



## Request for Application

Consolidated Application:  
 Title I, 1003(a) and Title IV A federal allocations  
 Turnaround and College and Career Readiness state allocations

ISSUED BY  
**Nevada Department of Education**  
**700 E. 5<sup>th</sup> Street**  
**Carson City, NV 89701**

Grant Period: July 1, 2018- September 30, 2019 (Federal)  
 July 1, 2018-June 30, 2019 (State)

**Applications Due:**  
**May 9, 2018 5:00 PM (PST)**

### Approximate Total Funds Available:

Grant	Amount
Title I, 1003(a) (Federal)	\$8.6 million *
Title IV, A (Federal)	\$3.0 million*
Turnaround (State)	\$2.0 million
College and Career Readiness (State)	\$4.9 million

\*These are projections based on current NDE federal awards. Final FY19 NDE award amounts are pending based on USDOE notification this summer.

Questions related to this funding should be addressed to:

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Title IV, A; Turnaround; and College and Career Readiness:  
 Maria Sauter, Education Programs Supervisor  
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Submit to either:

For Carson City	For Las Vegas
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## State Priorities

The Nevada Department of Education, with stakeholder input, has identified three key school improvement strategies that will help the state reach its goal of becoming the fastest improving state in the nation. These state priorities center around school improvement strategies and are as follows:

- School leadership development;
- Data-informed decision making; and
- Focus on lowest performing schools

## Prioritization of Funding

The NDE will prioritize funding to LEAs/schools that:

- Align their school improvement interventions, strategies, and activities to state priorities (see above);
- Have the greatest needs (e.g., Comprehensive Support and Improvement schools);
- Identify and select ESSA evidence-based interventions, strategies, and activities that meet levels 1, 2, or 3 demonstrating a statistically significant impact on student outcomes; and
- Include monitoring and evaluation as part of their plan

If funded, the LEA will be required to submit an evaluation or report with regard to the progress of the plan. NDE will provide a template after the funding has been awarded. All final funding decisions will be determined by NDE Leadership.

## Timeline

Date	Activity
<b>March 16, 2018</b>	Applications made available to all eligible applicants
<b>March 19-May 8, 2018</b>	NDE provides technical assistance on writing the application
<b>May 9, 2018</b>	Applications are due to the Nevada Department of Education by 5:00 p.m. (PST)
<b>May 14-June 1, 2018</b>	Applications are reviewed by expert review team
<b>June 15, 2018</b>	Preliminary letters of awards sent to LEAs
<b>June 18-June 27, 2018</b>	LEA/subrecipient budget modification process (rolling- NDE will complete LEA budget modifications as they come in)
<b>July 6, 2018</b>	Names of awardees are announced by the Office of the Nevada State Superintendent of Public Instruction



Date	Activity
<b>June 30, 2019</b>	State funds (CCR and Turnaround) must be obligated (salaries must be expended by this date)
<b>September 30, 2019</b>	Federal funds (Title I, 1003(a) and Title IV A) must be obligated (salaries must be expended by this date)
<b>August 10, 2019</b>	Final requests against state money must made no later than this date
<b>December 15, 2019</b>	Final requests against federal money must made no later than this date

### Every Student Succeeds Act (ESSA) Evidence-Based Component

As part of the application process, applicants are required to demonstrate that each identified intervention, strategy, and activity meets the requisite ESSA evidence levels by completing the *ESSA Evidence Support Document* (pp. 22-23). Please note, **Title I, 1003(a) funding can only support interventions, strategies and activities that meet ESSA evidence Levels 1, 2 and 3. Similarly, any type of professional development and core curriculum that LEAs/schools ask for must meet the top 3 ESSA evidence levels as well, regardless of the funding stream.** Appendix A provides a table illustrating the four levels of ESSA Evidence (Level 1, *Strong*; Level 2, *Moderate*; Level 3, *Promising*; and Level 4, *Demonstrates a Rationale*). For each research study cited, applicants are required to identify which ESSA level of evidence has been met. Appendix B provides a listing of resources available for verifying the ESSA-evidence level for each cited study. In addition, please refer to Appendix J for required information on what LEAs/schools will need to provide for any personnel they request to be funded.

### Evidence-Based Support Providers<sup>1</sup>

Support providers that meet the rigorous ESSA Levels 1, 2 and 3 will be prioritized for funding. To facilitate the identification and selection of evidence-based support providers focused on school leadership development and data-informed decision making, NDE released an RFQ in early 2017 and vetted research/evaluation studies to identify those support providers that meet ESSA evidence Levels 1, 2 and 3. Those organizations were placed on NDE’s School Improvement Program List (SIPL) (Appendix C). NDE will release another Request for Qualification (RFQ) in March 2018 to expand this current list.

If an LEA decides to partner with an evidence-based external provider on NDE’s SIPL, the LEA does not need to provide evidence that the provider meets the requisite ESSA level of evidence. If an LEA decides to partner with an evidence-based support provider that is not on the SIPL, the LEA must provide detailed explanation of the rigorous review process that it used

<sup>1</sup>This RFA may use the phrases *evidence-based support providers*, *vendors*, and *partners* interchangeably.



to recruit, screen, select and evaluate the evidence-based external provider(s) with whom the LEA has applied to partner.

**Technical Assistance and Support**

The Office of Student and School Supports (OSSS) is committed to setting up LEAs and schools for success to significantly and rapidly improve school and student outcomes. If your team has any questions or need further clarification please contact the NDE OSSS team (see Appendix D).

Technical Assistance webinars and Q & A sessions are scheduled as follows:

Technical Assistance Topic	Date and Time
1) Overview of a consolidated approach	Tuesday, March 27 @ 11:00am
2) Submission Q and A	Monday, April 9 @ 10:00am

Please use the links below to connect to Technical Assistance calls. All TA webinars will be recorded and the recording links will be emailed to all district contacts:

1) Tuesday, March 27, 2018 11:00 AM

[Go To Meeting](#)

You can also dial in using your phone.

United States: +1 (224) 501-3412

Access Code: 609-464-813

2) Monday, April 9, 2018 10:00 AM

[Go To Meeting](#)

You can also dial in using your phone.

United States: +1 (646) 749-3122

Access Code: 463-133-597

In addition, the OSSS team welcomes any district to meet with us one-on-one to provide personalized consultation and technical assistance regarding competitive grant applications.



## **Title I, 1003(a) School Improvement Grant**

### **Overview**

Section 1003(a) of Title I requires NDE to reserve seven percent of its Title I, Part A allocation for school improvement purposes, and section 1003(f) outlines priorities:

*(f) Priority - The State Education Agencies (SEA) will give priority to local educational agencies that:*

- 1) Serve high numbers, or a high percentage of, elementary schools and secondary schools implementing plans under paragraphs (1) and (2) of section 1111(d);*
  - 2) Demonstrate the **greatest need** for such funds, as determined by the State; and*
  - 3) Demonstrate the **strongest commitment** to using funds to enable the lowest-performing schools to improve student achievement and student outcomes.*
- 20 U.S.C. § 6303 (2015)*

### **Purpose**

The Title I, 1003(a) school improvement grant is awarded to underperforming, Title I schools identified as Comprehensive Support and Improvement and/or Targeted Support and Improvement schools to support implementation of evidence-based school improvement activities outlined in their school performance plans. Funds are awarded to LEAs on behalf of their schools or to charter schools functioning as their own LEA.

### **Priorities**

The Title I 1003(a) competitive grant application for the 2018-2019 school year will prioritize interventions, strategies and activities aligned with the state priorities:

1. School Leadership Development
2. Data-Informed Decision Making



**Title I, 1003(a)**

School Leadership Development	Data-Informed Decision Making
<ul style="list-style-type: none"> <li>• Provide evidence-based professional development to support school and district leadership (including teacher leaders) development</li> <li>• Build the capacity of the education system through collaboration and knowledge sharing</li> <li>• Create and sustain coherent and aligned systems of support and instructional practice that drive strong school outcomes</li> <li>• Set high expectations that all students can succeed at high levels</li> <li>• Build strong, inclusive school culture</li> <li>• Strengthen trust, collaboration and relationships with families and community</li> </ul>	<ul style="list-style-type: none"> <li>• Provide evidence-based professional development to strengthen school and district capacity to make data informed decisions that drive strong school outcomes and prepare students for success in college, community and career</li> <li>• Use rigorous education data and research to identify and select strong evidence-based interventions, strategies, and activities that meet the needs of the school and community</li> <li>• Accurately analyze education data to monitor and evaluate the impact and effectiveness of evidence-based interventions, strategies, and activities</li> <li>• Share easy to understand data and provide transparency to families and educators</li> </ul>

The Department intends to fund plans that align with the goals and priorities outlined in Nevada’s ESSA Plan and Strategic Plan, in order to significantly and rapidly improve underperforming schools.

***Eligible Applicants***

The FY19 Title I, 1003(a) grant application is open to all Nevada public schools, district-sponsored charter schools, schools sponsored by the State Public Charter School Authority, and Achievement District schools that appear on NDE’s 2017 Rising Stars List. Currently funded SIG schools (Section 1003(g) under NCLB) are not eligible to apply for this funding. See Appendix E for a full list of eligible schools.

Additionally, NDE is providing the opportunity for schools and LEAs that were awarded FY18 Title I, 1003(a) funds (during either Round 1 or Round 2) to apply for a Partial Continuation (P.C.) of two specific evidence-based interventions, strategies, and activities. The allocation of awarded P.C. grant funds will be subtracted from the total amount of funds awarded for the FY19 (2018-2019 school year). The remaining amount will be made available through this





open competitive grant process. Please refer to pages 18-20 for more information on the P.C. process.

## **Title IV A: Student Support and Academic Achievement Grant**

### **Overview**

Title IV, Part A of the Every Student Succeeds Act of 2015 is intended to improve students' academic achievement by increasing the capacity of States, local educational agencies (LEAs), schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students (*ESEA* section 4101).

LEAs have 15 months in which to request allocated Title IV, Part A funds beginning July 1, of the fiscal year for which the funds are allocated. For example, FY 18-19 funds begin the 15 month countdown on July 1, 2018. Once funds have expired, there is no recourse to recover the funds (see timeline for details).

### **Purpose**

The Nevada Department of Education is offering LEAs an opportunity to support students with the Title IV, Part A, Student Support and Academic Enrichment (SSAE) Program. There are three areas of support within this program:

- 1) Provide all students with access to a well-rounded education (at least 20% of allocated funds)
- 2) Improve school conditions for student learning, (at least 20% of allocated funds) and
- 3) Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (*ESEA* section 4101)

Activities supported with Title IV, Part A funds must be planned through consultation with parents, teachers, principals, other school leaders, special service providers, students, community-based organizations, local government representatives, Indian tribes or tribal organizations that may be located in the region served by the LEA, and other relevant stakeholders. The LEA must also engage in continued consultation with these stakeholders to improve supported activities.

See Appendix F for priority and approved activities.

### **Eligible Applicants**

The FY19 Title IV A grant application is open to all Nevada public schools, district sponsored charter schools, schools sponsored by the State Public Charter School Authority, and Achievement School District charter schools.



## Turnaround Grant

### Overview

In 2017, Nevada State Legislature passed SB 544, sec. 20, 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.

### Purpose

This funding is to be used to leverage change and dramatically improve student achievement in the identified underperforming schools by making targeted investments in areas aligned to Nevada's Strategic Plan.

### Eligible Applicants

SB 544, sec. 20, requires that NDE allocate funds to public schools, district-sponsored charter schools, schools sponsored by the State Public Charter School Authority and Achievement School District charter schools who meet one of the following requirements:

1. Schools who did not meet their 2017 Measure of Interim Progress and have downward trending proficiency data **or**
2. Schools who have improved but need sustainability support

Schools receiving other federal school improvement grants (Title I, 1003 (a) and Title I, 1003(g)) are not eligible.

If funded, the LEA will be required to submit an evaluation or report with regard to the progress of the plan. NDE will provide a template after the funding has been awarded.

See Appendix G for a complete list of eligible schools. Please note that schools cannot apply for both Title I, 1003(a) and Turnaround funds.

## College and Career Readiness (CCR) Grant

### Overview

In 2017, the Legislature authorized under Senate Bill 544, sec. 19, the Nevada Department of Education (NDE) to set aside funds to support College and Career Readiness (CCR) programs through a competitive grant process. The intent of these grants are to: 1) 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. The Governor and Senate Bill 544, sec. 19, also authorizes the NDE to utilize between \$500,000 and \$750,000 of this grant to pay for the development and implementation of work-based learning programs over the 2017-2019 biennium.

School districts may form a partnership with nonprofit organizations that have demonstrated effectiveness in improving the quality of education. All non-profit organizations that apply for partnership with school districts, must meet ESSA evidence-based requirements to be eligible to receive CCR funds (See Appendix H for pre-approved evidence-based support provider list for examples of partners that qualify). These organizations must demonstrate a statistically significant effect on improving student outcomes. CCR has four main purposes:

#### ***Purpose - STEM***

Priority will be given to those applications that focus on evidence based strategies to develop skills among teachers in order to give students the highest quality education. For STEM programs, priority will be given to applications that focus on increased STEM participation among underserved and minority students; and providing evidence based Professional Learning for middle school or high school STEM teachers.

Please see Appendix I for specific details of the State STEM Advisory Council Strategic Plan. Application should be aligned to this Strategic Plan.

#### ***Purpose - Advanced Placement (AP)***

Applicants are encouraged to consider “non-traditional” delivery of AP programming to students (e.g., online AP courses with a teacher or paraprofessional supervision). An example of this is districts that do not currently offer AP courses, may partner with Clark County School Learning Academy for digital learning opportunities. The applicants shall use these funds for one or more of the following activities:

- Priority will be given for districts that expand access of underserved subgroups to AP courses. Funding may support infrastructure and/or human capital to ensure a successful program.
  - A proposal for establishing online and blended instruction in rural areas that experience difficulties accessing qualified AP teachers.
  - Development of the AP program in rural settings to ensure that **every** rural high school can offer AP courses.
- A plan for identifying and recruiting students with high potential for success in AP programs in order to increase the number of underrepresented students who participate in AP courses and take the respective exams.
- A plan to create opportunities to increase the number of African American and American Indian students participating in AP programs by 100%.
- Activities designed to support students in completing courses and taking exams (including subsidizing the cost of AP exams for students).



- A professional development plan designed with the intention to train teachers and staff in order to create strong and effective AP programs at their schools, which may include travel costs to AP Institutes.
- Funding for additional books and materials for AP course work.

### **Purpose - Dual Enrollment (DE)**

For dual enrollment, the focus should be on building capacity and expanding access to dual enrollment opportunities for underserved subgroups of high school students. The funds may be used for development of teachers in order to become qualified instructors of dual enrollment courses. For institutions whose primary business model is dual enrollment, funds must be used to expand the number of students served.

These proposals should expand the capacity for dual enrollment course offerings through traditional and innovative delivery models.

Courses offered for dual credit stem from required agreements between high schools and the local colleges (AB 19), whereby high school students can enroll in a college course that fulfills an academic or elective credit towards graduation. This occurs on the high school campus with a qualified teacher who serves as a part-time faculty for the postsecondary institution. Students may also attend college classes on the college campus with college faculty. **These agreements must be filed before funding will be granted** (SB19, 2017).

Funding under this proposal may be used for the following purposes:

- Development and implementation of dual credit courses.
- Development of teachers in order to become qualified instructors of dual enrollment 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).

### **Purpose- Work-Based Learning (WBL)**

*“Work-based learning provides students with authentic work experiences where they apply and develop employability and technical skills that support success in careers and post-secondary education. Work-based learning activities culminate in an assessment and recognition of acquired knowledge and skills.”*—National Governor’s Association

*“Work-based learning is an educational strategy that offers students an opportunity to reinforce and deepen their classroom learning, explore future career fields and demonstrate their skills*



*in an authentic setting. Work-based learning is a continuum of experiences that helps prepare students for postsecondary education and careers.” -Advance CTE/CCSSO, October 2016.*

Nationally, high-quality work-based learning programs incorporate four critical components: academic alignment, employer engagement, preparation or pursuit of industry-recognized credentials, and connection to employment. This application is for the development, coordination and implementation of work-based learning at the Career Preparation and Career Training level for students in grades 9-12.

**Work-based Learning Continuum**

Career Exploration	Career Preparation	Career Training
7-9 <sup>th</sup> grade	9-11 <sup>th</sup> grade	11-12 <sup>th</sup> grade
Guest speakers from industry	School-based Enterprises	Apprenticeships (pre-apprenticeships, youth apprenticeships; and registered apprenticeships)
Career Fairs	Job Shadowing	Internships
Industry Tours	Problem or Challenge based learning	Paid Work Experience
	Supervised Agricultural Experiences- in school	Supervised Agricultural Experiences-outside of school

College and Career Readiness Funding	FY 2018 Amount
Dual Credit and STEM	\$3,500,000
Advanced Placement	\$662,750
Work-Based Learning	\$750,000
<b>Total</b>	<b>\$4,912,750</b>

**Eligible Applicants**

The College and Career Readiness grant is open to all public schools, district sponsored charter schools, schools sponsored by the State Public Charter School Authority, and the Achievement School District charter schools.

If funded, the LEA will be required to submit an evaluation or report with regard to the progress of the plan. NDE will provide a template after the funding has been awarded.



**Formatting**

All applications are expected to adhere to the following formatting guidelines:

- Typed, single-spaced on 8 ½” x 11” white paper (without lines)
- Font-size is no less than 12 point.
- Include all required items in the specified order
- May not exceed 15 pages for the District Strategy and Collective Responsibility Sections and 2 page for each school for each grant application. The Cover Sheet and ESSA Evidence Sheet are not included in this count.
- Applicants must submit an original copy with **required signatures in BLUE INK**, plus four (5) additional copies (6 TOTAL SETS).

**Cover Page**

District: Complete the following chart for each school the district is applying for. This sheet should be the first sheet of the application (add rows as needed).

District: \_\_\_\_\_

Please indicate which grant(s) you re applying for:

\_\_\_\_\_ Title I, 1003(a)          \_\_\_\_\_ Turnaround          \_\_\_\_\_ Title IV A

\_\_\_\_\_ College and Career Readiness (CCR)\*:

\_\_\_\_\_ \*AP \_\_\_\_\_ \* Dual Enrollment    \_\_\_\_\_ \*STEM \_\_\_\_\_ \*Work-Based Learning

School	Funding Source (1003(a), Title IVA, Turnaround or CCR)	ESSA Levels of interventions-1-4 (list all that apply to each item requested for funding)	Need of the school (high, moderate, low)

Technical Assistance will be provided for complete understanding of how the OSSS team will use this chart.



## **Application Narrative**

### ***District Strategy (may not exceed 15 pages)***

1. What is your comprehensive and holistic district improvement plan to address school improvement and equity gaps for the schools requesting these funds? How is the district coordinating school improvement efforts to address equity gaps that exist for the schools requesting these funds? How will you align other federal, state, and local resources (including funding) to carry out the activities supported with the funds you are applying for under this application? How will you modify practices and policies to provide operational flexibility that enables full and effective implementation of the plan, if needed?
2. What is the rationale for identifying these schools? Provide any relevant data and context to support the decision. These schools should be clearly aligned to the district strategy outlined above and directly related to the funding requested.
3. How will you monitor the schools receiving these funds? How will you monitor and evaluate implementation of each school's plan? What is your plan for supporting schools that you determine are not on target for meeting their goals?

### ***School Strategy (to be completed by each school's leadership team)***

4. How does your school strategy for school improvement align to the district strategy for school improvement (as outlined above)? How will your school define success and what results are you expecting to see? Please include measureable annual and benchmark data.

*Directions:* For every school requesting funds, please identify the school and have the school leadership team complete a brief narrative describing alignment with the district strategy for school improvement. The brief narrative should be no longer than 2-pages, single spaced, 12 font for each school narrative. The narrative should also include how these requested funds build upon other current funding streams (e.g., Victory, ZOOM, RBG3, etc.). If you are asking for a school level staff position (ex: coach) you must fill out the addendum in Appendix J.

### ***Collective Responsibility***

The highest performing education systems have systems level coherence and alignment. Moreover, all stakeholders share responsibility for the success of the education system. Please complete the charts below for each role emphasizing what each role will do to support the plan submitted for funding. This helps to identify shared commitments and action to improve student outcomes. Brief narratives or bullet points are appropriate for this section; include relevant data points when appropriate.

Charter schools that do not have this exact structure must alter headings to align with their school's leadership arrangement. For example, include any leadership or decision making teams, boards, directors, etc. that exist within your school.



<b>Superintendent (or similar role, such as Board of Directors)</b>	<b>Actions to Support Plan</b>
School leadership development	
Data-informed decision making	
Focus on lowest performing schools	
<a href="#">[Add other relevant focus points]</a>	
<b>Associate Superintendent (or similar role, such as Executive Director)</b>	<b>Actions to Support Plan</b>
School leadership development	
Data-informed decision making	
Focus on lowest performing schools	
<a href="#">[Add other relevant focus points]</a>	
<b>District Offices (SEL, Family Engagement, Special Ed, Equity, etc. or similar department)</b>	<b>Actions to Support Plan</b>
School leadership development	
Data-informed decision making	
Focus on lowest performing schools	
<b>Vendor/partner (school leadership development and /or data-informed decision making)</b>	<b>Actions to Support Plan</b>
School leadership development	
Data-informed decision making	
Focus on lowest performing schools	





## Partial Continuation (P.C.) Submission for Title I, 1003(a) and Title IV A

NDE is providing the opportunity for schools and LEAs that were awarded FY18 Title I, 1003(a) (Round 1 or Round 2) and Title IV A funds to apply for a partial continuation of two specific evidence-based interventions, strategies and activities:

1. The allocations for purchased professional services identified in the LEA's/school's FY18 1003(a) and/or Title IV A application by evidence based providers proven to meet ESSA Evidence Levels 1, 2, or 3 in school leadership and/or data-informed decision making.
2. The salary/fringe for the role of a coach (for example, data or school leadership). Continued funding for coaches is allowed **only** if it is deeply supported by an ESSA evidence-based provider in school leadership and/or data informed decision-making.

Those districts and charter schools that qualify for P.C. will receive a letter from NDE notifying them of which specific FY18 awarded items qualify for P.C. The list of eligible P.C. LEAs/schools can be found in Appendix E.2 for 1003(a) and **Appendix F.2** for Title IV A. For 1003(a) only schools that were awarded FY18 funding **and** remain eligible or FY19 funding (i.e. on the 2017 Rising Stars List) may apply for P.C.

In order to be considered for P.C., eligible applicants must only complete the form below. **P.C. applicants do not need to complete any other part of this application**, unless specified in the instructions below.

### **SUBSECTION A: PURCHASED PROFESSIONAL SERVICES**

*- Explanation of Continued Funding for Purchased Professional Services school leadership development and data-informed decision-making.*

#### **Question 1:**

a. Was your district or charter school awarded funds for “purchased professional services” to partner with one or more ESSA evidence-based providers during FY18 1003(a) Round 1 or Round 2 or Title IV A? \_\_\_\_ Yes \_\_\_\_ No

b. Indicate the name of the vendor/partner(s) and the type of support (i.e. school leadership or data-informed decision making) the vendor/partner is providing your school(s):

School	Vendor/Partner(s)	Type of Support
Ex: Nevada ES	1. [Name] 2. [Name]	1. Data-informed decision making 2. School leadership development



**Question 2:** Indicate your selection below:

\_\_\_ a. Our district/charter school is choosing to continue contracting for “purchased professional services” with the **same** ESSA evidence-based provider(s) funded during FY19 for the following school(s).

Identify the name(s) of this/these vendor(s):

School	Vendor/Partner(s)
<i>Ex: Battle Born MS</i>	1. [Name] 2. [Name]

\_\_\_ b. Our program is requesting a continuation of funds to contract with one or more **new** ESSA evidence-based provider(s). NDE will award P.C. the same amount of funding they received in FY18. Thus, if there is an increase in pricing, LEAs/schools will need to go through the FY19 competitive grant application process to ask for those additional funds. (Any decreases in funding must be used toward an evidence based activity that will support implementation of the overall 1003(a) or Title IV A plan or funds will be reverted back to the state.)

i. Identify the name(s) of this/these vendor(s), who they would replace, and the support they would provide:

School	FY18 Vendor/Partner(s)	Type of support	FY19 Proposed New Vendor/Partner(s)	Type of Support
<i>Ex: Silver State HS</i>	1. [Name] 2. [Name]	1. <i>School Leadership</i> 2. <i>Data-informed decision making</i>	[Name]	<i>Data-informed decision making</i>



***SUBSECTION B: Coach(es)-Rationale for continued funding for coaching positions (ex: data, school leadership) who are supported by ESSA evidence-based provider(s) in school leadership or data-informed decision making.***

**Question 1:** Was your district or charter school awarded 1003(a) or Title IV A funds for one or more coaches during FY18?  Yes  No

**Question 2:** Was the position supported by one or more ESSA evidence-based support provider in school leadership or data-informed decision making?

Yes  No

d. Does your district or charter school plan to continue funding the coach(es) with 1003(a) or Title IV A funds to be heavily supported by and work closely with an evidence-based support provider?  Yes  No

***SUBSECTION C: Budget***

Follow the instructions on page 24 for P.C. submission of the budget, certification and assurances. Please note, there will **not** be a separate cohort set up for P.C. applicants. Rather, the FY19 awarded funding will be rolled into the entire FY19 consolidated application budget for which your district/school is applying in the final budget. However, LEAs and charter schools applying for P.C. must complete a separate budget for each source of P.C. funding for which they are applying. This budget will be separate from the budget for any funds your LEA/school is applying for through the open competitive process. Further information and clarification will be made available during the technical assistance sessions.



### ESSA Evidence Support Document

For each funding source, please list each item requested under the appropriate object code and mark (X) to indicate which ESSA level of evidence it meets. Include the citation for the study in the last column, if not currently vetted by the State.

NDE Budget Object Code	Description of Funds Requested	Amount requested	Level 1 Strong	Level 2 - Moderate	Level 3 Promising	Level 4 - Rationale	ESSA Evidence Citations (in APA or MLA format, or attach the study)
Example	1. Partner with TNTP 2. Read 180 supplemental materials	1.\$65,000 2. \$15,000		1. X		2. X	1. State-vetted provider 2. K. Sprague et al., "Springfield-Chicopee School Districts Striving Readers (SR) Program Final Report Years 1–5: Evaluation of Implementation and Impact" (Providence, RI: Research & Evaluation Division of the Education Alliance at Brown University, March 2012), <a href="https://www2.ed.gov/programs/strivingreaders/springfieldyear5evalrpt.pdf">https://www2.ed.gov/programs/strivingreaders/springfieldyear5evalrpt.pdf</a> .
320/330 Purchased services							
100/200 salaries							
400 Purchased property							
500 (other)							
580 Travel							
600 (other)							
610 supplies							
640 Books/periodicals							



NDE Budget Object Code	Description of Funds Requested	Amount requested	Level 1 Strong	Level 2 - Moderate	Level 3 Promising	Level 4 - Rationale	ESSA Evidence Citations (in APA or MLA format, or attach the study)
641 Textbooks							
650 supplies: info tech							
651 Software							
652 Information Tech							
653 Web-based programs							
800 Dues/fees/miscellaneous							
700 Equipment							
900 Other							



## Budget, Certification and Assurances

### *Budget*

You will be able to access the budget forms for the Consolidated Application posted on the grants website: [NDE Grants Link](#) under the grant RFA.

Only one (1) budget form needs to be submitted with the application. You will find tabs within the budget document to specify which grant you are requesting money through. Please complete a detailed narrative on the individual tabs that represent each grant. If you are not applying for a specific grant within the consolidated application, leave it blank; you DO NOT need to submit those pages.

Please remember the budget narrative needs to be detailed and broken down by numbers, costs of each item, etc. so review teams can understand exactly how the funding will be used. LEAs should:

- Identify the evidence-based support provider for each professional development request, include number of days provided and staff that will attend.
- Identify the specific supplemental curriculum or content, including quantity of any materials.
- For travel, identify the conference/event, purpose, duration, location, how many are traveling.

For example, within the budget narrative, you should provide the following level of detail:

- “Funding will be used to pay for 8 PD sessions on school leadership development with the school leadership team and 2 grade level chairs at \$1500 each with [name of partner]. 7 PD sessions will be held at school site on Saturdays from January-April. 1 PD session will be held during the summer in Orlando, FL.”

\*You must also complete the ESSA Evidence Support Document (pages 21-22) so ESSA Evidence Levels are clear and documentation is provided.



### ***Certification and Assurances***

A. If you are applying for **Title I, 1003(a)** grant, please follow these directions:

Complete this section per directions in ePAGE.

B. If you are applying for **Title IV A, Turnaround and/or the College and Career Readiness** grant(s), please follow these directions:

You will be able to access the certification and assurances for Title IV A, Turnaround and College and Career Readiness Application posted on the grants website: [NDE Grants link](#) under the grant RFA.

### **Review Criteria**

The review criteria for this grant can be found in the application rubric located in the *Application Evaluation* section of this application. An expert review team will review and score all applications according to the rubric. The review team will ultimately recommend: “total funding”, “partial funding”, or “no funding”. Final determinations will be made by NDE leadership based on recommendations from the review team.

The Nevada Department of Education review panel may include the following:

- K-12 School Improvement expert(s)
- K-12 School Leadership expert(s)
- Content area specialist(s)
- Grants Analyst(s)
- Special Education expert(s)
- English Learner expert(s)
- Additional NDE reviewers from outside the Office of Student and School Supports
- Regional and national experts from partner organizations



## **Scoring and Evaluating Applications**

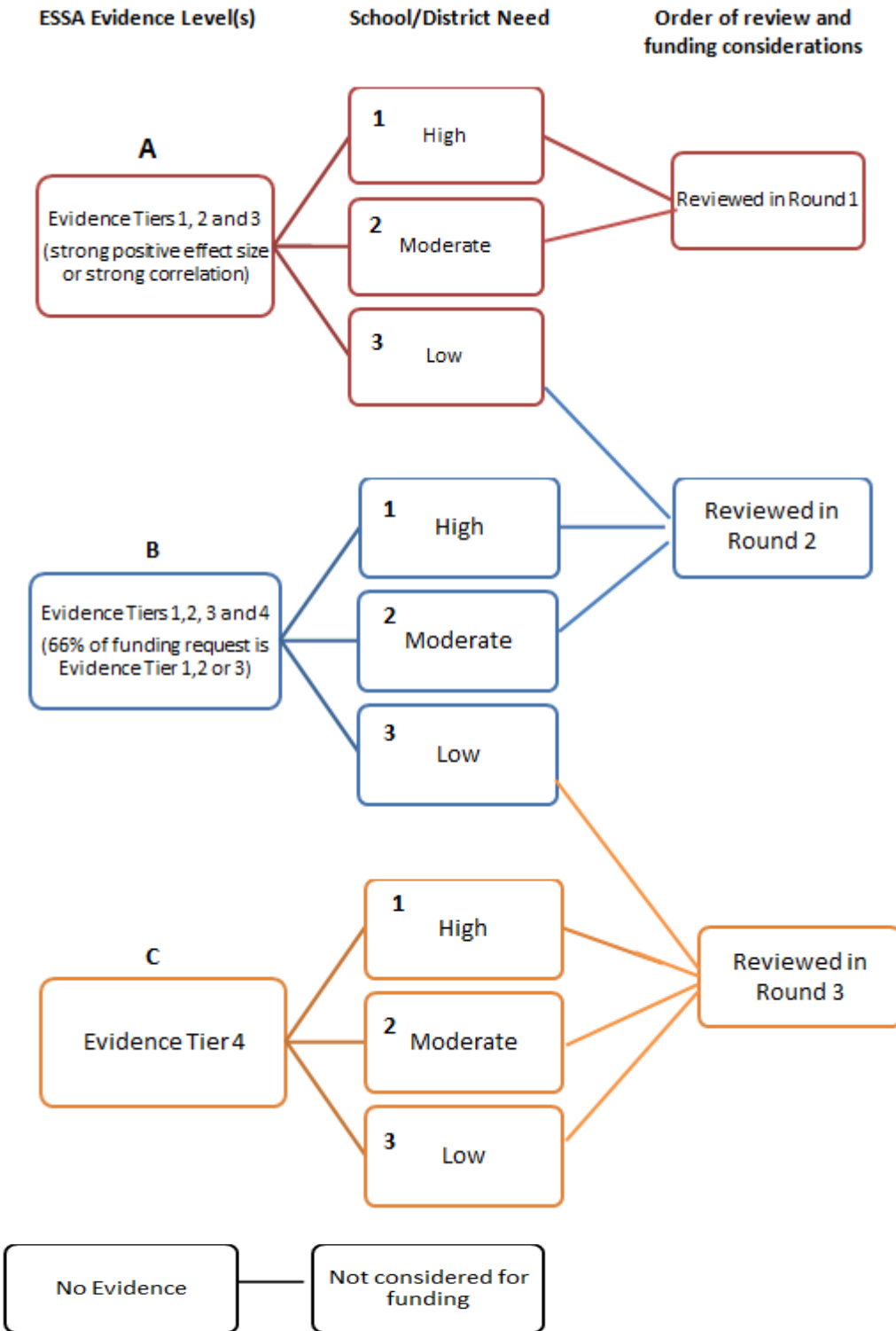
All applications will be prioritized and scored according to the following process:

- 1) All applications will be prioritized first by the level of ESSA evidence of the requested funded items.
- 2) All applications will be prioritized second based on the needs of the district/school for the allowable activities of the grant.
- 3) All applications will be scored by an expert review team and scored according to the rubric. District/school interventions, activities and strategies that are in alignment with one or more NDE priorities will receive the strongest considerations. These priorities are:
  - School leadership development;
  - Data-driven decision making;
  - Focus on underperforming schools; and
  - Monitoring and evaluation
- 4) All applications will be rank ordered by each category and considered for funding beginning with the strongest applications first.

Application rubric score will determine the order of funding considerations within each grouping of A, B or C. Funding will be considered for all eligible applications until all funding is expended.

See diagram below:







Examples:

1. An application with all requests for funding that meet ESSA Evidence Levels 2 (Moderate) and 3 (Promising) to support high needs schools, will be prioritized as A1. It will be scored and ranked for funding consideration in the first round.
2. An application with requests for funding that has at least 66% of funding requests that meet ESSA Evidence Level 3 (Promising) and some Level 4 (Demonstrates a Rationale) funding requests to support high needs schools, will be prioritized as B1. It will be scored and ranked for funding consideration in the second round.
3. An application that has all funding requests that meet ESSA evidence Level 4 (Demonstrates a Rationale) to support moderate needs schools, will be prioritized as C2. It will be scored and ranked for funding consideration in the third round.



**Application Scoring Rubric<sup>2</sup>:**

Total 100 Points*					
District Strategy (15)	School Strategy (20)	Collective Responsibility (10)	Commitment to School Improvement (30)	Monitoring and Evaluation (15)	Budget Summary and Narrative (10)
<ul style="list-style-type: none"> <li>Comprehensive and holistic plan for school improvement that are aligned to state priorities</li> <li>Coordinated district improvement efforts (horizontal and vertical systems alignment)</li> <li>Success and results are clearly defined, measurable, rigorous and realistic</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive and holistic plan for school improvement</li> <li>Coordinated school improvement efforts (horizontal and vertical systems alignment)</li> <li>Alignment to district priorities</li> <li>Alignment to state priorities</li> <li>Success and results are clearly defined, measurable, ambitious and realistic</li> </ul>	<ul style="list-style-type: none"> <li>All roles and responsibilities are clearly identified and defined</li> <li>System level coherence and alignment (collaboration, coordinated efforts, aligned to school improvement strategies and closing equity gaps)</li> </ul>	<ul style="list-style-type: none"> <li>Interventions, strategies and activities selected meet the ESSA evidence levels (Tiers 1, 2, 3, and 4, where appropriate)</li> <li>Interventions are a strong match to the district/school needs</li> <li>Strong alignment across education system (school, district, state)</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and evaluation plan and implementation includes:               <ul style="list-style-type: none"> <li>A rigorous, external evaluation conducted by reputable and highly qualified evaluator(s) to drive continuous improvement</li> <li>Processes are leveraged to help build school capacity to drive continuous improvement</li> <li>Course changes are made when necessary</li> </ul> </li> <li>Monitors implementation of funded schools periodically</li> <li>Includes evaluation of implementation as well as evaluating impact at the end of the grant period</li> <li>Designs and implements differentiated monitoring and support routines with schools based on need</li> <li>Disseminates findings regularly to school(s) so they can benefit from lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>Summary provides all requested funding interventions, strategies and activities</li> <li>Narrative is detailed</li> </ul>

*\*Evidence-based policymaking will be an expectation of the Department in future applications.*

This is a sample rubric. NDE is in the process of soliciting feedback from stakeholders in regard to rubric components and it is possible that revisions will be made. If so, NDE will share the updated version as soon as it is available. We do not expect any drastic changes to the sample rubric listed above.



## Appendix A – ESSA Levels of Evidence

[as required in ESSA sec. 8101 (21)(A) and Nevada Statute AB7 (2017)]

Description	Level	Research Study Criteria
An activity, strategy, or intervention that demonstrates a <i>statistically significant effect on improving student outcomes</i>	<b>LEVEL 1: STRONG EVIDENCE</b>	Evidence cited is based on: <i>at least 1 well-designed and well-implemented experimental study</i>
	<b>LEVEL 2: MODERATE EVIDENCE</b>	Evidence cited is based on: <i>at least 1 well-designed and well-implemented quasi-experimental study</i>
	<b>LEVEL 3: PROMISING EVIDENCE</b>	Evidence cited is based on: <i>at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias</i>
An activity, strategy, or intervention that demonstrates a <i>rationale that such activity, strategy, or intervention is likely to improve student outcomes</i>	<b>LEVEL 4: DEMONSTRATES A RATIONALE</b>	Evidence cited is based on: <i>high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention</i>



## Appendix B – Assistance on ESSA Evidence

The U.S. Department of Education issued non-regulatory guidance on [Using Evidence to Strengthen Education Investments](#) to help in school improvement planning.

[Evidence for ESSA](#) is a website developed by the Center for Research and Reform in Education at Johns Hopkins University School of Education to help educators identify programs and practices that meet the ESSA evidence standards.

The [What Works Clearinghouse](#), developed by the Institute of Education Sciences (IES), is a user-friendly database organized by topic and content area to locate studies on specific intervention types to meet ESSA standards.

[An LEA Guide for Identifying Evidence-Based Interventions for School Improvement](#), developed by the Florida Center for Reading Research (FCRR).

[Best Evidence Encyclopedia](#), developed by the Center for Data-Driven Reform in Education at Johns Hopkins University School of Education (not categorized in ESSA evidence Levels).

[CCSSO](#) has a list of resources on ESSA evidence-based practices under the School Supports and Interventions section on its website, [CCSSO Guide to ESSA](#).

[Results First Clearinghouse Database](#), developed by the Pew Charitable Trusts (not categorized in ESSA evidence Levels; evaluates interventions as rated by eight national databases).

[RAND report on school leadership interventions under ESSA](#) (categorized in ESSA evidence Levels).

[Using Evidence to Create Next Generation High Schools](#), developed by the U.S. Department of Education (not categorized in ESSA evidence Levels).

[Roadmap to Evidence Based Reform for Low Graduation Rate High Schools](#), developed by the Every Student Graduates Center at Johns Hopkins University



### Appendix C – School Improvement Program List (SIPL)

Service Provider	School Leadership Development	Data-Informed Decision Making	Contact in RFQ	Email Address
Academy of Urban School Leadership (AUSL)	X	X	Tre Childress	<a href="mailto:tchildress@auslchicago.org">tchildress@auslchicago.org</a>
Achievement Network (ANet)	X	X	Janine Givens-Belsley	<a href="mailto:jgivensbelsley@achievementnetwork.org">jgivensbelsley@achievementnetwork.org</a>
Blueprint Schools Network	X		Matthew Spengler	<a href="mailto:mspengler@blueprintschools.org">mspengler@blueprintschools.org</a>
Community Training and Assistance Center, Inc. (CTAC)	X	X	William J. Slotnik	<a href="mailto:bslotnik@ctacusa.com">bslotnik@ctacusa.com</a>
Criterion Educational LLC / National Institute for School Leadership (NISL)	X	X	Josh Tucker	<a href="mailto:jtucker@nisl.org">jtucker@nisl.org</a>
Pearson	X	X	Karin Ekanger	<a href="mailto:Karin.ekanger@pearson.com">Karin.ekanger@pearson.com</a>
New Classrooms Innovation Partners		X	Theresa Poprac	<a href="mailto:tpoprac@newclassrooms.org">tpoprac@newclassrooms.org</a>
New Leaders	X		Claudia Alfaro	<a href="mailto:calfaro@newleaders.org">calfaro@newleaders.org</a>
NYC Leadership Academy (NYCLA)	X		Mary Jo Dunnington	<a href="mailto:MDunnington@nycleadershipacademy.org">MDunnington@nycleadershipacademy.org</a>
Partners in School Innovation	X	X	Derek Mitchell	<a href="mailto:derekm@partnersinschools.org">derekm@partnersinschools.org</a>
School Empowerment Network	X		Alexander Shub	<a href="mailto:Alex.Shub@school empowermentnetwork.org">Alex.Shub@school empowermentnetwork.org</a>
Social Policy Research Associates		X	Sukey Leshnick	<a href="mailto:sukey@spra.com">sukey@spra.com</a>
TNTP	X		Tim Hughes	<a href="mailto:tim.hughes@tntp.org">tim.hughes@tntp.org</a>
University of Virginia Darden/Curry Partnership for Leaders in Education (UVA)	X	X	William Robinson	<a href="mailto:RobinsonW@darden.virginia.edu">RobinsonW@darden.virginia.edu</a>



## Appendix D - Technical Assistance

Please reach out to any of the following NDE OSSS and/or Grants team members for more information about the Consolidated Application process.

### ***Technical Assistance on Title I, 1003(a)***

<b>Name</b>	<b>Email Address</b>	<b>Phone Number</b>
Gabby Pingue	<a href="mailto:gpingue@doe.nv.gov">gpingue@doe.nv.gov</a>	(702) 668-4309
Kristina Côté	<a href="mailto:kcote@doe.nv.gov">kcote@doe.nv.gov</a>	(775) 687-9185
Karen Gordon	<a href="mailto:kgordon@doe.nv.gov">kgordon@doe.nv.gov</a>	(775) 687-9258
Rhonda Hutchins	<a href="mailto:rhutchins@doe.nv.gov">rhutchins@doe.nv.gov</a>	(702) 668-4344
Colin Usher	<a href="mailto:cusher@doe.nv.gov">cusher@doe.nv.gov</a>	(775) 687-2450

### ***Technical Assistance on Title IV A, Turnaround, CCR***

<b>Name</b>	<b>Email Address</b>	<b>Phone Number</b>
Maria Sauter	<a href="mailto:msauter@doe.nv.gov">msauter@doe.nv.gov</a>	(775) 687-9248
Alex Coronel	<a href="mailto:acoronel@doe.nv.gov">acoronel@doe.nv.gov</a>	(775) 687-9162

### ***Fiscal/Grants Technical Assistance***

<b>Name</b>	<b>Email Address</b>	<b>Phone Number</b>
Stefani Hogan	<a href="mailto:skhogan@doe.nv.gov">skhogan@doe.nv.gov</a>	(775) 687-9177
James Kirkpatrick	<a href="mailto:jlkirkpatrick@doe.nv.gov">jlkirkpatrick@doe.nv.gov</a>	(775) 687-9246

### ***Technical Assistance on the Consolidate Application Pilot***

<b>Name</b>	<b>Email Address</b>	<b>Phone Number</b>
Seng-Dao Yang Keo	<a href="mailto:skeo@doe.nv.gov">skeo@doe.nv.gov</a>	(775) 687-9145
Gabby Pingue	<a href="mailto:gpingue@doe.nv.gov">gpingue@doe.nv.gov</a>	(702) 668-4309
Maria Sauter	<a href="mailto:msauter@doe.nv.gov">msauter@doe.nv.gov</a>	(775) 687-9248



## Appendix E - FY19 Title I, 1003(a) Eligible Schools

### Elementary Schools

District	School	Comprehensive Support and Improvement
Clark	Ann Lynch Elementary School	Bottom 5%
Clark	Arturo Cambeiro Elementary School	Bottom 5%
Clark	Bertha Ronzone Elementary School	Bottom 5%
Clark	Cynthia Cunningham Elementary School	1-Star
Clark	Doris M Reed Elementary School	Bottom 5%
Clark	Eva Wolfe Elementary School	1-Star
Clark	Gene Ward Elementary School	Bottom 5%
Clark	George E Harris Elementary School	1-Star
Clark	Hal Smith Elementary School	Bottom 5%
Clark	Helen Herr Elementary School	Bottom 5%
Clark	Howard E Hollingsworth Elementary School	1-Star
Clark	J. E. Manch Elementary School	Bottom 5%
Clark	Jesse D Scott Elementary School	1-Star
Clark	John Tartan Elementary School	1-Star
Clark	Kermit R Booker Sr Elementary School	1-Star
Clark	Lucile Bruner Elementary School	1-Star
Clark	Matt Kelly Elementary School	Bottom 5%
Clark	Mountain View Elementary School	1-Star
Clark	Ollie Detwiler Elementary School	Bottom 5%
Clark	Richard C. Priest Elementary School	1-Star





District	School	Comprehensive Support and Improvement
Clark	Richard J Rundle Elementary School	1-Star
Clark	Robert L Taylor Elementary School	Bottom 5%
Clark	Whitney Elementary School	1-Star
Clark	William G Bennett Elementary School	Bottom 5%
Clark	William K. Moore Elementary School	1-Star
Clark	Zel and Mary Lowman Elementary School	1-Star
Elko	Carlin Elementary School	1-Star
Elko	Owyhee Elementary School (all NV & Idaho only)	Bottom 5%
Elko	West Wendover Elementary School	1-Star
Humboldt	French Ford Middle School	1-Star
Humboldt	McDermitt Elementary School	Bottom 5%
Humboldt	Sonoma Heights Elementary School	1-Star
Lincoln	Caliente Elementary School	1-Star
Lyon	Silver Stage Elementary School	1-Star
Mineral	Schurz Elementary School	Bottom 5%
Nye	Tonopah Elementary School	1-Star
SPCSA	Nevada Connections Academy	1-Star
SPCSA	Nevada Virtual Academy	1-Star
SPCSA	Quest Academy	Bottom 5%
Washoe	Bernice Mathews Elementary School	1-Star
Washoe	Desert Heights Elementary School	1-Star



District	School	Comprehensive Support and Improvement
Washoe	Dorothy Lemelson STEM Academy Elementary School	Bottom 5%
Washoe	Echo Loder Elementary	Bottom 5%
Washoe	Glenn Duncan STEM	1-Star
Washoe	Libby C Booth Elementary School	1-Star
Washoe	Mariposa Dual Language Academy Charter School	Bottom 5%
Washoe	Natchez Elementary School	
Washoe	Veterans Memorial STEM Academy	1-Star
White Pine	Lund Elementary School	1-Star

### Middle Schools

District	School	Comprehensive Support and Improvement
Churchill	Churchill County Middle School	1-Star
Clark	Carroll M Johnston Middle School	Bottom 5%
Clark	Duane D Keller Middle School	1-Star
Clark	J Harold Brinley Middle School	1-Star
Clark	J D Smith Middle School	1-Star
Clark	Jerome Mack Middle School	Bottom 5%
Clark	Mario C and Joanne Monaco Middle School	1-Star
Clark	Marvin M Sedway Middle School	1-Star
Clark	Mike O'Callaghan Middle School	1-Star
Elko	Carlin Junior High School	Bottom 5%



District	School	Comprehensive Support and Improvement
Elko	Owyhee Junior High School (all NV & Idaho only)	Bottom 5%
Elko	Wells Junior High School	1-Star
Elko	West Wendover Junior High School	1-Star
Humboldt	McDermitt Junior High School	1-Star
Lander	Eleanor Lemaire Junior High School	1-Star
Mineral	Hawthorne Junior High School	Bottom 5%
Nye	Pathways Middle School (Alternative)	Bottom 5%
Washoe	E Otis Vaughn Middle School	1-Star
Washoe	Fred W Traner Middle School	1-Star

### High Schools

District	School	Comprehensive Support and Improvement Designation
Churchill	Churchill County High School	Graduation Rate below 67%
Clark	Burk Horizon Southwest Sunset HS	Bottom 5%; Graduation Rate below 67%
Clark	Cowan Sunset Southeast HS	Bottom 5%; Graduation Rate below 67%
Clark	Delta Academy	Graduation Rate below 67%
Clark	Desert Pines High School	Graduation Rate below 67%
Clark	Desert Rose High School	Bottom 5%; Graduation Rate below 67%
Clark	Innovations International Charter School of NV	Graduation Rate below 67%
Clark	Mojave High School	Graduation Rate below 67%
Clark	Nevada Learning Academy at CCSD	Graduation Rate below 67%



District	School	Comprehensive Support and Improvement Designation
Clark	Odyssey Charter High School	Graduation Rate below 67%
Elko	Owyhee High School (all NV & Idaho only)	Graduation Rate below 67%
Humboldt	McDermitt High School	Graduation Rate below 67%
Lincoln	C O Bastian (Caliente Youth Center)	Bottom 5%; Graduation Rate below 67%
Nye	Pathways High (Alternative)	Bottom 5%; Graduation Rate below 67%
Nye	Tonopah High School	Graduation Rate below 67%
SPCSA	Beacon Academy of Nevada	Graduation Rate below 67%
SPCSA	Nevada Connections Academy	Graduation Rate below 67%
SPCSA	Silver State Charter School	Graduation Rate below 67%
Washoe	encompass Academy	Bottom 5%; Graduation Rate below 67%
Washoe	I Can Do Anything Charter High School	Graduation Rate below 67%
Washoe	Washoe Inspire Academy	Graduation Rate below 67%
White Pine	Steptoe Valley High School	Graduation Rate below 67%



## Appendix E.2 Title I, 1003(a) Partial Continuation Eligible Schools

### Elementary Schools

District	School	Comprehensive Support and Improvement
Clark	Ann Lynch Elementary School	Bottom 5%
Clark	Arturo Cambeiro Elementary School	Bottom 5%
Clark	Bertha Ronzone Elementary School	Bottom 5%
Clark	Doris M Reed Elementary School	Bottom 5%
Clark	Eva Wolfe Elementary School	1-Star
Clark	George E Harris Elementary School	1-Star
Clark	Hal Smith Elementary School	Bottom 5%
Clark	Helen Herr Elementary School	Bottom 5%
Clark	J. E. Manch Elementary School	Bottom 5%
Clark	Jesse D Scott Elementary School	1-Star
Clark	John Tartan Elementary School	1-Star
Clark	Matt Kelly Elementary School	Bottom 5%
Clark	Ollie Detwiler Elementary School	Bottom 5%
Clark	Richard J Rundle Elementary School	1-Star
Clark	William G Bennett Elementary School	Bottom 5%
Clark	William K. Moore Elementary School	1-Star
Elko	Carlin Combined School (Elementary)	1-Star
Humboldt	McDermitt Combined School (Elementary)	Bottom 5%
Lyon	Silver Stage Elementary School	1-Star
Mineral	Schurz Elementary School	Bottom 5%



District	School	Comprehensive Support and Improvement
Washoe	Bernice Mathews Elementary School	1-Star
Washoe	Desert Heights Elementary School	1-Star
Washoe	Dorothy Lemelson STEM Academy Elementary School	Bottom 5%
Washoe	Echo Loder Elementary	Bottom 5%
Washoe	Glenn Duncan STEM	1-Star
Washoe	Mariposa Dual Language Academy Charter School	Bottom 5%
Washoe	Natchez Elementary School	Bottom 5%
Washoe	Veterans Memorial STEM Academy	1-Star

### Middle Schools

District	School	Comprehensive Support and Improvement
Clark	Carroll M Johnston Middle School	Bottom 5%
Clark	J Harold Brinley Middle School	1-Star
Clark	Jerome Mack Middle School	Bottom 5%
Clark	Mario C and Joanne Monaco Middle School	1-Star
Elko	Carlin Combined School (Junior High)	Bottom 5%
Elko	Owyhee Combined School (Junior High School) (all NV & Idaho only)	Bottom 5%
Elko	West Wendover Junior High School	1-Star
Humboldt	McDermitt Combined School (Junior High School)	1-Star
Mineral	Hawthorne Junior High School	Bottom 5%
Washoe	E Otis Vaughn Middle School	1-Star



## High Schools

District	School	Comprehensive Support and Improvement Designation
Clark	Delta Academy	Graduation Rate below 67%
Clark	Desert Pines High School	Graduation Rate below 67%
Clark	Innovations International Charter School of NV	Graduation Rate below 67%
Clark	Mojave High School	Graduation Rate below 67%
Clark	Odyssey Charter High School	Graduation Rate below 67%
Elko	Owyhee Combined School (High school) (all NV & Idaho only)	Graduation Rate below 67%
Humboldt	McDermitt Combined School (High School)	Graduation Rate below 67%
Nye	Pathways High (Alternative)	Bottom 5%; Graduation Rate below 67%
SPCSA	Beacon Academy of Nevada	Graduation Rate below 67%
SPCSA	Nevada Connections Academy	Graduation Rate below 67%
Washoe	encompass Academy	Bottom 5%; Graduation Rate below 67%
Washoe	Washoe Inspire Academy	Graduation Rate below 67%
White Pine	Steptoe Valley High School	Graduation Rate below 67%



**Appendix E.3 - FY19 Title IV A Partial Continuation Eligible Schools**

**Elementary Schools**

<b>District</b>	<b>School</b>
<b>Clark</b>	Hickey Elementary School
<b>Clark</b>	Herr Elementary School
<b>Clark</b>	Ira Earl Elementary School
<b>Clark</b>	Stanford Elementary School
<b>Clark</b>	Cambeiro Elementary School
<b>Clark</b>	Lunt Elementary School
<b>Clark</b>	Ronzone Elementary School
<b>Clark</b>	Manch Elementary School
<b>Clark</b>	Lynch Elementary School
<b>Clark</b>	Taylor Elementary School
<b>Clark</b>	Parson Elementary School
<b>Clark</b>	Bruner Elementary School
<b>Clark</b>	Kelly Elementary School
<b>Clark</b>	Detwiler Elementary School
<b>Clark</b>	Reed Elementary School
<b>Clark</b>	Smith Elementary School
<b>Clark</b>	Rundle Elementary School
<b>Clark</b>	Harris Elementary School





### Middle Schools

District	School
Clark	Bailey Middle School
Clark	Orr Middle School
Clark	Fremont Middle School
Clark	Robison Middle School
Clark	Brinley Middle School
Clark	Johnston Middle School

### High Schools

District	School
Clark	Sunrise Mountain High School
Clark	Valley High School
Clark	Eldorado High School
Clark	Mojave High School



## Appendix F - Title IV A Priority and Approved Activities

### Prioritized Activities:

Well-Rounded Education- must be greater than 20% statewide	Safe and Healthy Students – must be greater than 20% statewide	Technology – must be less than 60% of total statewide
<ul style="list-style-type: none"> <li>• New or expanded Title I Pre-k seats that include NDE’s required components for pre-k programs (see Appendix A for Requirements)               <ol style="list-style-type: none"> <li>1. New Title I Pre-k seats and/or</li> <li>2. Existing Title I Pre-k seats expanded from half-day to full day programs</li> </ol> </li> <li>• Advance STEM programs</li> <li>• College and career guidance and counseling programs with state vendor (JAG, CIS, AVID, etc.)</li> <li>• Subsidizing the cost of AP exams for low-income students</li> </ul>	<ul style="list-style-type: none"> <li>• Extension of Social Workers in Schools Program via matching funds (see Appendix B for information)</li> <li>• Implementation of Multi-Tiered Systems of Support, PBIS or other frameworks that intentionally build a single system of delivery in schools that can sustain effective practices. These systemic elements can include: 1) teaming and collaboration, 2) data based decision making, 3) tiered systems of intervention that match student need both academically and behaviorally, 4) an equity focus, 5) use of evidence based practices, 6) early access to interventions, 7) progress monitoring, 8) effective teaching as prevention, and 9) coaching</li> <li>• Teaching SEL Competencies</li> <li>• School-based mental health services—expansion of Project Aware or Safe Schools Healthy Students</li> </ul>	<ul style="list-style-type: none"> <li>• Through technology, expansion of access advanced coursework and career and technical (CTE) courses (i.e., for rural students and subgroups that historically have been underserved)</li> <li>• Evidence-based professional development to support high quality, rigorous instruction in advanced courses and CTE courses</li> <li>• School- and district-wide evidence-based approaches to inform instruction, support collaboration and personalize student learning</li> </ul>



**State Priorities**

**School Leadership Development + Data-Informed Decision Making + Focus on Underperforming Schools**

**Other possible activities:**

Well-Rounded Education- must be greater than 20% statewide	Safe and Healthy Students – must be greater than 20% statewide	Technology – must be less than 60% of total statewide
<ul style="list-style-type: none"> <li>• Improving access to foreign language instruction, arts and music education</li> <li>• Supporting participation in nonprofit competitions (robotics, math competitions, etc.)</li> <li>• Facilitating collaboration between in-school programs/activities and those that take place out-of-school</li> <li>• Hands-on learning and exposure to STEM including field-based and service-learning</li> <li>• Drop-out prevention programs</li> </ul>	<ul style="list-style-type: none"> <li>• Drug and violence prevention activities that are evidence-based</li> <li>• Integrating health and safety practices into school or athletic programs</li> <li>• Nutritional education and physical education activities</li> <li>• Bullying and harassment prevention</li> <li>• Activities that improve instructional practices for developing relationship-building skills</li> <li>• Prevention of teen and dating violence, stalking, domestic abuse, and sexual violence and harassment</li> <li>• Establishing or improving school dropout and reentry programs</li> <li>• Training school personnel in effective practices related to the above</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative blended learning or PBL projects opportunities</li> <li>• Professional development for teachers in the implementation of technology as a student-centered learning tool</li> <li>• Adapt and share high-quality resources (may include: full online courses, curated digital collections, videos or assessments)</li> </ul>



## Appendix G - FY 19 Turnaround Eligible Schools

### Elementary/Middle Schools

District	School
SPCSA	Coral Academy of Science
SPCSA	Doral CS
SPCSA	Elko Institute ES
SPCSA	Founders
SPCSA	Honors Academy of Literature
SPCSA	Leadership
SPCSA	NV Connections Ac
SPCSA	Oasis Academy
SPCSA	Quest Academy
SPCSA	Silver Sands ES
SPCSA	Somerset Academy
Carson	Bordewich Bray ES
Carson	Empire ES
Carson	Fremont ES
Churchill	Churchill MS
Churchill	Numa ES
Clark	Adcock ES
Clark	Allen ES
Clark	Bailey ES
Clark	Bartlett ES
Clark	Bass ES
Clark	Batterman ES
Clark	Beatty ES
Clark	Becker MS
Clark	Bell ES
Clark	Bendorf ES
Clark	Bennett ES
Clark	Bilbray ES
Clark	Bowler Grant ES
Clark	Bowler Joseph ES
Clark	Bozarth ES
Clark	Bracken ES
Clark	Bridger MS



District	School
Clark	Brown JHS
Clark	Bryan Roger ES
Clark	Cambeiro ES
Clark	Canarelli MS
Clark	Carl ES
Clark	Carson ES
Clark	Cashman MS
Clark	Christensen ES
Clark	Cox David ES
Clark	Dailey ES
Clark	Deskin ES
Clark	Detwiler ES
Clark	Diaz ES
Clark	Diskin ES
Clark	Dooley ES
Clark	Duncan ES
Clark	Earl Marion ES
Clark	Edwards ES
Clark	Elizondo ES
Clark	Exploration Knowledge
Clark	Faiss MS
Clark	Ferron ES
Clark	Findlay MS
Clark	Fine ES
Clark	Frias ES
Clark	Galloway ES
Clark	Gehring ES
Clark	Givens ES
Clark	Gragson ES
Clark	Gray ES
Clark	Greenspun MS
Clark	Guinn MS
Clark	Hancock ES
Clark	Harney MS
Clark	Heckethorn ES
Clark	Herr ES
Clark	Hewetson ES



District	School
Clark	Hinman ES
Clark	Hollingsworth ES
Clark	Hughes MS
Clark	Hyde Park MS
Clark	Innovations SEC
Clark	Iverson ES
Clark	Jacobson ES
Clark	Jeffers ES
Clark	Johnston MS
Clark	Keller MS
Clark	Kelly ES
Clark	Knudson MS
Clark	Lake ES
Clark	Laughlin JSHS
Clark	Leavitt MS
Clark	Lummis ES
Clark	Lunt ES
Clark	Lyon MS
Clark	Mackey ES
Clark	Martin MS
Clark	Martinez ES
Clark	McCall ES
Clark	McDoniel ES
Clark	McWilliams ES
Clark	Mendoza ES
Clark	Miller Bob MS
Clark	Monaco MS
Clark	Moore ES
Clark	Mountain View ES
Clark	Neal ES
Clark	Newton ES
Clark	Ober ES
Clark	O'Callaghan MS
Clark	Odyssey MS
Clark	Paradise ES
Clark	Park ES
Clark	Parson ES



District	School
Clark	Reid ES
Clark	Rhodes ES
Clark	Rogers ES
Clark	Ronzone ES
Clark	Roundy ES
Clark	Rundle ES
Clark	Schofield MS
Clark	Sedway MS
Clark	Sewell ES
Clark	Simmons ES
Clark	Smith Hal ES
Clark	Snyder ES
Clark	Squires ES
Clark	Stuckey ES
Clark	Tartan ES
Clark	Taylor Glen ES
Clark	Thiriot ES
Clark	Thompson ES
Clark	Ullom ES
Clark	Vanderburg ES
Clark	Vegas Verdes ES
Clark	Ward Gene ES
Clark	Webb MS
Clark	White MS
Clark	Whitney ES
Clark	Wiener ES
Clark	Williams Tom ES
Clark	Wolfe ES
Clark	Woodbury MS
Douglas	Carson Valley MS
Douglas	Jacks Valley ES
Douglas	Minden ES
Douglas	Pau Wa Lu MS
Douglas	Zephyr Cove ES
Elko	Adobe MS
Elko	Carlin ES
Elko	Carlin JHS



District	School
Elko	Elko Grammar #2 ES
Elko	Jackpot ES
Elko	Mound Valley ES
Elko	Northside ES
Elko	Owyhee JHS
Elko	Sage ES
Elko	Spring Creek ES
Elko	Spring Creek MS
Elko	Wells MS JHS
Esmeralda	Dyer ES
Humboldt	French Ford MS
Humboldt	Grass Valley ES
Humboldt	Paradise Valley ES
Humboldt	Sonoma Heights ES
Humboldt	Winnemucca GS
Lander	Lemaire Jr High
Lincoln	Caliente ES
Lincoln	Panaca ES
Lyon	Dayton ES
Lyon	Dayton IS
Lyon	East Valley ES
Lyon	Fernley ES
Lyon	Fernley IS
Lyon	Silverland MS
Lyon	SilverSprings ES
Lyon	Yerington IS
Nye	Amargosa Valley ES
Nye	Gabbs MS
Nye	JG Johnson ES
Nye	Round Mountain HS
Nye	Round Mountain MS
Nye	Manse ES
Nye	Tonopah ES
Nye	Tonopah MS
Storey	Gallagher ES
Storey	Virginia City MS
Washoe	Allen ES





District	School
Washoe	Bailey ES
Washoe	Beck ES
Washoe	Billinghurst MS
Washoe	Booth ES
Washoe	Caughlin Ranch ES
Washoe	Cold Springs MS
Washoe	Corbett ES
Washoe	Depoali MS
Washoe	Diedrichsen ES
Washoe	Dodson ES
Washoe	Double Diamond ES
Washoe	Drake ES
Washoe	Dunn ES
Washoe	Elmcrest ES
Washoe	Greenbrae ES
Washoe	Hall ES
Washoe	Incline ES
Washoe	Incline MS
Washoe	Juniper ES
Washoe	Lemelson STEM ES
Washoe	Lemmon Valley ES
Washoe	Echo Loder ES
Washoe	Mariposa Academy
Washoe	Mathews ES
Washoe	Maxwell ES
Washoe	Mitchell ES
Washoe	Moss ES
Washoe	Natchez ES
Washoe	Palmer ES
Washoe	Pine MS
Washoe	Risley ES
Washoe	Shaw MS
Washoe	Smith Kate ES
Washoe	Smithridge ES
Washoe	Stead ES
Washoe	Sun Valley ES
Washoe	Taylor ES



District	School
Washoe	Vaughn MS
Washoe	Verdi ES
Washoe	Veterans Mem ES
Washoe	Westergard ES
Washoe	Whitehead ES
Washoe	Winnemucca ES
White Pine	Baker ES
White Pine	Lund ES
White Pine	Lund Jr S HS
White Pine	McGill ES
White Pine	Norman ES
White Pine	White Pine MS

### High Schools

District	School
Clark	Global Community HS
Washoe	Coral Academy of Science HS
Douglas	Whittell HS
Mineral	Mineral Co HS
Nye	Beatty HS
Nye	Gabbs HS
Lyon	Smith Valley HS



## Appendix H – College and Career Ready Evidence-Based Partners

The following are potential partners and contact info for districts if interested:

- Summit Learning – [Summit Learning](https://www.summitlearning.com) For information contact Tyler Sussman ([tsussman@summitps.org](mailto:tsussman@summitps.org)) or Amy Sandoz ([asandoz@summitps.org](mailto:asandoz@summitps.org))
- [New Classrooms/Teach To One Math](https://www.newclassrooms.org) – For information contact Edward Huang ([ehuang@newclassrooms.org](mailto:ehuang@newclassrooms.org))
- [Project Lead the Way](https://www.projectleadtheway.org) - For information contact [solutioncenter@pltw.org](mailto:solutioncenter@pltw.org)
- [College Board](https://collegeboard.org) –For more information contact Jeff Carlson ([jcarlson@collegeboard.org](mailto:jcarlson@collegeboard.org)) or Nancy Potter ([npotter@collegeboard.org](mailto:npotter@collegeboard.org))



## **Appendix I – State STEM Advisory Council Strategic Plan**

In January of 2016, the Nevada STEM Advisory Council embarked on an effort to create the STEM strategic plan for Nevada. The Council surveyed schools across the state to identify current offerings, STEM resources, and barriers to teaching STEM. The Council also heard presentations from Governor’s Office of Economic Development, the Nevada System of Higher Education, the Nevada Department of Education, and the Nevada Department of Employment, Training and Rehabilitation regarding current programs and projected workforce needs. The Council also reached out to STEM stakeholders across the state including school districts, institutions of higher education, regional economic development authorities, employers, advocates, and non-profits. The 2017 Nevada State STEM Strategic Plan may be found at: [STEM STRATEGIC LINK](#).

The vision for STEM in Nevada is to ensure that all Nevadans, with a particular focus on engaging underrepresented demographic groups, will have access and opportunities to gain the requisite STEM education and skills necessary that foster the talent pipeline for Nevada employers to fuel the New Nevada economy.

With this background, NDE desires that proposals consider the Nevada STEM Strategic Plan in their proposal along with the Nevada State definition of STEM, which was adopted by the State Board in June 2012. The adopted Nevada STEM Definition is as follows: *STEM (Science, Technology, Engineering, and Mathematics) education focuses on active teaching and learning, centered on relevant experiences, problem-solving, and critical thinking processes. STEM education emphasizes the natural interconnectedness of science, technology, engineering, and mathematics, and their connection to other disciplines, to produce informed citizens who possess and apply the necessary understandings to expand Nevada’s STEM-capable workforce in order to compete in a global society.*



## Appendix J – Funding Requests for School Based Staff Members

Question	Answer
1. What is the requested position?	
2. Where will this position be located? Identify the school.	
3. What is the strategy for this position? Please provide a few bullet points describing the scope of work for this position. Be specific about how this position will collaborate with the evidence-based support provider.	<p>Strategy (e.g., coaching):</p> <p>Scope of work:</p> <ul style="list-style-type: none"> <li>• Insert here</li> </ul>
4. Identify the evidence-based support provider that will be working in deep collaboration with this requested position. The evidence-based support provider delivering the intervention must meet ESSA Evidence Levels 1, 2, or 3 in order for NDE to approve the funding request for Title I 1003(a) funds. Which funds are being used to pay for the evidence-based support provider?	<p>Evidence-based support provider:</p> <p>Funding:</p>
<p>5. <i>School leadership capacity (no more than 3 bullet points)</i></p> <p>Briefly address the capacity of school leadership to effectively implement the intervention with fidelity over time, with an emphasis on delivering a strong positive outcome. Please briefly describe the type of candidate who will lead the intervention and his/her training and past performance.</p>	
<p>6. <i>Structures (no more than 3 bullet points)</i></p> <p>What structures have been put in place within the school to support effective implementation over time of the intervention?</p>	
<p>7. <i>Impact (no more than 3 bullet points)</i></p> <p>What are the measurable outcomes of the intervention? How will the district and school measure the impact of the staff member on student achievement?</p>	