



REQUEST FOR APPLICATIONS

STEM Pathways Grant SFY27

IMPORTANT INFORMATION

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|---------------------------|---|
| Purpose: | To develop Nevada's STEM pathways by increasing the prevalence of STEM career exploration, STEM work-based learning experiences, and students' sense of belonging in STEM in Nevada's middle and high schools. To increase interest in, awareness of, and achievement in the subjects of science, technology, engineering, and mathematics in elementary schools, particularly amongst groups that are traditionally underserved in STEM. |
| Proposals Due: | May 8, 2026 by 5:00PM PST |
| Funding Available: | \$250,000.00 |
| Structure: | Reimbursement |
| Eligibility: | Public school districts on behalf of middle or high schools, or individual educators at middle or high schools Nevada charter middle or high schools, or individual educators at charter schools |
| Website: | Please check the website OSIT.nv.gov regularly for updates. Additionally, information about past awardees can be found on the OSIT website. |
| Contact: | Lis Dziminski LDziminski@gov.nv.gov |



REQUEST FOR APPLICATIONS – STEM PATHWAYS GOVERNOR’S OFFICE OF SCIENCE, INNOVATION AND TECHNOLOGY

INTRODUCTION:

The Nevada Governor’s Office of Science, Innovation and Technology (OSIT), established by the Legislature (NRS 223.600), is committed to ensuring that every student in Nevada has access to high-quality STEM learning experiences that inspire curiosity, build confidence, and open doors to future opportunity. A robust body of research¹ demonstrates that cultivating STEM interest, identity, and belonging during the formative K–12 years is essential for improving academic outcomes and expanding participation in STEM fields statewide. Through the K-5 STEM Grant, OSIT has already helped elementary schools spark students’ early curiosity and lay the groundwork for lifelong engagement in STEM.

To build on this momentum, OSIT is launching the STEM Pathway Grant, designed to support strategic middle and high school initiatives that deepen and sustain students’ STEM interests while strengthening their identities as capable STEM learners. As students grow, so does the importance of learning environments that are student-centered, culturally responsive, and rich with opportunities for collaboration, real-world problem solving, and authentic relevance. Evidence-based strategies, including active and collaborative learning, mentorship, career exploration, and work-based learning aligned with Nevada’s STEM industries, play a critical role in fostering a sense of belonging that keeps students engaged and supported through key transition points.

The STEM Pathway Grant will provide funding for projects that help students understand not only what STEM is, but why it matters to their own lives, to their communities, and to Nevada’s economic future. Funded initiatives will create responsive learning environments that elevate student voice, affirm STEM identities, and connect classroom learning to local industries, community knowledge, and emerging opportunities. With this investment, OSIT seeks to empower schools and partners to build coherent, supportive STEM pathways that prepare Nevada’s students to thrive, contribute meaningfully, and confidently see themselves as part of the state’s growing STEM ecosystem.

¹Bell, J., Besley, J., Cannady, M., Crowley, K., Grack Nelson, A., Philips, T., Riedinger, K., & Storksdieck, M. (2018). *The Role of Identity in STEM Learning and Science Communication: Reflections on Interviews from the Field*. Center for Advancement of Informal Science Education.

Bell, J., Besley, J., Cannady, M., Crowley, K., Grack Nelson, A., Philips, T., Riedinger, K., & Storksdieck, M. (2019). *The Role of Interest in STEM Learning and Science Communication: Reflections on Interviews from the Field*. Center for Advancement of Informal Science Education.

Bell, P., Sanchez, A., & Ventura, M. R. (2019). *STEM Teaching Tool #58: How can science instruction leverage and develop student interests?* STEM Teaching Tools.

Beyond100K. (2023). *Charting a Path to STEM Belonging and Success for Every Student*. Beyond100K Network.

Otero Martinez, T. (2024). *How Joy and Belonging Can Help Underrepresented Students Succeed in STEM*. Center for American Progress.



SECTION I: AWARD OVERVIEW

Eligible Applicants:

Nevada public school districts on behalf of schools and individual educators, private schools, or charter schools. This funding must benefit students in grades 6-12. Private schools are not eligible for funding.

Project Goals:

Funded STEM Pathway projects will achieve at least **two** of the following:

1. Increase the STEM interests of Nevada's middle and/or high school students.
2. Increase Nevada's middle and/or high school students' STEM identities and sense of belonging in STEM.
3. Increase career exploration opportunities for middle and/or high school students.
4. Increase STEM work-based learning opportunities for Nevada's high school students.
5. Increase Nevada's middle and/or high school students' enrollment in high-quality STEM courses.
6. Increase opportunities for Nevada's middle and/or high school students to work alongside STEM professionals while solving real-world local STEM problems.

Eligible Uses of Funds, non-exhaustive:

- STEM-related equipment, supplies, materials
- High-quality STEM instructional kits, curriculum programs
- Subscriptions to STEM-related software, accounts, programs etc. can be funded if the application demonstrates a plan and commitment for taking on this cost after grant funding ends
- Technology for student use
- STEM professional learning vendor fees
- Travel related to professional learning
- Extra duty pay for educators to attend STEM professional learning, plan STEM learning experiences or STEM curricula, or develop STEM programs or events

Funding Restrictions:

Funding may not be used for:

- Refilling existing programs (funding *can* be used to expand existing programs)
- Fees associated with continuing or updating existing programs
- Supplies, technology, or other equipment used solely by educators or adults
- Salaries for educators or adults
- Extra duty to run a club
- Food, drinks, or hosting
- General office supplies, supplies unrelated to STEM, or STEM supplies not related to a specific STEM lesson or unit
- Student transportation
- Honorariums for STEM guest experts
- Indirect costs

Requests for funding free-time materials, centers, "STEM bins," general makerspace supplies, or supplies not tied to a specific lesson, unit, or curriculum will not be funded.



Targeted Grades:

Grant funds must be exclusively used for students in grades 6-12 attending Nevada's middle or high schools.

Maximum Award:

Individual awards will be capped at \$85,000. Projects over \$30,000 will be required to submit a public-facing guidance document that describes the project, lessons learned, and strategies and tips for replicating the project.

Sustainability and Future Funding:

The grant is intended to fund one-time costs for STEM resources that can be used multiple times. Applicants should submit their funding request with no expectation of future grant funds. Applications seeking to fund initiatives with ongoing costs must describe how they will fund those ongoing costs.

Grantee Requirements:

Awardees will be required to:

- Sign an award contract agreeing to the grant requirements and expectations
- Provide detailed accounting of how funding is spent, including proof of payment
- Schedule a school visit with OSIT staff to see your project in action
- Provide a final report and evaluation of the project.

SECTION II: APPLICATION INFORMATION

Application Requirements:

READ CAREFULLY: The application consists of four sections: Applicant Information, Project Description, Budget, and Supporting Documents. Answer each question, label each section and question with the corresponding section name and number, and limit each answer to 250 words or less. Please provide thoughtful, concise, and direct with your answers. Describe a clear connection between the funding request and the planned project. Utilize the scoring rubric while crafting responses.

Applications must be in Times New Roman, size 12 font, double-spaced with 1-inch margins. The Applicant Information section is limited to one page. The Project Description is limited to 10 pages. The budget section is limited to three pages. The Supporting Documents do not have a page limit.

After carefully reading Section II: Application Information, [download an application template here](#), fill it out completely, save as a single PDF along with any attachments, and upload to <https://forms.gle/MBqWAMkPfSXnnrxJ7>.

Application:

Applicant Information

1. Applicant name, phone number, email address, and job title.
2. Administrator name, phone number, email address, and job title.
3. What is the name and address of your school?
4. What is the name of your district? For charter schools please indicate "charter."
5. What is the target audience of this project? Include the number of students, grades, courses, or other relevant information.



Project Description

1. Provide an overview of the project. Use this opportunity to pitch your project idea. The overview should be complete enough that reviewers have a clear understanding of the project but leaves logistics and specific details to be described in later application questions.
2. List the project objectives. At least two goals from Section I: Award Overview must be used to create the project objectives. The objectives should be clear, measurable and reasonable.
3. Describe an evaluation plan, including how you will determine if the project was successful and how you will intervene if the project is not on track to be successful. The project objectives should drive the evaluation plan.
4. Describe specific strategies and actions the project will take to reach the identified objectives during the project. Consider evidence-based strategies for increasing interest in STEM, STEM identities, and a sense of belonging in STEM.
5. Provide a timeline of the project from start to finish. Include tentative dates and target milestones.
6. List all project partners and their role. Any partners listed must provide a signed and dated letter describing their role and commitment to the project.

Budget:

1. How much are you requesting for this project?
2. Will additional funds be required in future years? If so, what are the ongoing costs and will your school or classroom budget support those funding needs?
3. How will the project be affected if not selected for grant funding?
4. Fill out the following table describing your budget request.
 - a. List the goods or services for which you are requesting funding. Examples include microscopes, extra duty pay, flights, or app subscription. Include shipping and handling as a separate line item.
 - b. List the quantity. This may be the number of items you will purchase, or the number of teachers and hours for extra duty pay.
 - c. List the cost of the good or service. Include calculations where needed. For example, when calculating extra duty pay (5hrx3teachersx\$50/hr=\$750).
 - d. Describe the item if specialized. Describe how the good or service supports the project. Do not estimate; include exact costs. You will be required to report on your expenditures including providing proof of payment for all expenses, which should match the dollar figures in your budget.

| Good or Service | Quantity | Cost | Description |
|------------------------------|-----------------|----------------|--|
| <i>Example: Stream Table</i> | <i>1</i> | <i>\$1,195</i> | <i>Build simulated riverbanks and make observations about erosion.</i> |
| | | | |
| | | | |
| Total: | | | |

Supporting Documents:

Applicants must provide a signed letter of commitment from the principal demonstrating their commitment to STEM education and the proposed project, including a description of the administrator's role in the project. The administrator's letter must commit to providing required reports to OSIT.



Any partners listed in the application must also provide a signed and dated letter describing their role in the project, their commitment to the project, and any resources they will bring to the project.

Optional: Provide any letters of support for the project.

SECTION III: APPLICATION & SUBMISSION INFORMATION

Submit one (1) electronic copy of the application in a single pdf by 5:00 p.m., May 8, 2026, to <https://forms.gle/iaphtp77hDFv7quVA>.

Email LDziminski@gov.nv.gov for technical support.

SECTION IV: AWARD ADMINISTRATION INFORMATION

Available Funding:

A competitive process will be used to distribute \$250,000. The number of awards and the amount of funding awarded will depend on the quantity and quality of applications received. OSIT reserves the right to offer and award partial funding.

Grant Review and Selection Process

Eligible applications are complete, submitted before the deadline, follow all formatting rules, and are aligned to the award goals and objectives as described in this Request for Applications. Once the due date has passed, all eligible applications will be reviewed, evaluated, and competitively scored by OSIT staff. See Attachments for the scoring rubrics. OSIT will then conduct a review session, during which time each application will be discussed, in descending order of average scores. Reviewers will share application highlights and any concerns or questions they have. The team will determine if applications are funded in full, conditionally, partially, or not at all.

The application review and selection process for grants typically takes 4-6 weeks. The process may take less or more time, depending on the size of the application pool. Applications selected to receive a grant award will enter into a contract with OSIT in compliance with the State of Nevada regulations. OSIT reserves the right to award all, part, or none of the available grant funding during this grant round.

Award Notifications

Once proposals are selected for funding, OSIT will begin finalizing offers. If needed, OSIT may reach out to applicants for clarification about the project. Once offers are finalized, OSIT will notify all applicants of decisions. Applicants offered full funding will be provided with directions for completing the award contract. Applicants offered partial funding will be asked to confirm they can complete the project with partial funds. Applicants that do not receive funding will receive a denial letter detailing reasons the application was not selected for funding. Communications regarding applications and decisions will take place over e-mail.

Reconsiderations

Any applicant whose proposal has been submitted according to the rules governing the grant process and who is aggrieved by the award decisions made pursuant to these rules may request reconsideration.



Aggrieved applicants should submit a request for an appeal to OSIT within five days of receiving a written grant decision from OSIT. Requests for reconsideration must be in writing and must clearly state how OSIT has erred in following the administrative rules governing the grant process or the procedure outlined in the of the grant RFA. OSIT will schedule a meeting to hear the reconsideration as expeditiously as possible so all funds can be distributed in a timely fashion, and a final decision will be made within 30 days after such a meeting. Notice of the approval/denial of the appeal will be conducted by OSIT. This procedure concludes the review process.

Award Contracts

OSIT will create award agreements for each successful proposal. The contract includes award conditions, terms, and instructions for financial and programmatic reporting. The contract also describes the proposed project, budget, and expected outcomes. Once created, OSIT will send the contract to the applicant to review, sign, and return to OSIT. Once signed by the applicant, OSIT will sign and return the fully executed award agreement. Once signed by both parties, the award becomes active.

Grant Commencement and Duration

Project implementation must be initiated within thirty days (30) after funding is awarded. Requests for an exception to this rule must be justified and submitted in writing within thirty days of award. At the discretion of OSIT, the grantee risks losing the award if the project does not commence as required.

All grant funding must be spent by June 30, 2027. Projects must demonstrate sustainability beyond the initial reporting period. By submission of the grant application and acceptance of the award, the grantee is certifying its intention to continue and sustain the program beyond the initial grant implementation award. There is no expectation of funding beyond awarded grant funds.

SECTION V: AWARD MANAGEMENT

Reimbursement Notice

The STEM Pathways Grant is a reimbursement grant. Grantees are expected to pay expenses up front from their budgets and will be reimbursed for eligible expenses listed in the approved award budget after a review of the reimbursement request form and appropriate backup.

Fiscal Responsibilities

All recipients of funding are required to identify a fiscal agent if the grantee is not its own fiscal agent. All recipients of funding are required to establish and maintain accounting systems and financial records to accurately account for awarded funds. All grant awards are subject to audits during and within three years after the grant award reporting period has concluded.

Reporting Requirements

All recipients of funding are required to submit quarterly fiscal reports and quarterly progress reports during the funding period. The funding period is described as the date the award agreement is fully executed to the date the Quarter 4 (April-June) reports are accepted by OSIT. During the funding period, Grantees must continue to submit quarterly reports even after all state funding has been spent. Fiscal reports must include an accounting of



State funding and any match funding described in the award agreement. OSIT maintains the right to withhold reimbursement payments if reporting requirements are not met in a timely and satisfactory manner.

Report Audits

When Quarterly Financial Reports are submitted, OSIT staff will audit the reports for accuracy, acceptability, and completeness. If audits find insufficient reports, the reports will be returned to the Grantee for revisions. Quarterly Progress Reports will be audited to ensure they provide sufficient details about the status of the project. If Quarterly Progress Reports provide insufficient detail, they will be returned to the Grantee for additional information.

Final Evaluation

Recipients of funding are required to submit a final evaluation, which is due within thirty (30) days of the conclusion of the project period. The project period is defined as the period from the day the award agreement is fully executed to the conclusion of the project as described in the award agreement. Project conclusion may occur after the funding period ends. Project periods and final evaluation expectations will be determined by the Grantee's project proposal and will be outlined in the award agreement. The final evaluation will also include a reflection from the Grantee around project outcomes, implications, recommendations and tips for others.

Sub-Awards

Sub-awards may be funded with OSIT grant funding, in accordance with sub-awards described in the work plan of the Grantee's award agreement with OSIT. It is the Grantee's responsibility to develop a sub-award agreement with the Sub-Awardee. The Grantee must monitor sub-awards to ensure budget and programmatic activities are progressing as proposed in the sub-award agreement. The Grantee is responsible for including sub-award activities and spending in the Quarterly Progress and Financial Reports. Grantees must audit reports from Sub-Awardees before submitting reporting materials to OSIT. Grantees are the point-of-contact for Sub-Awardees and any communications from Sub-Awardees to OSIT will be forwarded to the Grantee. OSIT is not responsible for payments to Sub-Awardees.

Additional Information

All materials submitted regarding this application for OSIT funds become the property of the State of Nevada. Upon the funding of the project, the contents of the application will become contractual obligations.

Bidding Process

The grantee must follow all applicable local, state and/or federal laws pertaining to the expenditure of funds. Proof of Invitation to Bid, contracts, and any other pertinent documentation must be retained by the grantee. Likewise, all local, state, and federal permits required for construction projects must be acquired by the grantee within 90 days after the contract is entered into.

Access for Persons with Disabilities

The grantee shall assure that persons with disabilities are not precluded from using OSIT grant funded facilities. Projects must meet requirements as set by the Americans with Disabilities Act.

Maintenance and Operation

The grantee is responsible for seeing that OSIT grant funded projects are maintained and operated in a condition



equal to what existed when the project was completed; normal wear and tear is accepted. Maintenance and operations standards should be adopted upon completion of the project.

Signs

Grantee shall post and maintain appropriate permanent signs or decals upon project sites or equipment acknowledging funding assistance from the appropriate grant fund upon the start of the project or purchase of equipment.

Nondiscrimination

Projects funded with OSIT grant funds shall be available for public use, regardless of race, religion, gender, sexual orientation, age, disability, or national origin.

Prior Written Approval

In any instance where the grant notice, award, rules, regulations, and procedures are silent – prior written approval is required.

SECTION VI: OSIT CONTACTS

Lis Dziminski
LDziminski@gov.nv.gov

Thank you for your interest in applying for STEM Pathways Grant funding. You will be contacted if further information is required. Do not begin your project or incur costs until you have received a fully executed award contract.



Appendix A: STEM Pathways Grant | Scoring Guide

| Alignment (30%) | | | |
|---|---|---|--|
| Project Objectives | 4-5 pts | 2-3 pts | 0-1 pts |
| | The project includes at least two Desired Outcomes from Section I of the RFA. Project objectives are fully aligned, cohesive and mutually reinforcing. Objectives are written as "SMART" goals. | The project aligns with two Desired Outcomes, but alignment is partial, loosely articulated, or underdeveloped. Objectives are SMART, but they do not work together cohesively. | The project does not align with the Desired Outcomes described in Section I of the RFA. Objectives are vague, broad, or missing entirely. |
| Project Evaluation | 7-10 pts | 1-6 pts | 0 pts |
| | The project evaluation is clear, comprehensive, and directly tied to all project objectives. The application describes formative and summative measures, along with indicators that show progress over time. There is a plan for predefined interventions if the project does not meet milestones or objectives. Tools, methods, and data sources are explicitly described. | The evaluation measures success against some project objectives but lacks full alignment. Details on data sources, tools, benchmarks, interventions and formative assessments are limited. | The project evaluation plan is missing, unclear, or does not correspond to the project objectives. The application provides insufficient details to determine how success will be measured or reported. |
| Project Plan | 7-10 pts | 1-6 pts | 0 pts |
| | The project plan is clearly articulated, well-structured, and feasible. The plan includes a detailed timeline, roles and responsibilities, deliverables, and milestones. All activities directly align with the project objectives. The application demonstrates strong likelihood of achieving intended outcomes within the proposed timeline. | The project plan includes core components but is missing key details, or details are unclear or vague. The application raises concerns regarding feasibility, or activities appear inconsistent. It is uncertain whether the plan will reliably produce the desired outcomes. | The project plan lacks sufficient detail and does not describe how the project will be carried out. Activities are misaligned or insufficient to produce the desired outcomes. |
| Budget | 4-5 pts | 2-3 pts | 0-1 pts |
| | The proposed budget is clearly justified and directly tied to project activities. Costs are reasonable, accurate, and necessary for successful implementation. All expenses are allowable under RFA guidelines. Narrative explanations are complete and transparent. | The proposed budget is complete but includes estimates, inflated line items, or unnecessary expenses. Some items lack justification or clarity. Alignment with project activities is present but imperfect. | The proposed budget includes unallowable costs, lacks explanation, or shows significant misalignment with project plans. Major cost items appear excessive or unjustified. |
| Evidence-Based Strategies (30%) | | | |
| Strategies | 9-15 pts | 1-8pts | 0 pts |
| | The project intentionally prioritizes multiple evidence-based strategies shown to increase student interest in STEM, awareness of STEM pathways, and a sense of belonging in STEM. Strategies are appropriate for target audience and clearly support the project objectives. | The application includes strategies for increasing student interest in STEM, awareness of STEM pathways, or a sense of belonging in STEM, but the strategies are not integral to project design or are not evidence-based. Strategies may be misaligned or inappropriate for target audience. | The application does not include meaningful strategies for increasing student interest in STEM, awareness of STEM pathways, or a sense of belonging in STEM. Approaches are generic, unsupported by research, or missing entirely. |
| STEM Pathways | 9-15 pts | 2-8pts | 0-1 pts |
| | Work-based learning experiences are high-quality, high-impact and grade-level appropriate. Experiences clearly connect classroom learning to local STEM industry and careers. Students engage in hands-on tasks that mirror professional practice. Partnerships with industry, higher education, or community organizations are well-defined and meaningful. | Work-based learning experiences vary in quality, impact, or grade-level relevance. Experiences may be limited in scope or frequency. Some connections to STEM pathways exist but are not fully developed. | Work-based learning experiences are absent, not grade-level appropriate, or are minimally impactful. Experiences are isolated (ex a single career day) rather than pathway-oriented. |
| Successful Project Implementation (40%) | | | |
| ROI (Cost/Student) | 7-10 pts | 1-6 pts | 0 pts |
| | The project has a high return on investment by reaching many students or delivering a sustained impact relative to cost. | The project's return on investment is moderate. The cost per student is acceptable but not optimal, or the impact relative to cost is unclear. | The project has a low return on investment. The cost per student is excessive or unjustified. |
| Sustainability | 9-15 pts | 3-8pts | 0-2 pts |
| | The applicant has a concrete, realistic plan to continue or scale the project, and it is clear the applicant has the needed resources and support to do so. The applicant specifically identifies future funding sources, partnerships, or integration structures. | The applicant expresses interest in continuing or scaling the project, but it is unclear if the applicant will have the resources or support necessary to do so. Sustainability plans are underdeveloped. | The applicant proposes a one-time project with no plan for continuation. |
| Letters of Commitment | 9-15 pts | 3-8pts | 1-2 pts |
| | The letters of commitment are from all key players and are signed, dated, detailed and specific. The letters reflect genuine collaboration and shared investment in the project's success. Commitments clearly align with the roles, responsibilities, and resources described in the project plan. | Some letters of commitment are signed, dated, and specific. Other letters of commitment are missing, generic, or outdated. The letters communicate a sense of compliance rather than active partnership, or the letters raise concerns about readiness or capacity. | Only a letter of commitment from the school administrator is included with the application. There is no evidence of partner engagement or commitment. |