER funds to be used accordingly, then it must report the amount of GEER funds (a) (i) used for, to subsidize, or to offset administrative or executive salaries and benefits and/or (ii) provided to or for the benefit of state, local, or IHE teacher or faculty unions or associations; and (b) a detailed description of the evidence providing a reasoned basis for the determination such funds (if any) are necessary to provide educational services to students and/or to support the on-going functionality of a LEA or IHE, or are otherwise specifically authorized by the plain statutory language and context of § 18002(c)(3) of the CARES Act.
- The State will ensure that an LEA receiving GEER funds will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 1117 of the ESEA, as determined through timely and meaningful consultation with representatives of non-public schools.
 - The State will ensure that a public agency will maintain control of funds for the services and assistance provided to a non-public school under the GEER Fund.
 - The State will ensure that a public agency will have title to materials, equipment, and property purchased with GEER funds.
 - The State will ensure that services to a non-public school with GEER funds will be provided by a public agency directly, or through contract with, another public or private entity.
- The State will ensure that every recipient and subrecipient of GEER funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
- The State will return to the Secretary any funds received under the GEER Fund that the State does not award within 1 year of receiving such funds.

Governor or Authorized Representative of the Governor (Typed Name):

Steve Sisolak

Signature:



Date:

05/27/2020

**GOVERNOR'S EMERGENCY EDUCATION RELIEF FUND
PART C: USES OF GOVERNOR'S EMERGENCY EDUCATION FUNDS**

Section 18002 of Division B of the CARES Act provides in relevant part that grants awarded under the Governor's Emergency Education Relief Fund be used to support the ability of local educational agencies (LEAs) and institutions of higher education (IHEs) to continue to provide educational services to their students. The Department is interested in learning how and to what extent each State intends to use the award, or a portion of the award, to establish, develop, improve, or expand the availability, accessibility, capacity, and use of remote learning techniques and technologies which includes both distance education as defined in section 103(7) of the HEA and distance learning as defined in ESEA section 8101(14). The Department requests the following information:

1. Does the State intend to use any of the awarded funds to support remote learning for all students?
 - a. Please describe whether the State considered conducting an assessment of the barriers to implementing effective remote learning for all students, or utilizing an existing assessment, to help target resources toward greatest needs.
 - b. With respect to LEAs, please describe how the State intends to use the funds to help students and teachers adopt or improve remote learning that serves all students, including students with disabilities, students from low-income families, charter school students, and non-public school students.
 - c. With respect to IHEs, please describe how the State intends to focus expenditures to ensure that all institutions – public and private – have the needed supports to continue executing their missions and educating their students.

The Nevada Department of Education (NDE) conducted a preliminary survey of Local Education Agencies (LEAs) to understand their immediate technology and connectivity needs. LEAs refers to traditional public schools in the county school districts as well as charter schools. Based upon the preliminary survey, as well as conversations and feedback from district and charter school leaders, NDE has a baseline understanding of what our LEAs, educators, families, and students need at this time. Findings from the survey indicate that awarded funds will be used to support remote learning for all students in IHE, LEA, or education-related entities within the State that have been most significantly impacted by COVID-19.

a. Please describe whether the State considered conducting an assessment of the barriers to implementing effective remote learning for all students, or utilizing an existing assessment, to help target resources toward greatest needs.

Using the results of the preliminary survey to LEAs, NDE has reviewed key findings from the assessment to help target resources towards the greatest needs. Results suggest the greatest needs are:

- Access to nearly 150,000 devices for PreK-12 students and educators to participate and facilitate

2. Does the State intend to use any of the awarded funds to support technological capacity and access – including hardware and software, connectivity, and instructional expertise – to support remote learning for all students? If so, please describe how the State will achieve its goals for both LEAs and IHEs.
- a. Please describe the strategies used to serve disadvantaged populations listed in Sec. 18003(d)(4) of the CARES Act.

The State of Nevada intends on using awarded funds to support technological capacity and access to support remote learning for all LEAs and IHEs that have been most significantly impacted by COVID-19. Working collaboratively with other State agencies, to increase connectivity to combat the digital divide in both rural areas, where there is no or limited internet connectivity for students, and in urban areas where there are limitations due to financial instability, housing insecurity, device access, etc. This ensures that our highest-need students in traditional public, charter, and private schools and families can access remote learning reliably.

NDE also has a continued partnership with the Nevada System of Higher Education (NSHE) to address the emerging needs around remote learning. This includes partnering with NSHE institutions to leverage instructional expertise associated with remote learning to provide professional development and support opportunities for all educators in the State.

The NDE preliminary survey to LEAs indicate the greatest technology needs are for mobile hotspots (both individual and community); devices with built-in hotspot; increased data plans to support families that will need additional bandwidth for multiple student learners at

3. Does the State intend to use any of the awarded funds to support remote learning by developing new informational and academic resources and expanding awareness of, and access to, best practices and innovations in remote learning and support for students, families, and educators? If so, please identify, generally, the resources, best practices, and innovations that the State intends to develop and expand.

To ensure that all students have access to quality educational opportunities, the Nevada Department of Education (NDE) will partner with the Regional Professional Development Programs (RPDP), effective educators, national education consortia, community organizations, and other states to develop and deliver high-quality content, to build educator capacity in providing effective remote learning experiences, and to support parents and families through wraparound services for students.

NDE will continue to prioritize efforts that identify and implement evidence-based instructional strategies to address the learning strengths and needs of students in addition to leveraging internal capacity to address the needs of students. NDE will focus on approaches that maintain continuous improvement efforts that address root causes, have demonstrated effectiveness through distance learning, measure student learning progress, and provide an evaluation of impact on pre-defined student outcomes. NDE will also prioritize support to

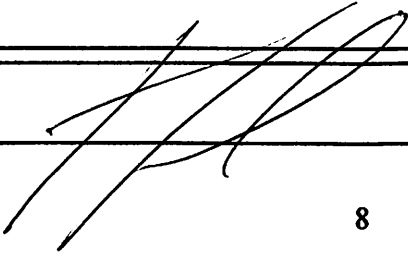
**GOVERNOR'S EMERGENCY EDUCATION RELIEF FUND
PART D: OTHER ASSURANCES AND CERTIFICATIONS**

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR part 82, Appendix B); and the State will require the full certification, as set forth in 34 CFR part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of Section 442 of the General Education Provisions Act (GEPA), 20 U.S.C. 1232e.
- To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of Section 427 of GEPA, 20 U.S.C. 1228a. The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the provisions of all applicable acts, regulations, and assurances; the provisions of the Education Department General Administrative Regulations in 34 CFR parts 75, 76, 77, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Governor or Authorized Representative of the Governor (Typed Name):

Steve Sisolak

Signature: 

Date: 05/27/2020

Appendix A: Relevant Excerpts from Title VIII of Division B of the CARES Act, the Emergency Appropriations for Coronavirus Health Response and Agency Operations

DEPARTMENT OF EDUCATION

EDUCATION STABILIZATION FUND

For an additional amount for “Education Stabilization Fund”, \$30,750,000,000, to remain available through September 30, 2021, to prevent, prepare for, and respond to coronavirus, domestically or internationally: Provided, That such amount is designated by the Congress as being for an emergency requirement pursuant to section 251(b)(2)(A)(i) of the Balanced Budget and Emergency Deficit Control Act of 1985.

GENERAL PROVISIONS

EDUCATION STABILIZATION FUND

SEC. 18001. (a) ALLOCATIONS.—From the amount made available under this heading in this Act to carry out the Education Stabilization Fund, the Secretary shall first allocate—

(1) not more than 1/2 of 1 percent to the outlying areas on the basis of their respective needs, as determined by the Secretary, in consultation with the Secretary of the Interior;

(2) one-half of 1 percent for the Secretary of Interior, in consultation with the Secretary of Education, for programs operated or funded by the Bureau of Indian Education; and

(3) 1 percent for grants to States with the highest coronavirus burden to support activities under this heading in this Act, for which the Secretary shall issue a notice inviting applications not later than 30 days of enactment of this Act and approve or deny applications not later than 30 days after receipt.

(b) RESERVATIONS.—After carrying out subsection (a), the Secretary shall reserve the remaining funds made available as follows:

(1) 9.8 percent to carry out section 18002 of this title.

(2) 43.9 percent to carry out section 18003 of this title.

(3) 46.3 percent to carry out section 18004 of this title.

GOVERNOR’S EMERGENCY EDUCATION RELIEF FUND

SEC. 18002. (a) GRANTS.—From funds reserved under section 18001(b)(1) of this title, the Secretary shall make Emergency Education Relief grants to the Governor of each State with an approved application. The Secretary shall issue a notice inviting applications not later than 30 days of enactment of this Act and shall approve or deny applications not later than 30 days after receipt.

(b) ALLOCATIONS.—The amount of each grant under subsection

(a) shall be allocated by the Secretary to each State as follows:

(1) 60 percent on the basis of their relative population

of individuals aged 5 through 24.

(2) 40 percent on the basis of their relative number of children counted under section 1124(c) of the Elementary and Secondary Education Act of 1965 (referred to under this heading as “ESEA”).

(c) USES OF FUNDS.—Grant funds awarded under subsection (b) may be used to—

(1) provide emergency support through grants to local educational agencies that the State educational agency deems have been most significantly impacted by coronavirus to support the ability of such local educational agencies to continue to provide educational services to their students and to support the on-going functionality of the local educational agency;

(2) provide emergency support through grants to institutions of higher education serving students within the State that the Governor determines have been most significantly impacted by coronavirus to support the ability of such institutions to continue to provide educational services and support the on-going functionality of the institution; and

(3) provide support to any other institution of higher education, local educational agency, or education related entity within the State that the Governor deems essential for carrying out emergency educational services to students for authorized activities described in section 18003(d)(1) of this title or the Higher Education Act, the provision of child care and early childhood education, social and emotional support, and the protection of education-related jobs.

(d) REALLOCATION.—Each Governor shall return to the Secretary any funds received under this section that the Governor does not award within one year of receiving such funds and the Secretary shall reallocate such funds to the remaining States in accordance with subsection (b).

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND

SEC. 18003. (a) GRANTS.—From funds reserved under section 18001(b)(2) of this title, the Secretary shall make elementary and secondary school emergency relief grants to each State educational agency with an approved application. The Secretary shall issue a notice inviting applications not later than 30 days of enactment of this Act and approve or deny applications not later than 30 days after receipt.

(b) ALLOCATIONS TO STATES.—The amount of each grant under subsection (a) shall be allocated by the Secretary to each State in the same proportion as each State received under part A of title I of the ESEA of 1965 in the most recent fiscal year.

(c) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.—Each State shall allocate not less than 90 percent of the grant funds awarded to the State under this section as subgrants to local educational

agencies (including charter schools that are local educational agencies) in the State in proportion to the amount of funds such local educational agencies and charter schools that are local educational agencies received under part A of title I of the ESEA of 1965 in the most recent fiscal year.

(d) USES OF FUNDS.—A local educational agency that receives funds under this title may use the funds for any of the following:

- (1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).**
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.**
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.**
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.**
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.**
- (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.**
- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.**
- (8) Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.**
- (9) Purchasing educational technology (including hardware,**

software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

(10) Providing mental health services and supports.

(11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(12) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

(e) STATE FUNDING.—With funds not otherwise allocated under subsection (c), a State may reserve not more than 1/2 of 1 percent for administrative costs and the remainder for emergency needs as determined by the state educational agency to address issues responding to coronavirus, which may be addressed through the use of grants or contracts.

(f) REALLOCATION.—A State shall return to the Secretary any funds received under this section that the State does not award within 1 year of receiving such funds and the Secretary shall reallocate such funds to the remaining States in accordance with subsection (b).

ASSISTANCE TO NON-PUBLIC SCHOOLS

SEC. 18005. (a) IN GENERAL.—A local educational agency receiving funds under sections 18002 or 18003 of this title shall provide equitable services in the same manner as provided under section 1117 of the ESEA of 1965 to students and teachers in non-public schools, as determined in consultation with representatives of non-public schools.

(b) PUBLIC CONTROL OF FUNDS.—The control of funds for the services and assistance provided to a non-public school under subsection (a), and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property and shall provide such services (or may contract for the provision of such services with a public or private entity).

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education

Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

DEFINITIONS

SEC. 18007. Except as otherwise provided in sections 18001–18006 of this title, as used in such sections—

(1) the terms “elementary education” and “secondary education” have the meaning given such terms under State law;

(2) the term “institution of higher education” has the meaning given such term in title I of the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.);

(3) the term “Secretary” means the Secretary of Education;

(4) the term “State” means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico;

(5) the term “cost of attendance” has the meaning given such term in section 472 of the Higher Education Act of 1965.

(6) the term “Non-public school” means a non-public elementary and secondary school that (A) is accredited, licensed, or otherwise operates in accordance with State law; and (B) was in existence prior to the date of the qualifying emergency for which grants are awarded under this section;

(7) the term “public school” means a public elementary or secondary school; and

(8) any other term used that is defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801) shall have the meaning given the term in such section.

MAINTENANCE OF EFFORT

SEC. 18008. (a) A State’s application for funds to carry out sections 18002 or 18003 of this title shall include assurances that the State will maintain support for elementary and secondary education, and State support for higher education (which shall include State funding to institutions of higher education and state need based financial aid, and shall not include support for capital projects or for research and development or tuition and fees paid by students) in fiscal years 2020 and 2021 at least at the levels of such support that is the average of such State’s support for elementary and secondary education and for higher education provided in the 3 fiscal years preceding the date of enactment of this Act.

(b) The secretary may waive the requirement in subsection (a) for the purpose of relieving fiscal burdens on States that have experienced a precipitous decline in financial resources.

Appendix B: State Allocation Data

Under section 18002(b) of the CARES Act, the Secretary awards GEER funds to Governors as follows:

1. 60% based on the State's population of individuals aged 5 through 24; and
2. 40% based on the relative number of children counted under section 1124(c) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).

STATE	GOVERNOR'S EMERGENCY EDUCATION RELIEF FUND (Based on section 18002(b) of the CARES Act)
TOTAL	\$2,953,230,000
ALABAMA	48,851,495
ALASKA	6,503,527
ARIZONA	69,196,325
ARKANSAS	30,663,725
CALIFORNIA	355,227,235
COLORADO	44,004,996
CONNECTICUT	27,881,682
DELAWARE	7,916,821
DISTRICT OF COLUMBIA	5,807,678
FLORIDA	173,585,880
GEORGIA	105,720,728
HAWAII	9,993,387
IDAHO	15,676,340
ILLINOIS	108,497,757
INDIANA	61,590,954
IOWA	26,217,108
KANSAS	26,274,163
KENTUCKY	43,799,187
LOUISIANA	50,276,799
MAINE	9,273,552
MARYLAND	45,657,990
MASSACHUSETTS	50,843,703
MICHIGAN	89,432,673
MINNESOTA	43,427,249
MISSISSIPPI	34,662,872
MISSOURI	54,643,115
MONTANA	8,764,495
NEBRASKA	16,357,685
NEVADA	26,477,349
NEW HAMPSHIRE	8,891,470
NEW JERSEY	68,864,994
NEW MEXICO	22,262,663
NEW YORK	164,286,083
NORTH CAROLINA	95,638,869

NORTH DAKOTA	5,932,707
OHIO	104,917,025
OKLAHOMA	39,919,354
OREGON	32,507,956
PENNSYLVANIA	104,418,240
RHODE ISLAND	8,704,245
SOUTH CAROLINA	48,467,924
SOUTH DAKOTA	7,944,013
TENNESSEE	63,582,031
TEXAS	307,026,008
UTAH	29,189,663
VERMONT	4,488,802
VIRGINIA	66,775,322
WASHINGTON	56,769,263
WEST VIRGINIA	16,353,314
WISCONSIN	46,550,411
WYOMING	4,700,937
PUERTO RICO	47,812,236

NEVADA DEPARTMENT OF EDUCATION

PROPOSAL FOR GOVERNOR'S EMERGENCY EDUCATION RELIEF FUND (GEER)

MAY 22, 2020



Introduction

GEER Fund Overview

The Governor's Emergency Education Relief Fund (GEER) is sponsored by the United States Department of Education (USDOE). It is intended to address students' needs arising from the COVID-19 related disruptions to traditional education. Nevada was allocated \$26,503,000 in GEER Funds, which must be expended by September 30, 2022. The allowable uses of GEER Funds are:

- ❖ Emergency support to local education agencies (LEAs) the state education agency (SEA) deems most significantly impacted by coronavirus;
- ❖ Emergency support to Institutions of Higher Education (IHEs) the Governor determines are most significantly impacted by coronavirus;
- ❖ Support to any other IHE, LEA, or education related entity within the State that the Governor deems essential for carrying out educational services.

GEER Application Responses

1. Does the State intend to use any of the awarded funds to support remote learning for all students?

The Nevada Department of Education (NDE) conducted a preliminary survey of Local Education Agencies (LEAs) to understand their immediate technology and connectivity needs. LEAs refers to traditional public schools in the county school districts as well as charter schools. Based upon the preliminary survey, as well as conversations and feedback from district and charter school leaders, NDE has a baseline understanding of what our LEAs, educators, families, and students need at this time. Findings from the survey indicate that awarded funds will be used to support remote learning for all students in IHE, LEA, or education-related entities within the State that have been most significantly impacted by COVID-19.

- a. Please describe whether the State considered conducting an assessment of the barriers to implementing effective remote learning for all students, or utilizing an existing assessment, to help target resources toward greatest needs.

- b. Using the results of the preliminary survey to LEAs, NDE has reviewed key findings from the assessment to help target resources towards the greatest needs. Results suggest the greatest needs are:
- Access to nearly 150,000 devices for PreK-12 students and educators to participate and facilitate remote learning.
 - Professional development for educators to promote high-quality instruction through remote learning.
 - Access to a uniform statewide learning management systems (LMS) with high-quality content for remote instruction (to be used by school districts and charter school educators and students).

The NDE survey acts as a starting point to help target resources towards the greatest needs; however, NDE intends to collaborate with external partners to create a project management and progress monitoring plan. The CARES Act Implementation Team will identify key data points needed to set benchmarks and targets and NDE will conduct further assessments to identify barriers as needed. The team will also assist in regularly reviewing relevant data and reporting on outcomes, especially for our highest-needs students. This will allow NDE to monitor progress in student achievement and educator development to ensure effective remote learning for all students.

b. With respect to LEAs, please describe how the State intends to use the funds to help students and teachers adopt or improve remote learning that serves all students, including students with disabilities, students from low-income families, charter school students, and non-public school students.

The State of Nevada intends to use the funds to serve all students, including students with disabilities, students from low-income families, charter school students, and non-public school students. Funds will be used to support the LEAs within the State that have been most significantly impacted by COVID-19 and will continue to work collaboratively with LEA leaders to ensure funding is there to support the greatest needs of all students in traditional public schools, charter schools, private schools, and early childhood centers. Funding prioritization includes, but is not limited to:

- Services, resources, and tools to support remote learning for Nevada's most vulnerable and underserved populations.
- The expansion of remote learning for our lowest performing schools by providing alternative pathways for students to meet learning objectives and for students who are not finding success in traditional brick and mortar settings.

- Targeted and differentiated educator professional development for remote learning. Topics will include the cultural competencies and language supports necessary for working closely with families to successfully implement remote learning as well as Social Emotional Academic Development (SEAD)-embedded instructional practices to address emerging needs of students and families most affected by the COVID-19 crisis.
- Partnership with a research team who will help us review and vet content and resources we collect and expand our evidence-based resources for all students, especially our highest needs students.
- Educational webinars for all parents, guardians, and students in both English and Spanish such as, offerings on coping strategies, at-home learning strategies, and mindfulness and stress reduction.

NDE will also monitor implementation of funding initiatives to determine their effectiveness and identify opportunities to adjust to better support students, educators, and families, including students with disabilities, students from low-income families, charter school students, and non-public school students. Ultimately, the team will conduct a rigorous evaluation to determine whether our investments have yielded the intended results.

c. With respect to IHEs, please describe how the State intends to focus expenditures to ensure that all institutions – public and private – have the needed supports to continue executing their missions and educating their students. –

Multiple agencies within the State of Nevada, such as NDE, the Governor’s Office of Science, Innovation, and Technology (OSIT), the Nevada System of Higher Education (NSHE), Nevada’s Department of Human and Health Services (DHHS) and the Department of Employment, Training and Rehabilitation (DETR) will work collaboratively to increase connectivity to combat the digital divide in both rural areas, where there is no or limited internet connectivity for students, and in urban areas where there are limitations due to financial instability, housing insecurity, device access, etc. This use of funds will ensure that our highest-need students in public and private institutions of higher education can access remote learning reliably. Additionally, the funds will be used to provide professional development and support opportunities for IHE educators around remote learning.

2. Does the State intend to use any of the awarded funds to support technological capacity and access – including hardware and software, connectivity, and instructional expertise – to support remote learning for all students? If so, please describe how the State will achieve its goals for both LEAs and IHEs.

a. Please describe the strategies used to serve disadvantaged populations listed in Sec. 18003(d)(4) of the CARES Act.

The State of Nevada intends on using awarded funds to support technological capacity and access to support remote learning for all LEAs and IHEs that have been most significantly impacted by COVID-19. Working collaboratively with other State agencies, to increase connectivity to combat the digital divide in both rural areas, where there is no or limited internet connectivity for students, and in urban areas where there are limitations due to financial instability, housing insecurity, device access, etc. This ensures that our highest-need students in traditional public, charter, and private schools and families can access remote learning reliably.

NDE also has a continued partnership with the Nevada System of Higher Education (NSHE) to address the emerging needs around remote learning. This includes partnering with NSHE institutions to leverage instructional expertise associated with remote learning to provide professional development and support opportunities for all educators in the State.

The NDE preliminary survey to LEAs indicate the greatest technology needs are for mobile hotspots (both individual and community); devices with built-in hotspot; increased data plans to support families that will need additional bandwidth for multiple student learners at home; and school- and community-based infrastructure in support of connectivity. To address technological capacity and access needs of both LEAs and IHEs, the State of Nevada will organize various State agencies (NDE, NSHE, OSIT, Nevada’s Department of Human and Health Services and the Nevada Department of Employment, Training and Rehabilitation) as well as multi-state consortia, and local and national non-profits and businesses to leverage agreements with cellular and WiFi service providers to expand and support connectivity across the State (in areas not currently served). To support these efforts, the following will be identified:

- Ways in which State agencies can work collaboratively with partners to leverage resources effectively and efficiently, including GEER and other funding, to support rural areas that need connectivity
- Short-term and long-term plans of current providers (Spectrum, ATT, etc.) to open up access and expand hotspots in underserved areas

- Current planned work with E-Rate federal grants to continue broadband development and expansion in our rural schools and possibly into neighboring communities
- Ways Nevada can work with other states to establish partnerships with national cellular and WiFi service providers to expand and support connectivity with sufficient bandwidth to support multiple users

In addition to this, NDE may use GEER funds to support in obtaining needed equipment for school districts, charter schools, and private schools that have been most significantly impacted by COVID-19. The subsequent sections outline NDE's proposal to address capacity and access goals for LEAs and IHEs as well as strategies the State will use to serve disadvantaged populations.

Connectivity

The importance of addressing current limits to connectivity is two-fold. First, without connectivity, students are missing both educational instruction and social interaction in emergency situations (i.e., weather, medical, etc.). Secondly, hard-to-fill teaching positions across Nevada have been vacant or are filled with out-of-field substitutes who may have limited experience or capacity. Connectivity-enabled collaboration across the State could result in expanding the reach of high-performing, effective educators through the use of technology.

Investing in connectivity and a Learning Management System will allow the State to support districts and schools by hosting courses that can be accessed by students in districts across the State. Through enhanced connectivity and a Statewide LMS, students in rural communities would have on-demand access to advanced and workforce-connected courses that were previously an impossibility.

Remote learning also allows districts and schools to increase the accessibility of courses for students across

Nevada Educator Corps

Much like the current public health crisis has resulted in State leaders increasing reciprocity and reducing barriers for retired or out-of-state healthcare workers to practice in the communities most affected by COVID-19, these circumstances have highlighted an opportunity to address Nevada's educator shortage by developing the Nevada Educator Corps. The Nevada Educator Corps (Corps) will be a collaboration between the Nevada Department of Education and various philanthropic and community partners. The Corps will consist of trained educators to supplement and support remote learning across the State. Corps members will be assigned to specific schools or teachers to assist with tutoring and instruction focused on standards or curriculum identified by the school, district, or NDE. Corps Member service will be prioritized first for schools with the highest need. The Corps will help fulfill the demand for

high-quality educators through remote learning as needed in the near term as well as in a face-to-face environment in the long term.

PreK

As this proposal discusses remote learning through the lens of connectivity and capacity, it is imperative to consider Nevada's earliest learners and the educators who support them. Because the Governor's Emergency Education Relief Fund is the only CARES Act source of funding to support PreK and early learning programs, it is important to note that remote learning for children in PreK is distinct from that for children in elementary, middle, and high schools. While technology is necessary, students in PreK also need hands-on materials to facilitate physical and intellectual development that many families do not have, such as manipulatives and consumable instructional materials.

3. Does the State intend to use any of the awarded funds to support remote learning by developing new informational and academic resources and expanding awareness of, and access to, best practices and innovations in remote learning and support for students, families, and educators? If so, please identify, generally, the resources, best practices, and innovations that the State intends to develop and expand.

To ensure that all students have access to quality educational opportunities, the Nevada Department of Education (NDE) will partner with the Regional Professional Development Programs (RPDP), effective educators, national education consortia, community organizations, and other states to develop and deliver high-quality content, to build educator capacity in providing effective remote learning experiences, and to support parents and families through wraparound services for students.

NDE will continue to prioritize efforts that identify and implement evidence-based instructional strategies to address the learning strengths and needs of students in addition to leveraging internal capacity to address the needs of students.¹ NDE will focus on approaches that maintain continuous improvement efforts that address root causes, have demonstrated effectiveness through distance learning, measure student learning progress, and provide an evaluation of impact on pre-defined student outcomes. NDE will also prioritize support to LEAs as they shift their attention to the re-opening of schools.

¹ The Every Student Succeeds Act (ESSA) outlines four levels of evidence to measure the effectiveness of interventions implemented by LEAs. The NDE, in support of LEAs, encourages the use of funds toward those interventions that meet the highest levels of evidence as outlined in ESSA evidence levels one through three.

High-quality Content

When Nevada's school buildings were closed due to the COVID-19 crisis, the Nevada Department of Education took an inventory of the challenges and inequities that were magnified within school districts and charter schools. The challenges that were magnified included, access to technological capacity, access to high-quality professional development, and access to high-quality instructional materials. This led NDE to create the Nevada Distance Learning Collaborative. This collaborative represents NDE staff from various offices across the agency, an expert consultant in distance education, and multiple external stakeholders. The primary objective of this collaborative is to build an infrastructure that supports distance education across the state of Nevada. This infrastructure is inclusive of support to increase access to technological capacity, high-quality professional development, and high-quality instructional materials.

NDE will also expand on its partnerships with state and national experts. The State will invest funding in credible and reputable research and evaluation partners to conduct a rigorous evaluation to ensure the following: 1) that professional development is evidence-based and meets the federal and national standards for effectiveness; and 2) that data is collected and leveraged to inform continuous improvement. NDE will continue to partner with other states and organizations that focus on building State and LEA capacity to implement strategies to increase the use of high-quality instructional materials content (e.g., Johns Hopkins University and WestEd).

Professional Learning

To ensure that educators have the knowledge and skills necessary to design and deliver effective remote learning experiences, NDE will work to build educator capacity through evidence-based professional learning. Proposals for professional learning will be informed by the following:

- Consultation with the Nevada Superintendent's Teachers' Advisory Council (STAC) which provides recommendations to the State Superintendent of Public Instruction; and
- Recommendations from the Nevada Distance Learning Collaborative

State and federal funding will be prioritized to address the urgent needs, as well as the short- and long-term impacts, of COVID-19 on Nevada's education system. Specifically, that means prioritizing targeted professional development to those educators with the greatest needs: by content; by grade levels; and for targeted student populations that include, children from low-income families, 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.

Re-Opening of School Buildings

In May of 2020, NDE published a document outlining the path forward for our response to COVID-19. As part of the path forward, NDE created a committee of staff and external stakeholders consisting of State health officials, district superintendents, charter school leaders, and other health, school safety, and emergency management experts. The primary role of the committee is to create a framework to assist districts and schools in developing and implementing a plan for a safe, efficient, and equitable return to school. This framework will assist districts and schools with prevention, response, and recovery strategies to meet the changing conditions created by the COVID-19 pandemic. Because of the many variables that may shift over the coming weeks and months, schools will need to develop local plans with multiple approaches and strategies that can be initiated independently or simultaneously, depending on need.

The committee will produce an actionable framework based on the latest guidance from the Centers for Disease Control and State health officials. The framework will address the physical, mental, social, and emotional considerations to reopen and manage districts and schools during this ongoing crisis.

Wraparound Services

Research has shown the interconnected nature of the academic, physical, mental, social, and emotional development of students, their families, and communities. Students with untreated physical or mental health concerns, or whose parents or caregivers are unable to communicate with school staff, are less likely to benefit from the learning and enrichment opportunities available to them in school. This is especially true when one considers the significant social, emotional, and economic impacts of the COVID-19 crisis. As a result, NDE plans to support organizations with a track record of successfully partnering with districts and schools to provide wraparound services to students and families. Wraparound services may include, but are not limited to the following:

- physical health and wellness
- early care and education
- mental health and social-emotional development
- family support
- parent education

School districts and charter schools need resources to build competency and capacity for supporting students with complex emotional and behavioral needs. The wraparound model, with its focus on linking families, schools, and community partners on behalf of individual students, is an integral part of a multi-tiered, prevention-based system to support the emotional/behavioral needs of all students.

Conclusion

It is the Nevada Department of Education's primary focus to support students, educators, parents, families, and communities in response to the COVID-19 crisis. This proposal outlines NDE's plan to leverage GEER funds to meet the needs of students, educators, families, and communities through the State. This proposal, while ambitious in nature, highlights the path forward to forge a more accessible and equitable future of education in the Silver State.