



ARP ESSER III State Set-Aside RFGA Pre-Application Webinar
ADE Presenters:

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WELCOME & AGENDA

Purpose: review guidelines and application for the ARP ESSER III State Set-Aside Funds.

- I. Welcome & Introductions**
- II. RFGA Application Overview**
- III. Mechanics of RFGA**
- IV. Outline of Reviewer Guidance Doc**
- V. Overview of ESSA Evidence-Based Tiers:
ADE Accountability**
- VI. Timeline**
- VII. Q&A**



ARP ESSER III State Set-Aside RFGA



A r i z o n a

Department of Education

RFGA Number:

BPM004016

RFGA Due Date / Time:

December 10, 2021

Submittal Location:

Submit via Arizona Procurement Portal (APP)

<https://appstate.az.gov>



Description of Procurement:

ESSER III Set-Aside/Statewide Recovery Funds

In accordance with A.R.S. § 41-2534, competitive sealed applications for the services specified will be received by the Arizona Department of Education (ADE) online in the State of Arizona's online procurement system, Arizona Procurement Portal (APP) <https://appstate.az.gov> .

INTRODUCTION

RFGA NO. BPM004016

INTRODUCTION

1. STATEMENT OF PURPOSE:

- 1.1 The Arizona Department of Education issues this Request for Grant Application (RFGA) Solicitation concerning the use of ARP ESSER III Set-Aside Funds (Statewide Recovery Funds) under Section 2001 of the American Rescue Plan (ARP) of 2021, Public Law 117-2, enacted March 11, 2021, in accordance with A.R.S. § 41-2701. Applications for these funds will only be accepted through the Arizona Procurement Portal (APP). Applications should be submitted on either site will be on or before 5:00pm (Arizona Time) on December 10, 2021. While this RFGA will remain open until the available funds are awarded, Applications will be reviewed beginning with those submitted on or before the due date and periodically afterwards. The failure to submit an Application prior to the award of all funds will result in the rejection of the Application.

Program Goals Cont'd

While the vast majority of ARP ESSER III funds went directly to LEAs for COVID recovery, ADE, as the State Education Agency, has the authority to maintain a portion of funds for statewide initiatives and investments. In addition, under ARP, the ESSER Fund includes three State-level reservations for activities and interventions that address the disproportionate impact of COVID-19 on underrepresented student subgroups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care:

- 5 % of the total ARP ESSER allocation for the implementation of evidence-based interventions aimed specifically at **addressing learning loss**,
- 1 % of the total ARP ESSER allocation for evidence-based **summer enrichment programs**.
- 1 % of the total ARP ESSER allocation for evidence-based **comprehensive after-school programs**

Scope of Work

3. SCOPE OF SERVICES

Grantee shall:

- 3.1 Propose a service that will support recovery needs and efforts in response to COVID-19
- 3.2 Must address how the funded activity or intervention will address the disproportionate impact of COVID-19 on underrepresented student subgroups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care:
- 3.2 Propose a measurable service that address one of the top priorities within Arizona's plan:
 - Enrichment and reinforcement of learning
 - Mental, behavioral, and physical health support for students and educators
 - Student and family re-engagement and support for critical transition periods

Scope of Work Cont'd

- 3.3 Propose a service that highlights and falls within the prescribed lanes for ARP-ESSER funding:
- Learning Loss
 - Comprehensive After-School
 - Summer Enrichment
- 3.4 Propose a service that is evidence-based. ADE has published resources on the definition and examples of Evidence-Based Strategies for ESSER Funds:
<https://www.azed.gov/sites/default/files/2021/09/ESSER%20Evidence-Based%20Resources.pdf>
- 3.5 Expend all awarded funds on the proposed service.

Data Reporting (Important to note: this is what is required if awarded but not due with the RFGA)

Annual Report by Dec. 31st

- Oct 1, 2021-Sept 30, 2022
- Oct 1, 2022-Sept 30, 2023
- Oct 1, 2023-Sept 30, 2024

School Year Report by June 30th

- SY 2021-2022
- SY 2022-2023
- SY 2023-2024

Summer Report by Sept 30th

- Summer 2022
- Summer 2023
- Summer 2024

Grant Funding Range:

5.0 What Will Be Funded With This Grant Application?

5.1 This Grant will fund proposals to address the priorities set forth in its plan. The total amount of funds to be awarded per year for each grant will range from \$100,000 - \$10,000,000.



Technical Assistance of the RFGA



The RFGA



NOTE: All substantive questions need to be posted in the Discussion Forum for the RFGA.



The Contents and some important parts of the RFGA



The Arizona Procurement Portal (APP)



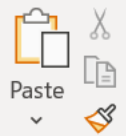
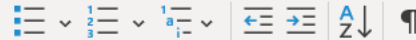
Assistance from the State Procurement Office (SPO)

The Contents

- The Cover Page
- The Introduction
- Instructions
- Terms and Conditions
- Scope of Work
- Attachments

The Cover Page

- Important changes
- Provides important information regarding:
 - The nature of the RFGA
 - When to submit
 - How to submit

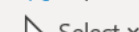
Arial 10 A[^] A^v Aa^v A^o**B** *I* U x_2 x^2 **A** 

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Emphasis ↑ Heading 1 ↑ Heading 2



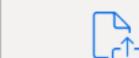
Find



Replace



Select

Create and Share
Adobe PDFRequest
Signatures

Dictate



Sensitivity



Voice



Sensitivity



Arizona

Department of Education

RFGA Number:**BPM004016****RFGA Due Date / Time:****December 10, 2021 3:00 pm****Submittal Location:****Submit via Arizona Procurement Portal (APP)**<https://appstate.az.gov><https://app.az.gov>**Description of Procurement:****ESSER III Set-Aside/Statewide Recovery Funds**

In accordance with A.R.S. § 41-2534, competitive sealed applications for the services specified will be received by the Arizona Department of Education (ADE) online in the State of Arizona's online procurement system, **Arizona Procurement Portal (APP)** <https://appstate.az.gov> or <https://app.az.gov>

It is the intention of ADE to keep this Request for Grant Applications (RFGA) open for applications for a minimum of three months or until funds no longer are available. Applications received by the due date and time will be opened on the due date, and weekly for all Applications received thereafter. The name of each Offeror will be publicly available.



The Introduction

- Provides important background information
- Sets out the size of the grants being awarded
- Contains important links to other information

3. What is the Total Amount of Available Funds?

- 3.1 ESSER III funds awarded to Arizona total \$2,580,000,000. For a breakdown of how those funds will be spent and what funds will be available under this RFGA, please visit [ADE's American Rescue Plan Act \(ARP\) Elementary and Secondary Schools Relief Fund Guidance document at <https://www.azed.gov/sites/default/files/2021/05/ESSER%20III%20Fund%20LEA%20Guidance%205222021.pdf>](https://www.azed.gov/sites/default/files/2021/05/ESSER%20III%20Fund%20LEA%20Guidance%205222021.pdf)

4. What are the Program Goals?

- 4.1 October 7, 2021, the U.S. Department of Education announced the approval of Arizona's American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) plan and distributed remaining ARP ESSER funds to them.

The Arizona Department of Education (ADE) has received funding through the American Rescue Plan (ARP) Act to provide **new Elementary and Secondary School Emergency Relief (ARP ESSER III Fund)** grants to support local recovery needs and efforts in response to COVID-19.

ESSER III includes new required set asides for both ADE and LEAs. These will help guide state and local decision making for leveraging these new funds to **accelerate academic success** – particularly for our most vulnerable student populations.

While the vast majority of ARP ESSER III funds went directly to LEAs for COVID recovery, ADE, as the State Education Agency, has the authority to maintain a portion of funds for statewide initiatives and investments. In addition, under ARP, the ESSER Fund includes three State-level reservations for activities and interventions that address the disproportionate impact of COVID-19 on underrepresented student subgroups, including each major racial and ethnic group, children from

The Instructions

- Special Instructions to Applicants
 - Information that is relevant to this specific RFGA.
 - Explains the evaluation criteria.
 - Note **ALL QUESTIONS ARE TO BE POSTED ON APP**
- How to Prepare and Submit an Application
 - Lists the exhibits to be included

be made upon the review and evaluation of the Applications; accordingly Applications received after the original opening date may be rejected due to the unavailability of funding.

2. Evaluation Criteria:

Applications for the ARP ESSER Statewide Recovery Funds will be evaluated pursuant to the requirements of A.R.S. §15-719. The evaluation criteria are listed in the relative order of importance and are based on the following:

- 2.1. Method of Approach as it relates to each of the Scope of Work requirements.
- 2.2. Experience/expertise/reliability and qualifications based on the Applicant Capability narrative, background, history, track record, program effectiveness, staff resumes, letters of reference, and letters of support. Ability to perform services as reflected by availability and suitability of staff resources.
- 2.3. Conformance to all other RFGA requirements and conditions.

3. Questions:

All questions regarding this solicitation shall be submitted within the APP system no later than seven (7) calendar days prior to the solicitation due date.

4. Confidential Information:

4. Confidential Information:

If an Applicant believes that their Application contains information that should be withheld, a statement advising the Procurement Officer of this fact and explaining the reasons for confidentiality shall accompany the submission, and the information shall be so identified wherever it appears. The Applicant shall stamp or specifically identify all information believed to be confidential. The information identified by the Applicant as confidential shall not be disclosed until the State Government Administrator (or his/her designee) makes a written determination. The Administrator shall review the statement and information and shall determine in writing whether the information shall be withheld. If the Administrator determines the information is not confidential, the Administrator shall inform the Applicant in writing of such determination.

5. Discussion:

The ADE reserves the option to conduct discussions with Applicants. The purpose of these discussions is to provide clarification and to assure full understanding of and responsiveness to the Application requirements regarding the Grant.

6. Multiple Awards:

ADE reserves the right to award to multiple Applicants.

3.3. The Applicant shall include at least the following information:

- 3.3.1. Table of Contents for entire Application with page numbers,
- 3.3.2. Attachment 1, Grant Application, completed
- 3.3.3. Attachment 2, Applicant Information, completed
- 3.3.4. Attachment 3, Applicant's Key Personnel, completed
- 3.3.5. Attachment 4, Applicant's Experience, completed
- 3.3.6. Attachment 5, Questionnaire, completed
- 3.3.7. Attachment 6, Deviations and Exceptions, completed
- 3.3.8. Attachment 7, Confidential/Proprietary Submittals, completed
- 3.3.9. Attachment 8, Designation of Confidential, Trade Secret and Proprietary Information, completed
- 3.3.10. Attachment 9, Participation in Boycott of Israel, completed
- 3.3.11. Attachment 10, Proposed Budget
- 3.3.12. Other Attachments

Terms and Conditions

- Sets out the Terms and Conditions that will become the Grant contract.
- You must accept all material Terms and Conditions.
- Objections:
 - Will be denied if the objection materially alters the Terms and Conditions.
 - Accepting any objections is in ADE's sole discretion

1. Status Term. The initial term of Status as an ADE Grantee shall commence upon award of and signature by the State Government Administrator, and shall remain in effect until September 30, 2024, unless terminated, canceled, or extended as otherwise provided herein.

15. Invoicing: Invoices must include an invoice number and date, and a signature. Invoice numbers cannot be repeated from one month to the next or one year to the next. Invoices must also include the remit address – the name and address the payment goes to, as it appears in APP; and the buyer address – ADE’s name and address. They can be e-mailed to accountspay@azed.gov.

Invoices also need the contract number and PO number, along with a description and details.

Scope of Work

- Sets forth what it is we want you to do.
- Looking for proposals for programs that meet the criteria of the Scope of Work
- Also contains reporting requirements and deliverables.

3. SCOPE OF SERVICES

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- 3.2 Propose a measurable service that address one of the top priorities within Arizona's plan:
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- 3.3 Propose a service that highlights and falls within the prescribed lanes for ARP-ESSER funding:
 - Learning Loss
 - Comprehensive After-School
 - Summer Enrichment
- 3.4 Propose a service that is evidence-based. ADE has published resources on the definition and examples of Evidence-Based Strategies for ESSER Funds:
- 3.5 Expend all awarded funds on the proposed service.



4. REPORTING REQUIREMENTS

Grantee shall:

- 4.1 Provide all data that ADE in its sole discretion has determined it needs in order to fully comply with its reporting requirements and/or to judge the efficacy of the program.
- 4.2 Submit the following reports on the designated schedule:
 - 4.2.1 Submit an **annual data report by December 31st** for the following reporting periods (as applicable based on the term of your contract/agreement with ADE). Reports will include applicable data reporting requirements and an overall narrative on targeted approaches and strategies for vulnerable student populations, as defined by US Department of Education:
 - a. October 1, 2021 – September 30, 2022
 - b. October 1, 2022 – September 30, 2023
 - c. October 1, 2023 – September 30, 2024
 - 4.2.2 Submit a **school year data report by June 30th** for the following school year reporting periods (as applicable based on the term of your contract/agreement with ADE). Reports will include applicable data reporting requirements and an overall narrative on targeted approaches and strategies for vulnerable student populations, as defined by US Department of Education:
 - a. SY 2021-2022
 - b. SY 2022-2023
 - c. SY 2023-2024



The Attachments

- Attachment 1, Grant Application
- Attachment 2, Applicant Information
- Attachment 3, Applicant's Key Personnel
- Attachment 4, Applicant's Experience
- Attachment 5, Questionnaire
- Attachment 6, Deviations and Exceptions
- Attachment 7, Confidential/Proprietary Submittals
- Attachment 8, Designation of Confidential, Trade Secret and Proprietary Information
- Attachment 9, Participation in Boycott of Israel

The Arizona Procurement Portal

- app.az.gov or appstate.az.gov
 - Links from the title page.
 - Also links from the SPO page
- You **must register as a vendor** to submit an application
- You **must register as a vendor** to get paid.

ARIZONA

PROCUREMENT PORTAL
app.az.gov

The objectives of the Arizona Procurement Portal are to make it easier for suppliers to offer their goods and services, and to make it easier for the State of Arizona to promptly buy and pay for the goods and services it needs.

Our vision is to make procurement simple, efficient, and effective reducing complexity and increasing visibility so that we are better able to deliver on our commitments to our stakeholders.

IDENTIFICATION

Login

Password

Login

[Forgot your password?](#)



Help Desk
+1 602-542-7600



[Click Here to Register](#)



[Open Solicitations](#)



[State Contracts](#)



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Keywords

4016

Commodities

[Dropdown menu]

Search

Reset

Rfx types

[Dropdown menu]

Status

[Dropdown menu]

Begin

Min value

Max value

Rfx Awarded

[Dropdown menu]

Agency

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Code	Label	Commodity	Agency	Begin (UTC-7)	End (UTC-7)	Status	Rfx Awarded
BPM004031	ESSA Conference Virtual Event Platform	Audio presentation and composing equipment and hardware and controllers	<ul style="list-style-type: none"> Arizona Department of Education 	11/2/2021 12:00:00 AM	11/16/2021 3:00:00 PM	Open for Bidding	<input type="checkbox"/>
BPM003905	Inmate Correctional Healthcare	Healthcare Services	<ul style="list-style-type: none"> Arizona Department of Corrections Arizona Department of Corrections 	9/15/2021 11:00:00 PM	11/30/2021 3:00:00 PM	Open for Bidding	<input type="checkbox"/>

Return

Need login or register to participate to RFx

Participate in Solicitation

Solicitation General Information

Code
BPM004016

Organization
Arizona Department of Education

Label
ESSER III Set Aside State Wide Recovery Funds RFGA

Fiscal Year

Lot #
1

RFx types
RFP

Round #

Procurement Officer

Solicitation Documents

Title	Type	Att.	Last Modification (UTC-7)	Creation Date (UTC-7)	Validity End Date
ESSER III Set Aside State Wide Recovery Funds RFGA Amendment 1	Solicitation Documents (Approved)		10/28/2021 4:13:20 PM	10/28/2021 4:13:20 PM	

Sourcing project: BPM004016 - ESSER III Set Aside State Wide Recovery Funds RFGA...

Save & Close Save

- Setup Project
- Setup Team
- Discussion Forum
- Project Schedule
- Setup Documents
- Requirements
- Identify Suppliers
- Prepare RFx
- View RFx activity
- Open Technical Envelope
- Open Financial

General Information

Code
BPM004016 Is a template

Label *
ESSER III Set Aside State Wide Recovery Funds RFGA

Sourcing Project Type * Status *
RFx In progress

Agency * Division
Arizona Department of Education

Fiscal Year

Progress

Add a Task

Sourcing project: BPM004016 - ESSER III Set Aside State Wide Recovery Funds RFGA...

- Setup Project
- Setup Team
- Discussion Forum
- Project Schedule
- Setup Documents
- Requirements
- Identify Suppliers
- Prepare RFx
- View RFx activity
- Open Technical Envelope
- Open Financial

1 / 1	11/2/2021 3:40:43 PM	JESSICA HAMMANN (Glean Education LLC)	HAMMANN (Glean Education LLC)	!
0 / 1	11/2/2021 8:10:30 AM	Jackie ALLDREDGE (Waterford Research Institute)	Jackie ALLDREDGE (Waterford Research Institute)	!
0 / 1	11/1/2021 2:40:15 PM	Joseph AYALA (Severin Intermediate Holdings)	Joseph AYALA (Severin Intermediate Holdings)	!
0 / 2	11/1/2021 1:35:23 PM	Jackie ALLDREDGE (Waterford Research Institute)	Steven PAULSON	

Save & Close Save

Recipients * ⓘ External Emails ⓘ

All stakeholders

Owner

- > Owner-PAULSON Steven

Project Team

- > Project Team-GARCIA Braulio
- > Project Team-HAIGHT DANIEL

All not blocked bidders

All selected bidders

- > 1 F Productions LLC
- >> 1 F Productions LLC-MONTIFERTH Adam

The State Procurement Office

- spo.az.gov
- Has Information regarding APP including:
- **APP Support** has Quick Reference Guides on
 - How to register as a vendor
 - How to submit an offer
- **How To Do Business With the State**
- APP Help Desk: (602) 542-7600



- APP SUPPORT
- HOW TO DO BUSINESS WITH THE STATE
- USAGE REPORTING

WELCOME TO THE ARIZONA

State Procurement Office

WHERE ADDING VALUE IS THE NORM

A DIVISION OF THE ARIZONA DEPARTMENT OF ADMINISTRATION

Guidance Document












<https://www.azed.gov/sites/default/files/2021/10/Draft%20of%20ARP%20ESSER%20State%20Set%20Aside%20Guidance.pdf>



Access Public Comment:

<https://www.azed.gov/esser/public-comment-arp-esser-guidance>

ESSA Tiers of Evidence

	 TIER 1 Strong Evidence	 TIER 2 Moderate Evidence	 TIER 3 Promising Evidence	 TIER 4 Demonstrates a Rationale
 Study Design	Well-designed and implemented experimental study, meets WWC standards without reservations	Well-designed and implemented quasi-experimental study, meets WWC standards with reservations	Well-designed and implemented correlational study, statistically controls for selection bias ^a	Well-defined logic model based on rigorous research
 Results of the Study	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	An effort to study the effects of the intervention is planned or currently under way
 Findings From Related Studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	N/A
 Sample Size & Setting	At least 350 participants, conducted in more than one district or school	At least 350 participants, conducted in more than one district or school	N/A	N/A
 Match	Similar population <i>and</i> setting to your setting	Similar population or setting to your setting	N/A	N/A

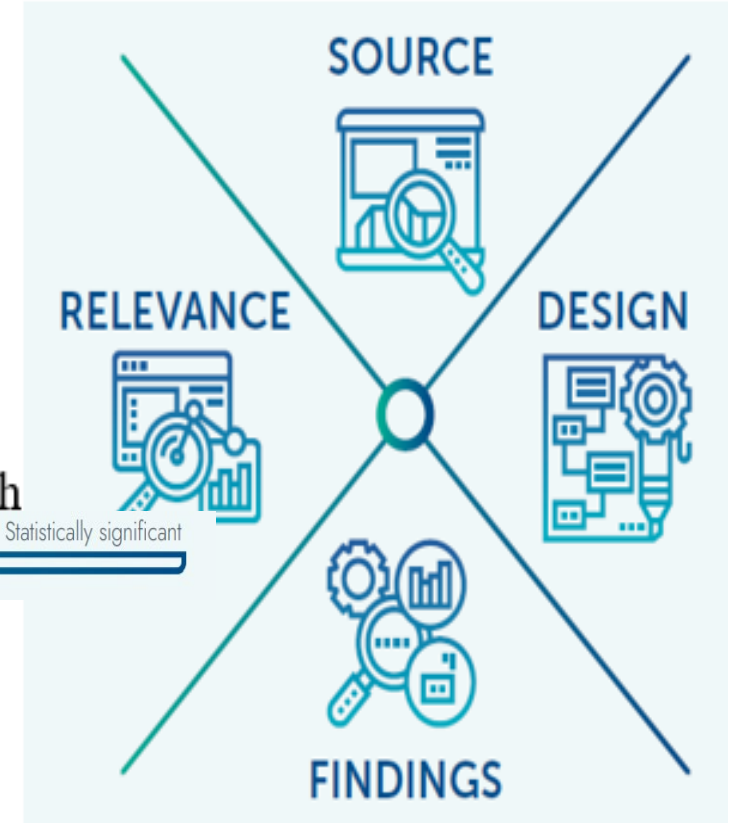
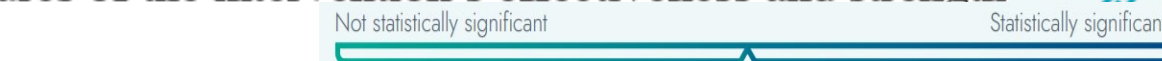
a. Findings from experimental and quasi-experimental studies that either (a) meet the first three criteria for Tiers 1 and 2 but not the sample size, setting, or match requirements, or (b) do not meet WWC standards but statistically control for selection bias between the treatment and comparison groups are also eligible to meet Tier 3 Promising Evidence.

Basics of Reviewing a Research Study

- **Study Source:** Where the research comes from
 - Credibility
 - Peer Review
 - Independent Researchers
- **Study Design:** How the study was designed and carried out
 - Baseline Equivalency
 - Sample
 - Outcome Measures

- **Study Findings:** The measures of the intervention's effectiveness and strength
 - Statistical Significance
 - Effect Size

- **Study Relevance:** How the research may apply to your context
 - Match to Population and Setting
 - Match to Needs



ESSA Evidence Tier 4: Demonstrates a Rationale

A well-developed logic model or theory of action based on existing or ongoing research

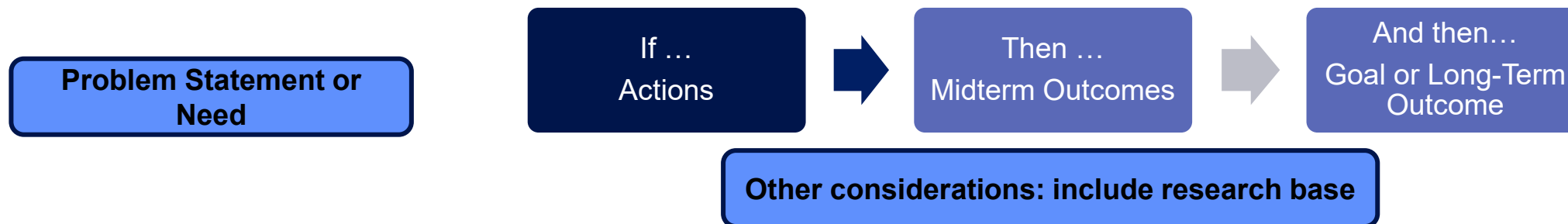
Logic Model is a graphical representation of relationships between parts of a program and its expected outcomes.



Theory of Action is an evidence-based story, that explains the specific intended actions to improve teaching and/or learning; a logical chain of reasoning that explains how change will lead to improved outcomes

If we ... inputs, actions and outputs

Then ... intended outcomes (short term, mid-term) and long-term outcome



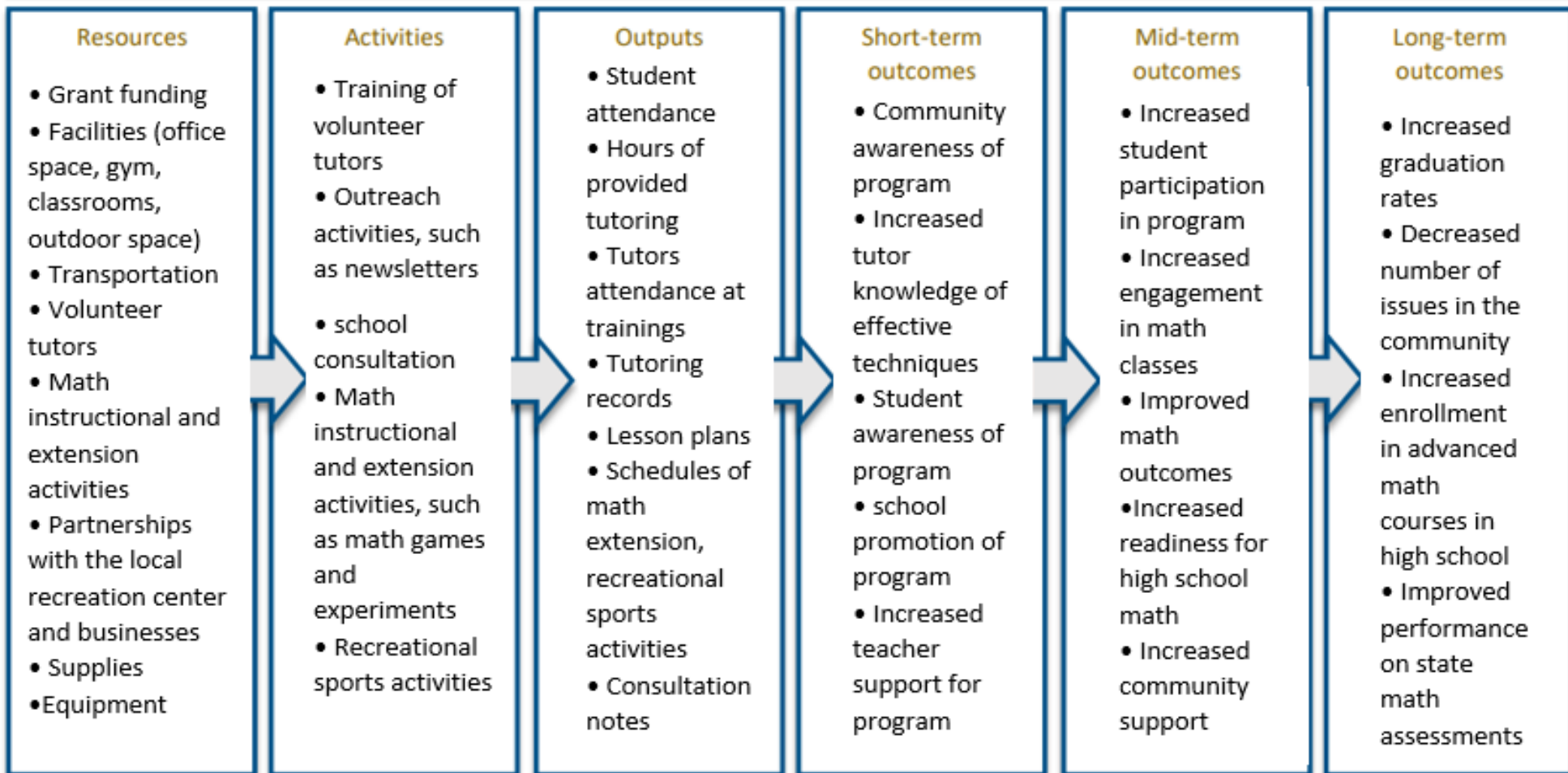
Based on Research - research studies that might not meet requirements for top 3 tiers, informal studies, local formative data, observation data, self conducted studies.

Tier 4 Logic Model

SPAM-Sports and Math

Problem statement

Middle school has low performance on state math assessments (only 15 percent proficient or advanced). In addition, the community around the middle school is experiencing issues with unsupervised students after school. Incidents involving middle school students are up 17 percent over the last three years. Stakeholders, including school staff, students, parents, police, property owners, and businesses, are concerned about the low performance and unsupervised after-school time.



Other considerations: Research has indicated that low math performance in middle school is correlated with low graduation rates and that unsupervised after-school time is related to an increase in community issues. There is evidence that small group tutoring with highly trained tutors over a substantial time period produces improvements in academic outcomes. Including recreational activities will improve attendance; improve physical and social emotional well-being; improved academics will improve school attendance and reduce in school behavior incidents.

Note: This example is not meant to be an exemplar.

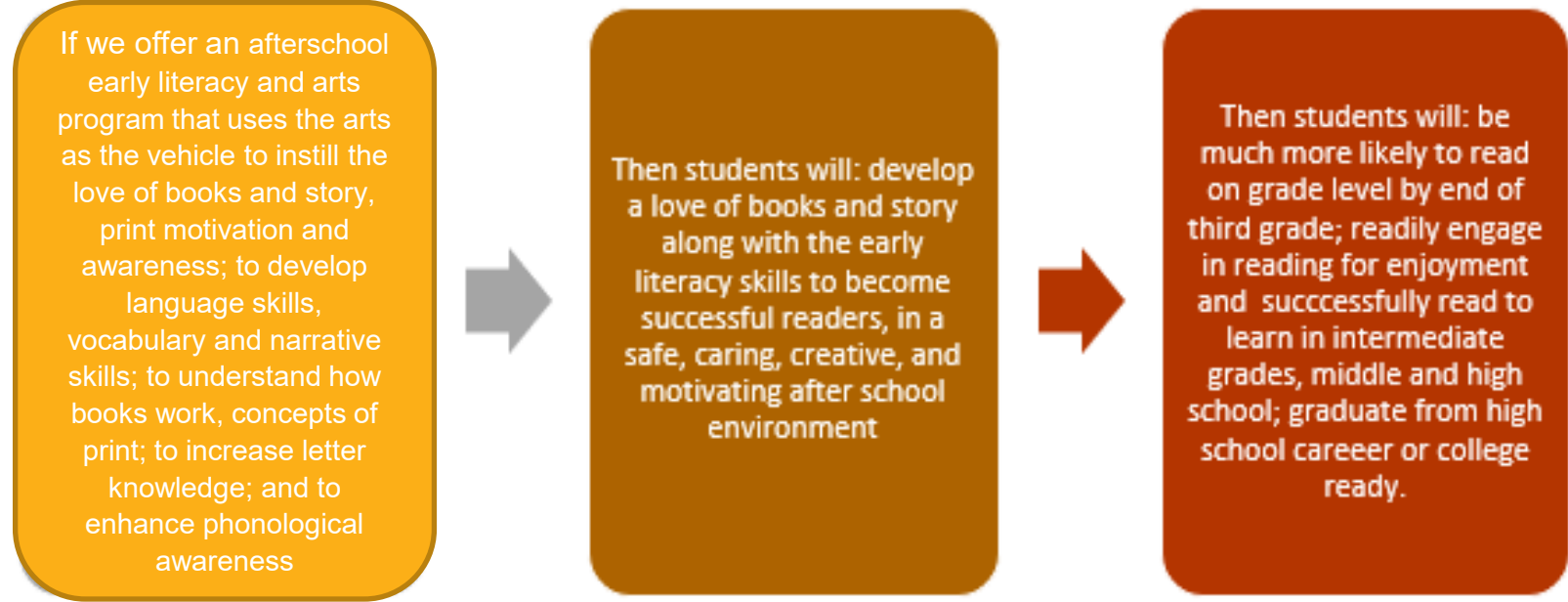
Tier 4 Theory of

Action

Reading through the

Arts

Problem statement or Need: Data shows many K-2 students are lacking early literacy skills that are foundational to becoming fluent readers; most of our families have indicated they want support in the area of developing literacy skills; free, engaging after school activities are also an expressed need.



Other considerations: Research shows positive impact of art on academic performance; students who received more arts education did better on standardized tests, improved their social skills and were more motivated than those who had reduced or no access; arts education help raise test scores and help the learning process itself. Early reading proficiency is a leading indicator for school success and graduation.

Credible

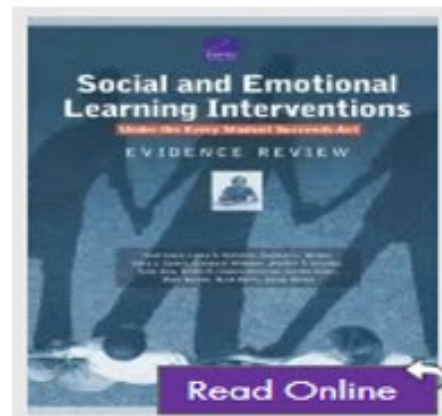


National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■



IES :: WWC What Works
Clearinghouse



Other Resources

[Covid Relief Playbook: Smart Strategies for Investing Federal Funding | Future Ed \(future-ed.org\)](#)

[Evidence Review and Effective Practices Briefs](#)

[Supporting Child and Student Social, Emotional, Behavioral, and Mental Health](#)

[ADE School Improvement Evidence Based Practices Webpage](#)

[AIR ESSA Tiers of Evidence](#)

[Evidence-based Improvement](#)

[USED Nonregulatory Guidance: Using Evidence to Strengthen Education Investments](#)



Any questions? Contact Us

All RFGA Questions must be submitted via the APP Discussion Portal: <https://spo.az.gov/suppliers/app-support/quick-reference-guides>