

CARES

1. Highest EFC scores the lowest points.

Reviewing/Scoring Open-Ended Responses:

1. Review committee members will evaluate both lists of eligible students (one for CARES ActN

Scoring Rubric for Open Ended Questions:

- 1. Review committee members are looking to evaluate the students' responses to determine a need score for the responses provided.**
 - a. Students are not graded by syntax, sentence structure, essay-writing skills, or any other academic focus.**
 - b. Students were asked to describe their levels of need, so this evaluation is to determine a score for the candidate's level of need as it was explained.**
- 2. Review committee members will score the two open-ended responses into a singular score value 1-10 where 10 is the highest score.**
 - a. The highest score is loosely translated as the highest level of need.**
 - b. Students are not evaluated against other students, so multiple students can receive the same need score by the same reviewer.**
 - c. Each review committee member should feel comfortable to use the entire 10-point scale to ensure differentiation among the candidates.**
 - i. The calculation of value for each score is listed below:**
 - 1. Scores of 9-10 suggest student need is worthy of the largest award**
 - 2. Scores of 7-8 suggest student need is definitely worthy of the smallest award, and possibly the largest**
 - 3. Scores of 5-6 suggest the student need is possibly worth the smallest award.**
 - 4. Scores of 3-4 suggest the student need is only worth the smallest award if there are sufficient funds available.**
 - 5. Scores of 1-2 suggest the student need is not worth the recommendation of funding.**

Need-Score Weighting (a 5x Multiplier):

- 1. Because there are so many candidates, there is a need to value the scoring of a candidate's need to sufficiently create candidate separation.**
- 2. There are limited dollars to award, so separation among the pool is necessary to determine potential differentiation among the candidates.**
- 3. The Need-Score Weighting metric is as follows:**
 - a. Scores of 9-10 feature a multiplier of 25 to create a final qualitative score value.**
 - b. Scores of 7-8 feature a multiplier of 20 to create a final qualitative score value.**
 - c. Scores of 5-6 feature a multiplier of 15 to create a final qualitative score value.**
 - d. Scores of 3-4 feature a multiplier of 10 to create a final qualitative score value.**
 - e. Scores of 1-2 feature a multiplier of 5 to create a final qualitative score value.**

Combining the Quantitative and the Qualitative Results for a Total Request Form Score:

- 1. The quantitative results offer candidates an opportunity to a lae.**

- a. To eliminate potential bias, the review committee agreed that the quantitative was to be worth approximately 66% of the total Request Form scoring for each student.
 - b. The qualitative, open-ended responses were to be weighted at approximately 33% of the total score.
2. The quantitative score is weighted an additional 4.15x to aggregate the Request Form total to maximum of 750 points, where 500 (actually 502 - but nobody scored the actual maximum) points is the maximum for the quantitative (Likert) questions and 250 is the maximum for the qualitative (open-ended) questions.

Combine the Request Form Score with the EFC Score to Create a Calculated Need Score:

1. The Calculated Need Score represents the combination of the Request Form Score with the EFC score from the initial decile data separation.
 - a. To eliminate potential bias, the review committee agreed that the Request Form was to be worth approximately 66% of the Calculated Need Scoring for each student. That calculation makes the maximum Request Form Score equal to 750.
 - b. The EFC scoring was to be worth approximately 33% of the Calculated Need Scoring for each student. That calculation makes the maximum EFC Score equal to 375.
 - c. The maximum Calculated Need Score (Request Form total + EFC Score total) is equal to 1,125 points.
 - i. Any student who scores 1,125 would demonstrate the Greatest Need in this equation.
 - ii. All students would be calculated in the order of the Calculated Need, and the awarding will be distributed in descending order of the Calculated Need until such time that the funds are exhausted.

When will Grant Decisions be Made and Funds Awarded to the Students:

1. As soon as decisions are made, the grant funds will be assigned to students.
 - a. Students will receive an email notification that indicates they have been awarded a grant.
 - b. Students will need to log into their MyUNLV account, click on the Financial Aid tile, and follow the instructions to accept the grant funds.
 - c. The grant funds will be distributed to students following either the direct deposit procedures the student has designated to the university or via a check distributed in the mail.
2. Students who are scored, but for whom the FAFSA is not-yet received or the Alternative Need Determination Form is not-yet received, will be considered until May 31, 2020. The review committee will return to the scoring roster of candidates to see if any new FAFSAs or Alternative Need Determination Forms are received twice per week until May 31. As of June 1, no new FAFSAs or Alternative Need Determination Forms will be

received, and students who were not awarded funding will be sent an email announcing that the Group 2 distribution window for CARES Act funding has closed.

3. As of June 1, all federal CARES Act money (as well as the institutional funding) will have been distributed and the process will be declared complete.

Value of the Grant Awarded to Students:p

1. The CARES Act and institutional dollars are awarded in increments of \$1000 and/or \$500.
2. ~~The review committee will~~ determine which students will receive awards at each level.
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