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## Read By Grade 3

This program was designed to dramatically improve student achievement by ensuring that all students will be able to read proficiently by the end of the 3rd grade. SB 391 requires all public school districts and charter schools to develop local K-3 literacy plans aimed at improving the literacy of all K-3 grade level students.

Source: SB 555(25)

Statute/Regulation: NAC 388 (2) requires all public and charter K-3 programs to assess the early literacy of all K-3 students.

FY 20: \$31,454,516

Distribution Methodology: Formula

Additional reporting requirements/restrictions: Restrictions for Read by Grade 3 School grant awards: The hiring and training of designated learning strategists; Purchase of reading assessments, textbooks, computer software that meets ESSA evidence-based requirements; A plan for providing evidence-based professional development for K-4 educators on best practices; A program to provide intensive instruction to students identified as deficient in reading; Intervention programs that are offered before and/or after school, during intersessions, or summer school; Implementation of evidence-based literacy initiatives for K-3 students. All “programs, services, or curriculum materials” identified within the local literacy plan must demonstrate that they are supported by evidence per the new federal guidelines identified in the ESSA. All local literacy plans must now include reference to Nevada’s new statewide K–3 assessments (Brigance KEA and MAP K–3 Reading Assessments).

## **Bullying Prevention Account Grants**

The Bullying Prevention Account was created during the 78th (2015) Session of the Nevada Legislature in conjunction with revisions to the state’s anti-bullying laws. Funding for continuation of the account was approved during the 79th (2017) Session of the Nevada Legislature and requires the Nevada Department of Education’s Office for a Safe and Respectful Learning Environment to issue a request for applications quarterly if there is a minimum balance of \$1,000.00 in the Bullying Prevention Account.

Source: SB 555(41)

Statute/Regulation: NRS 388.1325; NAC 388.925

FY 20: \$45,000

Distribution Methodology: Application

Additional reporting requirements/restrictions: NDE required a brief program update by January 30, 2020, from each district and charter that receives a sub-award for State FY 20. Per statute, this request for funding must be used for one of the following activities: The establishment of programs to create a school environment that is free from bullying and cyber-bullying; Providing training on the policies adopted by the district to prevent bullying and cyber-bullying; or the development and implementation of procedures that allow students and staff to discuss bullying and cyber-bullying and the policies surrounding bullying and cyber-bullying.

## **Financial Literacy Education Grant**

The program was designed to help districts and charter schools to meet the provisions outlined in Senate Bills 249 (79th Legislative Session, 2017) and 314 (80th Legislative Session, 2019) to expand financial literacy education to all 3-12 grade students in Nevada; to provide quality professional development to teachers on how to teach the standards for financial literacy; and to provide quality professional development for administrators and counselors in efforts to increase college and career readiness, focusing on college financial readiness for all students.

Source: SB 555(48)

Statute/Regulation: NRS 388.895

FY 20: \$750,000

Distribution Methodology: Appropriation. Clark and Washoe receive specific allocations. Rural Districts and State Charter Authority are eligible for grant award upon application.

Additional reporting requirements/restrictions: Allocations must be used for professional development that will directly impact administrators, teachers, counselors, and students in ways to teach the standards for financial literacy in grades 3- 12. Expenses may include teacher stipends for qualified professional development; RPDP trainings and travel; statewide Financial Literacy Summits; financial Literacy Conferences (i.e. Jump\$tart, Council for Economic Education, and others); and curriculum development and equipment that directly ties to financial literacy instruction in 3-12.

## Special Elementary Counseling Services

Support special counseling services for elementary pupils at risk of failure.

Source: SB 555(19)(7)(g)

Statute/Regulation: NRS 388.055

FY 20: \$850,000

Distribution Methodology: Appropriation.

Additional reporting requirements/restrictions: Allocations must be used for counseling services and staff for elementary pupils at risk of failure.

## **School Library Media Specialist 5%**

Increase in salary for school library media specialists.

Source: SB 555(19)(7)(h)

Statute/Regulation: NAC 391.255

FY 20: \$18,798

Distribution Methodology: Appropriation.

Additional reporting requirements/restrictions: Allocations must be used for an increase of salaries of professional school library media specialists.

## **Counselor Certification 5%**

Increase in salary for Nationally Board-Certified School Counselors and School Psychologists.

Source: SB 555(19)(7)(c)

Statute/Regulation: NAC 391.185

FY 20: \$668,740

Distribution Methodology: Appropriation.

Additional reporting requirements/restrictions: Allocations must be used for a 5% increase of salaries of Nationally Board-Certified School Counselors and School Psychologists.

## Speech Pathologists 5%

Increase in salary for speech pathologists.

Source: SB 555

Statute/Regulation:

FY 20: \$526,784

Distribution Methodology: Appropriation.

Additional reporting requirements/restrictions: Allocations must be used for a 5% increase of salaries of speech pathologists.



## Turnaround

In 2017, Nevada State Legislature passed SB 544, which authorized the Nevada Department of Education (NDE) to offer selected underperforming schools funding to assist in implementing a school improvement plan. This allows NDE to establish a partnership with school and district leadership for the purpose of increasing student achievement and closing the achievement gap for identified subgroups in all identified schools.

Source: SB 555(24)

Statute/Regulation: NRS 388G.400

FY 20: \$2,500,000

Distribution Methodology: Appropriation. Eligible to any school designated an Autonomy School; any State prioritized 1- or 2-star school that does not receive federal school improvement funding; a downward trending 3 star school; and any school that has been recently released from the State Rising Star list.

Additional reporting requirements/restrictions: Money used to target research-based solutions that address specific needs of students within and across the state's diverse student population. The money has been designated for schools to use for the purpose of school improvement. All use of funds must meet ESSA evidence requirements within Tiers 1-4. The Improvement Plan must align to State priorities outlined in the Strategic Plan and align with the school's Performance Plan. Nevada Department of Education has set the following parameters for uses of this money: Extend/continue work with an evidence-based provider; Contract with an evidence-based provider to partner in leadership development or data-driven decision making; Hire trainers/coaches to work with staff members and school leadership on campus if paired with an evidence-based support provider; Provide substitutes for the purpose of working with an evidence-based support provider such as instructional rounds and instructional walk-throughs; Other individual school needs that satisfy the definition of evidence-based school improvement interventions, strategies and programs that are not listed on the exemption list.

## **SB 551 (2019) Block Grant**

SB 551 appropriates amounts from the State General Fund to the Account for Programs for Innovation and the Prevention for Remediation created by NRS 387.1247.

Source: SB 551

Statute/Regulation: NRS 387.1247

FY 20: \$35,081,155

Distribution Methodology: Block grant for the purpose of providing supplemental support to the operations of the school district. SB 551 provides for specific allocations, pupil-based formula based distribution and competitive grants

Additional reporting requirements/restrictions: None

## **AB 309 (2019) Block Grant**

AB 309 appropriates from the Account for Programs for Innovation and the Prevention for Remediation created by NRS 387.1247 to school districts and the State Public Charter School Authority. Includes Nevada Ready 21, New teacher hires, Peer Assistance and Review, Great Teaching and Leadership; Vocational Student Organizations, LEA Library Books, and GAIN.

Source: AB 309

Statute/Regulation:

FY 20: \$19,307,977

Distribution Methodology: Appropriation

Additional reporting requirements/restrictions: The money transferred must be accounted for separately by each school district and the State Public Charter School Authority. By November 1 of each year, each school district and the State Public Charter School Authority shall prepare a report detailing how all money received under the block grant was spent during the immediately preceding fiscal year.

The money provided in AB 309 may be used for any of the following purposes: Providing incentives to teachers; Carrying out any of the purposes for which a school district or charter school may apply for a grant from the Nevada Ready 21 Technology Program created by NRS 388.810; Carrying out any of the purposes for which a school district or charter school may apply for a grant from the Great Teaching and Leading Fund created by NRS 391A.500; Carrying out any program to provide assistance to teachers in meeting standards for effective teaching; Purchasing library books; Supporting pupil career and technical organizations; Supporting the operations of the school district or charter school if the district or charter school determines the money would be best put to use by doing so.

## Class Size Reduction

The Department of Education shall transfer the sums of money identified to school districts in the Distributive School Account for the purposes of reducing class sizes in grades 1-3.

Source: SB 555(15)

Statute/Regulation: NRS 388.700-725 (includes reporting requirements)

FY 20: \$161,650,216

Distribution Methodology: Formula based on teacher/student ratios

Additional reporting requirements/restrictions: On or before August 1, November 1, February 1 and May 1 of each year, the board of trustees of each school district shall report to the Department for the preceding quarter: the average daily enrollment of pupils and the ratio of pupils per licensed teacher for grades 1, 2 and 3 for each elementary school in the school district. If the State Board has approved an alternative class-size reduction plan for the school district pursuant to statute, the average daily enrollment of pupils and the ratio of pupils per licensed teacher for those grades which are required to comply with the alternative class-size reduction plan for each elementary school in the school district. The board of trustees of each school district shall post on the Internet website maintained by the school district: (a) The information concerning average daily enrollment and class size for each elementary school in the school district, as reported to the Department; and (b) An identification of each elementary school in the school district, if any, for which a variance from the prescribed pupil-teacher ratios was granted by the State Board. If a variance is requested, the district must include a plan of action the district will take to reduce the ratio.

Each school district together with the recognized associations representing licensed educational personnel shall develop a plan to reduce the district's pupil-teacher ratio per class in kindergarten and grades 1, 2 and 3 within the limits of available financial support specifically set aside for this purpose and submit that plan to the State Board. In lieu of complying with the pupil-teacher ratio prescribed in paragraph (a) of subsection 1 of NRS 388.700, a school district in a county whose population is less than 100,000 may, in consultation with the recognized associations representing licensed educational personnel, develop a plan to reduce the district's pupil-teacher ratios per class for specified grade levels in elementary schools. Alternative ratios for grade 6 may only be approved for those school districts that include grade 6 in elementary school. The alternative pupil-teacher ratios must not: Exceed 22 to 1 in grades 1, 2 and 3; and Exceed 25 to 1 in grades 4 and 5 or grades 4, 5 and 6, as applicable. The State Board shall approve a plan submitted pursuant to subsection 2 if the plan: (a) Reduces the district's pupil-teacher ratio in the elementary schools within the school district; and (b) Is fiscally neutral such that the plan will not cost more to carry out than a plan that complies with the ratios prescribed in statute.

## Computer Science Education

SB 313 (2019) provides funding to districts and charter schools/State Charter Authority to assist in broadening computer science education for all of Nevada's students. In today's digital society, it is imperative that all of our students leave their K-12 experience with a basic understanding of computer science and computational thinking.

Source: SB 313

Statute/Regulation: NRS 389.072

FY 20: \$700,000

Distribution Methodology: Clark County and Washoe County receive specific allocations. Rural Districts and the State Charter Authority must submit completed applications, including a strategic plan for implementation of the requested funds.

Additional reporting requirements/restrictions: Eligible use of funds for Professional Development that will directly impact teachers and students in ways to teach to the standards for computer science and computational thinking and digital literacy prior to 6th grade. Uses may include teacher stipends for qualified professional development; PDP trainings and travel; statewide Computer Science Summits; and Computer Science Conferences (i.e. CSTA, ISTE, and others); Professional Development for administrators and counselors on new graduation and college admission requirements with regards to computer science courses; teacher licensure requirements; Computer Science teacher evaluation training, and efforts to increase enrollment by females, students with disabilities, and underrepresented groups in the field of computer science; and curriculum development and equipment that directly ties to computer science instruction and the expansion of computer science education in all grade levels.

## **Incentive New Teacher Title 1**

The program provides incentives for qualifying teachers to join an underperforming school.

Source: SB 555(29)

Statute/Regulation:

FY 20: \$2,500,000

Distribution Methodology: An incentive not to exceed \$5,000 per teacher/per year awarded in October to full-time teachers who meet certain criteria and accept employment into an underperforming school, or Title I school with at least 60 percent of students eligible for free or reduced-price meals.

Additional reporting requirements/restrictions: Money must be provided to qualifying teachers.

## **Incentive New Transfer Teacher Title 1**

The program provides incentives for qualifying teachers to transfer an underperforming school.

Source: SB 555(30)

Statute/Regulation:

FY 20: \$2,500,000

Distribution Methodology: An incentive not to exceed \$5,000 per teacher/per year awarded in October to full-time teachers who meet certain criteria and transfer into an underperforming school or Title I school with at least 60 percent of students eligible for free or reduced-price meals.

Additional reporting requirements/restrictions: Money must be provided to qualifying teachers.

## School Workers

Increase the ratios of school safety professionals in Local Education Agencies that result in better school climates and more support services to students. Schools must show an increase of school support professionals from 2019 to 2020. Includes a block grant for contracts with social workers or other licensed mental health workers, counselors, and psychologists.

Source: SB 528; SB 555

Statute/Regulation: NRS 388.266

FY 20: \$15,951,043

Distribution Methodology: Competitive grant

Additional reporting requirements/restrictions: Funds must be used to employ school safety professionals and contract with social workers or other licensed mental health workers, counselors, and psychologists, nurses, speech-language pathologists, audiologists and other school-based specialized instructional support personnel or community-based medical or behavioral providers of health care.



## School Resource Officers

Increase school safety and strengthen relationships between law-enforcement officers and students. Districts must show an increase of School Resource Officers or Police Officers from 2019 to 2020 to 2021.

Source: SB 528, 551, and 555

Statute/Regulation: NRS 388.2358 (defines a school resource officer)

FY 20: \$4,250,000

Distribution Methodology: Grant sub-award. Each school district or charter school will submit one application for all school safety funding grants.

Additional reporting requirements/restrictions: NDE requires a brief program update due by June 15, from each district and charter that receives a sub-award.

Funds must be used to increase the number of School Resource or School Police Officers in a district or charter, including any expenses that are necessary to equip the additional officers.

## **Social-Emotional and Academic Development Funds (SEAD)**

The goal of the appropriation is to enact SEAD in practices by 1) explicit instruction in understanding and applying social-emotional competencies; (2) embedded opportunities to practice these competencies during academic instruction; and (3) a learning environment that is infused with healthy relationships and that models safety, belonging, and purpose so that students can invest their whole selves in learning.

Source: SB 528

Statute/Regulation: NAC 388.111 (defines “social and emotional condition”)

FY 20: \$2,350,000

Distribution Methodology: Each school district or charter school will submit one application for all school safety funding grants.

Additional reporting requirements/restrictions: NDE will require a brief program update due by June 15, from each district and charter that receives a sub-award.

This appropriation provides funding to support the implementation of a program of social, emotional, and academic development (SEAD) in schools throughout the state. Any curriculum purchased through these funds must be evidence based. These funds may also be used to support the hiring of district, charter, or school-wide implementation coaches; any coaches funded through this program must also assist in the development of a strategic plan that supports implementation of practices within a multi-tiered system of supports (NRS 388.885) at both the district/charter level and at the state level, in partnership with NDE staff.

## College and Career Readiness: STEM, DUAL, and WBL

In 2017, the Legislature authorized under Senate Bill 544, sect. 19, the Nevada Department of Education (NDE) to set aside funds to support College and Career Readiness (CCR) programs through a competitive grant process through Senate Bill 544. The intent of these grants are 1) to create competitive Science, Technology, Engineering, and Mathematics (STEM) grant programs for students enrolled in middle school and high school in order to become college and career ready; 2) increase participation in Advanced Placement (AP) courses and increase the AP success rates for high school students; 3) increase and expand dual enrollment programs for students enrolled in high school, including charter schools, and simultaneously enrolled in college courses.

Source: SB 555(23)

Statute/Regulation:

FY 20: \$5,000,000

Distribution Methodology: Appropriation

Additional reporting requirements/restrictions: Funds awarded for evidence-based STEM projects. Projects should focus on evidence-based classroom-level instruction. Dual Enrollment funds may be used for the development and implementation of dual credit courses; Outreach and promotion to establish stronger secondary-postsecondary education partnerships to encourage increased student participation; Student-centered services beyond direct financial support to facilitate course completion; Financial support in partnership with the postsecondary institution for tuition, fees, textbooks and other costs associated with enrollment and participation for high school students who demonstrate financial need (e.g., low income, first generation); Funds may be used for development of teachers in order to become qualified instructors of dual enrollment courses.

## College and Career Readiness: AP

Grants to fund Advanced Placement (AP) Exams.

Source: SB 555

Statute/Regulation: NRS 392.018

FY 20: \$662,750

Distribution Methodology: Competitive grant

Additional reporting requirements/restrictions: Funds may be used to administer Advanced Placement (AP) exams, increase participation in AP courses and increase the AP success rates for high school students; to increase and expand dual enrollment programs for students enrolled in high school, including charter schools, and simultaneously enrolled in college courses.

## Career and Technical Education Programs

The primary goal of the competitive funds is to increase the number of students who have access to complete CTE programs of study and the ability to earn the state's CTE Certificate of Skill Attainment through the development, expansion or improvement of quality CTE programs. Programs must align to high-skill, high-wage, and/or in-demand occupations and industries, and the economic and workforce development priority need areas as evidenced by labor market data and analysis, and the four priority career pathway areas identified by the Governor's Office of Workforce Innovation for the New Nevada (OWINN).

Source: SB 555 (19)

Statute/Regulation: NRS 387.050

FY 20: \$13,543,822

Distribution Methodology: Allocation and two phases of a competitive grant sub-award.

Additional reporting requirements/restrictions: Funds may be used for career guidance, program and instruction, leadership development, educational personnel, program planning and promotion, facilities, equipment, and instructional materials and supplies, community partnership, evaluation systems and accountability, industry recognized credentials all in alignment with any of the three funding purposes: new program development, program expansion, and/or program improvement and support.

## College and Career Ready Diploma Incentives

Aid for education and training.

Source: SB 555(21)

Statute/Regulation: NRS 390.605.

FY 20: \$1,314,000

Distribution Methodology: Incentive grant

Additional reporting requirements/restrictions: Incentive grants to public high schools for pupils who earn a college and career ready high school diploma, or reimbursement to a public high school or school district for costs associated with the administration or provision of an assessment, credential, certificate or certification required for receipt of a college and career ready high school diploma pursuant to NRS 390.605.