

PART II – APPLICATION

The application will be reviewed to ensure: (1) it is submitted by the deadline and (2) all required elements are included and complete. All submissions will be scored by a review committee pursuant to NDE Policy and Procedure 10.2, Funding Opportunities, and in alignment with the rubric designed for this application. Please note that once the application has been submitted, no changes may be made to the scope of work submitted and approved during the development of the subaward agreement or subsequent revisions. The project plan submitted is binding upon approval. Please submit all required application documents and forms to the [Grant Submission Portal](#).

All requested forms must be submitted for consideration, to include:

1. Grant Questions for Applicant Response
 - Responses must be single-spaced, Times New Roman, 12-point font, with a 1-page limit per question.
 - Scoring Rubrics; See Appendix A for further support
2. *FY27 Budget Summary & Narrative* and the *FY27 Budget Preparation Guidelines & Chart of Accounts Supplemental Resource* for assistance
3. Pre-Award Assessment; see Appendix B, and Appendix E for the Rubric
4. Applicant Information Form; see Appendix C
5. Statement of Certification; see Appendix D
6. Assurances, signed; see Attachment A for the Standard Assurances – available on the <https://doe.nv.gov/grants> webpage

Grant Questions for Applicant Response

Question 1: Organization Overview and Target Audience (30 Points)

Provide an overview of your organization and describe the targeted statewide audience for this training. Include the anticipated number of participants and how your organization is equipped to support Nevada administrators who evaluate licensed educators (such as teachers and counselors).

Question 2: Scope of Work and Priority Alignment (40 Points)

Describe your proposed Scope of Work, including intended outcomes, success measures, agendas, and topics. You must explicitly describe how your program will address:

1. The Teachers and Leaders Council recommendations regarding Administrator Standards 1 and 4, and Teacher Instructional Practice Standard 4.
2. The advanced calibration of the NEPF and alignment with SB460 mandates.

Question 3: Timeline and Method of Delivery (25 Points)

Provide a comprehensive timeline for the training program. Describe your delivery platform and how you will provide a differentiation of delivery (In-Person, Hybrid, and Virtual). Include assignments, tasks, and/or data collection that will be included to show evidence of training effectiveness.

Question 4: Pre-Award Assessment (5 Points)

Complete and attach the Pre-Award Assessment (PAA) Questionnaire and all required documentation as outlined in Appendix B. If your organization has already completed the FY26 and FY27 Financial Subrecipient Monitoring Application Supplement in EGMP, you only need to submit the grant-specific questionnaire. If not, the full packet (including internal controls, policies, and ledgers) is required.

By checking this box, you hereby acknowledge that the Pre-Award Assessment (Appendix B) is attached to this application with all required supporting documentation (or the grant-specific questionnaire if a previous PAA is on file)

Question 1: Organization Overview and Target Audience. iteach, a division powered by K12 Coalition, provides professional development, teacher certification, and strategic consulting for school districts across the country. K12 Coalition is the umbrella organization for iteach, Teaching Channel, and Lavinia Group, bringing together nationally recognized expertise in K-12 professional learning, educator certification, instructional coaching, and platform-based learning under a single organizational structure. As the applicant of record, iteach will coordinate program delivery by drawing on these integrated K12 Coalition resources, with content development and facilitation services provided by Lavinia Group and platform access and data reporting provided by Teaching Channel. iteach has active partnerships with 6 Nevada districts, and our field supervisors are veteran Nevada educators and former school administrators who work directly with campus leaders across the state, giving us an immediate and credible statewide presence.

This project will be led by Jason Stricker, who brings 20+ years of experience in state-level leadership development and educator evaluation system design. Lisa Rustand and Sonya Holdsworth will serve as Co-Partnership Managers. Both are former Nevada principals and iteach Nevada field advisors whose firsthand experience conducting evaluations under the NEPF makes them uniquely qualified to lead the calibration components of this program.

This program serves principals, assistant principals, administrators who evaluate teachers and counselors, and OLEP administrators statewide. In partnership with NDE, the Nevada Association of School Administrators, and the Nevada State Public Charter School Authority, iteach will organize administrators into three regional cohorts — Southern, Northern, and Rural Nevada — each meeting virtually four times across the grant year for a total of 12 sessions serving approximately 200 to 300 administrators. The Statewide Administrator Summit in March 2027 will extend reach across all 17 Nevada counties and the charter sector, with up to 150 principals selected in partnership with NDE to represent schools of greatest need; all other participants will attend via live virtual connection. Teaching Channel Platform access provides asynchronous learning resources to all participants throughout the year.

iteach will manage all marketing and registration through our in-house team, with targeted outreach to all administrator audiences via email and social media campaigns, introductory webinars, direct superintendent outreach, and regular registration reporting to NDE. A detailed marketing plan is included in the supporting materials.

Our past performance speaks directly to our readiness. In Nevada, we partnered with Clark County and Howard University to develop an Aspiring Executive Leaders Program and an Assistant Principal Leadership Academy. Our E3 grant work produced one of our most compelling results: before E3, several partner districts showed flat or inverse relationships between teacher evaluation scores and student achievement — in a single year those negative correlations became positive because administrators learned to evaluate with precision and purpose. That is exactly what this program is designed to produce for Nevada. Through Teaching Channel, we have supported more than 7,500 educators across 20 Maryland districts with an 85 plus Net Promoter Score and a 95 percent four-star satisfaction rating.

Question 2: Scope of Work and Priority Alignment. iteach proposes a comprehensive, partner-driven administrator professional development program organized into four phases — Discovery, Design, Implementation, and Sustainability — and delivered through three integrated tiers: Regional Cohort Meetings, a Statewide Administrator Summit, and asynchronous professional learning through the Teaching Channel Platform.

During Discovery, iteach will conduct a needs assessment with NDE covering current NEPF calibration data, TLC recommendations, SB460 implementation status, and administrator feedback on evaluation practice. During Design, all training modules will be co-developed with NDE and co-planned or reviewed by NDE project leaders prior to delivery.

During Implementation, Nevada administrators will meet in virtual regional cohorts four times across the grant year. Each session addresses the three mandated priority areas. For Administrator Standard 4, administrators will examine how curriculum, instruction, assessment, and resource allocation systems interact within the NEPF, conduct a gap analysis, and develop a systems alignment action plan tied to school improvement goals. For Administrator Standard 1, administrators will strengthen evaluation capacity through video-based observation practice, scoring norming activities, evaluation conversation role plays, and review of NRS 391.685-391.710. For Teacher Instructional Practice Standard 4, administrators will build capacity to identify and support metacognitive instructional strategies through classroom video analysis and feedback planning aligned to TIP Standard 4 indicators. Each cohort will also engage in the Problem of Instructional Practice protocol, adapted from the instructional rounds framework of City, Elmore, and colleagues (2016), with each administrator's POIP serving as the connective thread across all four sessions.

iteach will also design and facilitate a Statewide Administrator Summit featuring plenary and breakout sessions organized by focus area and NEPF standard. The Summit opening plenary will address SB460 mandates directly, establishing a statewide shared understanding of evaluation requirements and calibration expectations. A sample Summit agenda is included in the supporting materials. All participants will receive access to the Teaching Channel Platform, providing asynchronous NEPF calibration practice through a library of over 2,500 exemplar NEPF aligned videos, video-based peer feedback tools, and real-time data reporting to NDE.

iteach will work with NDE upon award to develop rigorous success measures directly tied to the NEPF and TLC standards. Success metrics will be defined in partnership with NDE, such as: a minimum 20% increase in NEPF calibration accuracy from pre- to post-assessment, 90% or higher participant completion of POIP artifacts, 85% or higher monthly active engagement on the Teaching Channel platform, 90% or higher participant satisfaction ratings, and demonstrated improvement in inter-rater reliability across cohorts. Final outcomes will be confirmed and refined during the Discovery and Design phases. To ensure lasting impact, iteach will facilitate sustainability planning during final cohort sessions, supporting administrators in embedding POIP work into school improvement planning and sustaining NEPF calibration practices through Teaching Channel.

Question 3: Timeline and Method of Delivery. iteach will implement the Nevada Regional Professional Development Program for Administrators, delivering differentiated professional learning through three modalities: In-Person, Hybrid, and Virtual/Asynchronous.

July 2026 — Program design finalized; Teaching Channel Platform configured; NDE alignment sessions completed. **August 2026** — Regional cohort kickoff sessions launch statewide; Teaching Channel access goes live; pre-assessments administered to establish each administrator's NEPF calibration baseline. **September – October 2026** — Cohort Round 1 sessions; administrators identify individual Problems of Instructional Practice; Teaching Channel asynchronous modules and peer video feedback cycles launch. **November – December 2026** — Cohort Round 2 sessions; POIP progress reviewed; Teaching Channel engagement data shared with NDE in monthly status reports. **January – February 2027** — Cohort Round 3 sessions; mid-point NEPF calibration assessments administered; Summit agenda finalized with NDE. **March 2027** — Statewide Administrator Summit; full day of plenary and breakout sessions aligned to the NEPF, TLC standards, and SB460 mandates delivered in a hybrid format; up to 150 in-person principals selected in partnership with NDE to represent schools of greatest need across all Nevada counties; all other participants attend via live virtual connection; post-Summit survey administered. **April – May 2027** — Cohort Round 4 sessions; POIP final presentations; post-assessments administered; sustainability planning. **June 2027** — Final cohort sessions; summative data collection; focus groups and case study interviews conducted. **July 2027** — Final reports and Teaching Channel data dashboard delivered to NDE.

Virtual regional cohort meetings are held four times per cohort across Nevada. The Statewide Administrator Summit will be delivered in a hybrid format, with up to 150 in-person principals selected in partnership with NDE to represent schools of greatest need in each Nevada county. All remaining participants will join virtually. All participants will have asynchronous access to the Teaching Channel Platform throughout the grant year, providing 2,500-plus exemplar videos for NEPF calibration practice, video-based peer feedback tools, and data reporting to NDE.

iteach will embed sophisticated data collection across all three modalities to prove evidence of training effectiveness and NEPF mastery. Prior to each session, participants complete a pre-session reflection and POIP progress update via Teaching Channel. During sessions, participants engage in structured NEPF calibration activities, produce scored observation artifacts, and participate in peer feedback protocols. Between sessions, participants complete Teaching Channel asynchronous modules and submit observation videos for peer and coach feedback. At the program level, pre and post NEPF calibration assessments and Leadership Practices Inventory scores measure individual growth across the year. Teaching Channel platform data including logins, videos watched, feedback submitted, and assignment completion rates are reported to NDE monthly alongside post-session satisfaction surveys. A summative evaluation report incorporating qualitative and quantitative data is delivered to NDE in July 2027.

Question 1 Supporting Materials — Organization Overview and Target Audience

- [Project Team Qualifications and Capacity](#)
- [Marketing and Recruitment Plan](#)
- [Logistics Plan](#)
- [Role-Specific Support Overview](#)
- [E3 Results](#)

Project Team Qualifications & Capacity

As a division of K12 Coalition, iteach draws on the full resources of the organization to deliver this program. Content development and facilitation services will be provided by Lavinia Group, a K12 Coalition division, and platform infrastructure and data reporting will be provided by Teaching Channel, also a K12 Coalition division. This integrated structure ensures seamless coordination, unified accountability, and depth of expertise across all program components. Team roles and responsibilities are outlined below."

Executive Sponsors

- ▶ **Jason Stricker** | Jason Stricker is the Chief Policy Officer at K12 Coalition and will serve as Executive Sponsor for this project, overseeing contract fulfillment, service delivery, and ongoing coordination with project staff and partners to ensure high-quality implementation and results. Jason brings extensive experience across the education sector as a teacher, coach, chief academic officer, and nationally recognized consultant, with a deep understanding of educator effectiveness and organizational change and their impact on systemwide outcomes. He has led the design of instructional frameworks and calibration training used in major urban school systems, including DC Public Schools, Baltimore City Schools, Syracuse City School District, and Chicago Public Schools, and previously served as Chief Academic Officer for Alliance College-Ready Public Schools in Los Angeles. Jason has successfully led implementation for hundreds of clients across dozens of states and multiple countries, ensuring effective resource allocation and high-quality delivery at scale. He is the co-author of *Strategic Design for Student Achievement* (Teachers College Press, 2009) and *Coaching for Change* (Insight Education Group, 2008).
- ▶ **Dr. Wendy Amato** | Dr. Amato is the Chief Academic Officer of Teaching Channel, a K12 Coalition Company. Wendy supports educators with resources and tools that support student learning outcomes. She collaborates with education leaders, researchers, and partners who share the mission of teaching for the greater good. Wendy has delivered teacher professional development workshops and student leadership workshops across the U.S. and internationally on five continents. Wendy earned her Master's and PhD in Curriculum and Instruction from the University of Virginia. She holds an MBA from James Madison University in Strategies for Competitive Advantages in Complex Industries. She began teaching in 1991 at Universite Blaise Pascale in Clermont Ferrand, France, has served as a Middle School Administrator, and still teaches at UVA's School of Education.

Partnership Managers

- ▶ **Lisa Rustand** | Lisa is a seasoned Nevada education leader with over two decades of experience in Clark County School District, where she held progressively senior roles in school leadership, administrator professional development, and instructional systems design. As Director of Leadership Development at Clark County School District from 2015 to 2021,

Lisa planned, developed, and implemented comprehensive professional learning programs for aspiring administrators, assistant principals, and student success coordinators across one of the largest school districts in the country. She built mentoring programs for newly appointed administrators, directed research and assessment activities tied to instructional leadership, and established coaching cadres to support administrator growth at scale. As Director in the Office of the Deputy Superintendent from 2021 to 2023, Lisa played a significant role in the development and rollout of the Nevada Educator Performance Framework, facilitating the creation of tools and resources to ensure consistent NEPF implementation across the district, developing systems and structures for districtwide teaching and learning initiatives, and providing direct support for data-driven instruction, purposeful planning, and instructional observation and feedback. Prior to these district-level roles, Lisa served as Principal of Carroll M. Johnston Middle School for eight years, where she led the supervision and evaluation process for teachers and administrators in alignment with Nevada's state evaluation system and increased the school's state performance score by 27 points between 2012 and 2014. Lisa holds a Master's degree in Educational Leadership from the University of Nevada Las Vegas, a Bachelor's degree from the University of Minnesota Moorhead, and completed the Public Education Leadership Project at Harvard University.

- ▶ **Sonya Holdsworth** | Sonya Holdsworth is a seasoned K-12 educational leader with over 30 years of experience in the Clark County School District (CCSD), Nevada's largest school district. She holds a Nevada Professional Administrative License (K-12) and a Nevada Elementary Teaching License (K-8). As School Associate Superintendent, she coached 23 principals on instructional leadership practices that support NEPF implementation, oversaw School Improvement Plans, and led standards-based instructional initiatives across Region 1 schools. As Principal of Joseph Thiriot Elementary, she conducted NEPF-aligned observation cycles with teachers, providing differentiated feedback and coaching that contributed to the school's transformation from low-achieving to a Shining Star and Four Star School. She also served as a Design Team Lead for CCSD's Leadership Development program and holds the NAESP National Principal Mentor Certification.

Analyst

- ▶ **Jessica Wilson** | Jessica Wilson, Senior Analyst at K12 Coalition, will provide project management, data analysis, research, and presentation preparation to support the project team. She manages team capacity, project performance, and service delivery through research and data related to strategic planning and systems review. Her prior experience includes leadership, coaching, and teaching roles such as Director of Academics at the SEED School of Maryland.

Marketing & Recruitment Plan

The objective of this marketing and recruitment plan is to maximize statewide administrator participation across all Nevada districts with targeted outreach to principals, assistant principals, administrators who evaluate licensed educators including teachers and counselors, and OLEP administrators.

Existing Nevada Relationships

iteach is well positioned to execute a high-impact statewide recruitment effort because we are not starting from scratch. We have an ongoing relationship with the Nevada Association of School Administrators (NASA), which gives us direct access to the statewide network of Nevada principals and assistant principals. We maintain an active relationship with the Nevada State Public Charter School Authority, ensuring that charter school administrators are fully included in outreach and recruitment. And through our iteach program and the work described in this application, we have established ongoing relationships at the Nevada Department of Education that will allow us to coordinate recruitment efforts directly with NDE staff and leverage their existing communication channels to reach administrators across all 17 Nevada counties.

Target Audiences and Outreach Strategy

Principals and Assistant Principals. Primary outreach through the Nevada Association of School Administrators network and district superintendent offices. iteach will send personalized program announcements to every Nevada principal and assistant principal via their district email. Introductory webinars will be scheduled during common planning windows to minimize scheduling conflicts.

Counselor Supervisors and Evaluating Administrators. Targeted outreach through district human resources and instructional leadership contacts. Program collateral will explicitly address how the cohort sessions and Teaching Channel content support counselor evaluation under the NEPF.

OLEP Administrators. Direct outreach through the Nevada State Public Charter School Authority and NDE OLEP contacts. Program materials will include role-specific content descriptions to demonstrate relevance to OLEP evaluation responsibilities.

Charter School Administrators. Dedicated outreach through the Nevada State Public Charter School Authority to ensure charter school leaders are fully included in all program components including regional cohort meetings and the Statewide Administrator Summit.

Rural Administrators. Dedicated outreach campaign for administrators in rural Nevada districts. Messaging will emphasize hybrid participation options and asynchronous Teaching

Channel access. iteach will partner with NDE to personally contact superintendents in the most geographically isolated districts.

Marketing and Recruitment Timeline	
Period	Key Activities
April – June 2026 Pre-award planning	Initiate planning with NDE; develop program brand and collateral; begin outreach to the Nevada Association of School Administrators and the Nevada State Public Charter School Authority.
July 2026 Launch preparation	Finalize collateral and registration portal; develop email and social content calendar; personal outreach to all Nevada superintendents via email and phone.
August 2026 Program launch	Announce program via NDE and Nevada Association of School Administrators channels; host two introductory webinars (urban/suburban and rural Nevada); launch social media campaign through iteach channels; begin weekly registration reporting to NDE.
Sept – Dec 2026 Ongoing engagement	Send monthly updates to all registered participants and district leaders; conduct outreach to districts and charter schools with low participation to identify and address barriers.
Jan – Feb 2027 Summit promotion	Launch dedicated Summit marketing campaign; send personal invitations via superintendent offices and Nevada Association of School Administrators; develop Summit agenda and speaker materials for promotional use.
March 2027 Summit	Facilitate Statewide Administrator Summit; administer post-Summit participant survey.
April – May 2027 Close out	Final cohort sessions; distribute post-program survey to all participants and district leaders.
June – July 2027 Final reporting	Deliver final program report to NDE including registration and participation data by district, role, and region.

Logistics Plan

This logistics plan outlines how iteach, in coordination with Lavinia Group and Teaching Channel, will manage the statewide delivery of the Nevada Administrator Professional Development Program during FY27.

01 Regional Cohort Structure	<p>iteach will organize Nevada administrators into regional cohorts based on geographic proximity, district size, and administrator role. Cohort regions will be designed in collaboration with NDE to maximize participation.</p>	
	Southern Nevada Virtual sessions for those in the Las Vegas metro area serving Clark County and surrounding districts	Northern Nevada Virtual sessions for those in the Reno/Sparks area serving Washoe, Lyon, and neighboring districts
	Rural Nevada Virtual sessions to accommodate travel barriers for administrators in geographically isolated communities	Session Cadence Four full-day sessions per cohort across the grant year, building progressively on prior learning
02 Virtual Participation	<p>Administrators will participate via live virtual connection using Microsoft Teams or Zoom. iteach will assign a dedicated virtual facilitator for each session to ensure remote participants are fully integrated into all activities.</p> <p>All session materials will be provided digitally in advance. Participants will complete the same assignments and assessments as in-person participants, ensuring equitable access to the full program experience regardless of location.</p>	
03 Statewide Administrator Summit	<p>The Statewide Administrator Summit will be held in March 2027 in a hybrid format. Up to 150 principals, selected in partnership with NDE to represent schools of greatest need across all Nevada counties, will attend in person at a central Nevada location to be determined. All other participants will attend via live virtual connection with a dedicated virtual facilitator ensuring full integration into all plenary and breakout sessions. The Summit will feature a full day of programming explicitly aligned to the NEPF, TLC standards, and SB460 mandates.</p>	

<p>04 Capacity and Staffing</p>	<p>iteach will assign sufficient staffing to support high-volume statewide training across all three delivery tiers.</p>		
	<p>2-3 Virtual facilitators per regional cohort session</p>	<p>8-10 Staff supporting hybrid Statewide Administrator Summit including in-person and virtual facilitation</p>	<p>60+ Hours of Teaching Channel platform support, Monday through Friday 6:00 AM to 6:00 PM local time, with monitored weekend email coverage</p>

Role Specific Support Overview

This program is designed to meet the specific professional development needs of administrators who evaluate different categories of licensed educators under the NEPF. The following describes how program content and delivery will be differentiated by role.

<p>01 Administrators Who Evaluate Teachers</p>	<p>The majority of regional cohort session content is designed with teacher evaluation as the primary context. Administrators will engage in NEPF calibration activities using classroom observation videos from the Teaching Channel library, practice scoring teacher performance against NEPF instructional standards, develop feedback skills specific to instructional practice, and work through their Problems of Instructional Practice in the context of teacher evaluation and school improvement.</p> <p>The Statewide Administrator Summit will include breakout sessions specifically designed for principals and assistant principals focused on advanced NEPF calibration and SB460 compliance for teacher evaluation.</p>
<p>02 Administrators Who Evaluate Counselors</p>	<p>iteach recognizes that administrators who evaluate counselors face distinct challenges under the NEPF, as counselor evaluation requires a different set of observation skills and content knowledge than teacher evaluation.</p> <p>Regional cohort sessions will include dedicated modules on counselor evaluation, with specific attention to the NEPF standards most relevant to counselor practice. The Statewide Administrator Summit will include a breakout session designed specifically for administrators who evaluate counselors.</p>
<p>03 OLEP Administrators</p>	<p>Administrators responsible for evaluating Other Licensed Educational Professionals face distinct challenges under the NEPF, as these roles require specialized observation protocols and self-assessment tools that differ meaningfully from teacher evaluation. iteach will work with NDE during the Design phase to ensure that OLEP-specific evaluation contexts, including role-specific self-assessment instruments and observation protocols, are reflected in cohort session content and Teaching Channel asynchronous materials. Regional cohort sessions will include dedicated modules on evaluating specialized staff, with explicit attention to student growth measurement and improvement indicators as they apply to non-classroom roles. OLEP administrators will be included in all regional cohort sessions and the Statewide</p>

	<p>Administrator Summit, with dedicated breakout content addressing their specific evaluation responsibilities and the NEPF standards most applicable.</p>	
<p>04 Cross-Role Calibration</p>	<p>One of the most powerful features of this program is the opportunity for administrators evaluating different educator roles to learn alongside one another. Regional cohort sessions will include structured cross-role calibration activities where administrators share observation artifacts and feedback practices across contexts, building a more consistent and rigorous evaluation culture across Nevada schools and districts.</p>	
	<p>In-person cohort sessions Structured norming activities with video scoring, peer discussion, and cross-role artifact sharing</p>	<p>Teaching Channel platform Asynchronous calibration modules and video exemplars differentiated by educator role</p>
	<p>Statewide Summit breakouts Role-specific breakout sessions for teachers, counselors, and OLEP with dedicated facilitators</p>	<p>POIP protocol Each administrator's Problem of Instructional Practice is tailored to their specific evaluation context and role</p>

THE RESULTS

The multipronged design of E3—that includes district- and school-level strategies as well as focused, aligned support for teachers and leaders with the opportunity for districts to share lessons learned across the network—is having a notable impact. The following outcomes are from two external evaluations of the project.

Seeing and Addressing the Disconnect Between Teacher Evaluation and Student Performance

There should be a clear and obvious connection between teacher effectiveness and student performance. Even so, there has been a decades-long disconnect between these two, despite continued attempts to raise awareness (*TNTP, Widget Effect) and strengthen teacher evaluation standards. This disconnect was clearly present to a greater or lesser extent in all of the E3 districts before the start of this grant. Our E3 baseline evaluation report illustrated for district leaders that there was no apparent connection between a given teacher's evaluation score and the academic performance of the students taught by that teacher.

As principals and coaches have begun to focus on what matters most to improve teaching and learning through the E3 levers, we have seen a notable shift in the correlation between teacher effectiveness ratings and student performance. It is promising to see that the work of E3 has already led to stronger correlations between our two most important performance measures, as shown in the graphs on the next page.

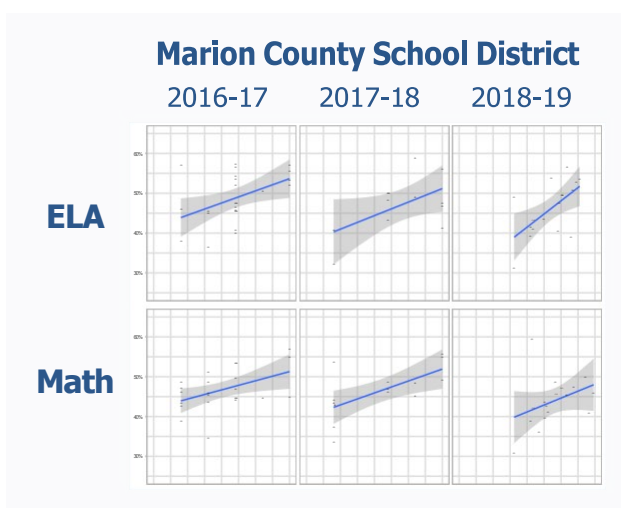
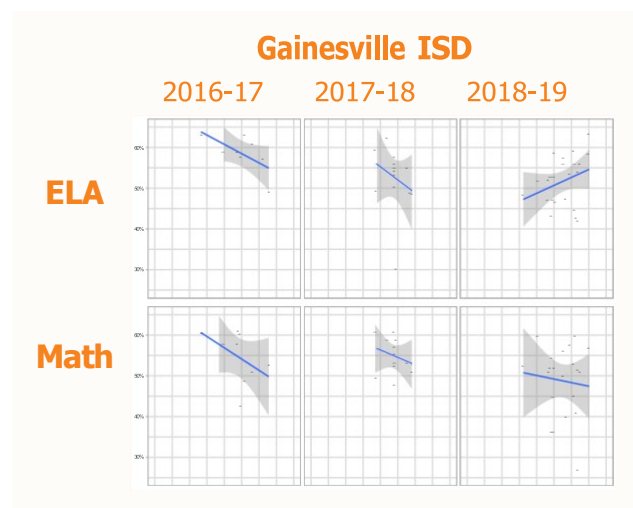
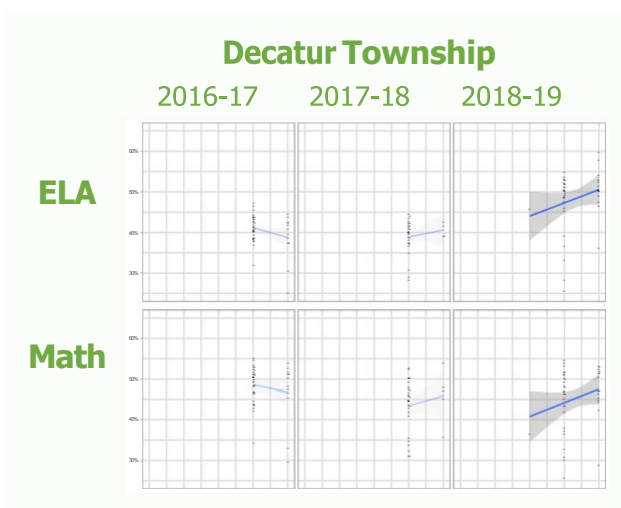
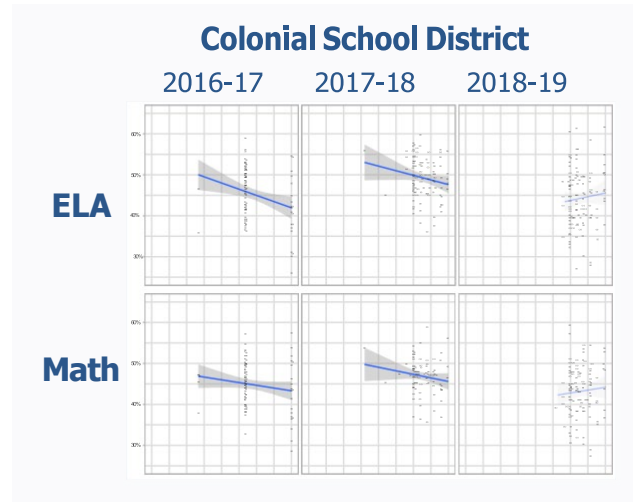
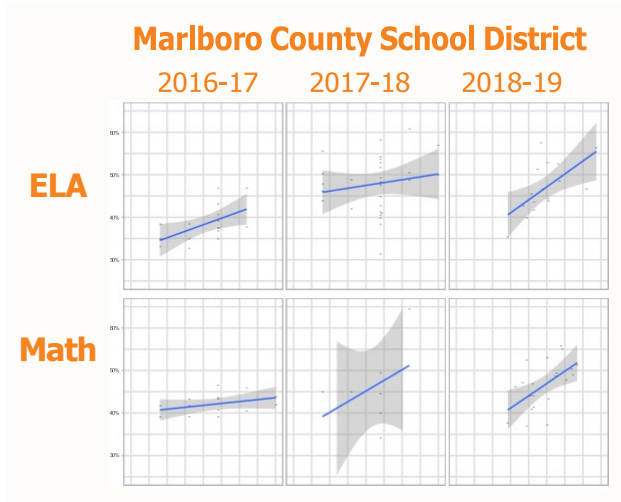


*Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009). *The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness*. Washington, D.C.: The New Teacher Project.



Teacher Effectiveness Ratings and Student Performance

A comparison of correlations by subject and district, over time.



Interpreting this graphic:

As observation scores increase along the vertical (Y) axis, one should reasonably expect the student data to also increase proportionately across the horizontal (X) axis. This correlation would create a 45° line sloping up from left to right. Prior to E3 implementation in 2017, several districts' lines were flat or even sloping down. This downward slope indicates an inverse correlation where those who scored higher on evaluations tended to show less gains on student achievement. In one year of implementing E3, those slopes were changed into positive slopes and districts with slight positive slopes became even stronger.



Question 2 Supporting Materials — Scope of Work and Priority Alignment

- [NEPF Standards and SB460 Program Alignment](#)
- [Session Design Templates for Each Standard](#)
- [Sample Summit Agenda](#)

NEPF Standards and SB460 Program Alignment

The table below illustrates how each of the three mandated priority standards and SB460 calibration requirements are addressed across all three tiers of the iteach program: Regional Cohort Meetings, the Statewide Administrator Summit, and the Teaching Channel Platform.

Standard	Regional Cohort Sessions	Statewide Administrator Summit	Teaching Channel Platform	POIP Protocol	SB460 Alignment
Administrator Standard 4: Structural Systems	<p>Gap analysis of curriculum, instruction, assessment, and resource allocation systems</p> <p>Systems alignment action plan tied to NEPF</p> <p>Pre/post calibration scores on Standard 4 indicators</p>	<p>Breakout sessions on structural systems and school improvement planning</p> <p>Cross-district sharing of systems alignment strategies</p>	<p>Video exemplars of strong structural systems in practice</p> <p>Asynchronous calibration activities tied to Standard 4</p>	<p>POIP process anchored in structural systems challenges identified by each administrator</p>	<p>Evaluation systems aligned to SB460 structural requirements</p> <p>Calibration activities ensure consistent application across districts</p>
Administrator Standard 1: Human Capital and Evaluations	<p>Video-based observation practice using Teaching Channel library</p> <p>Scoring norming activities</p>	<p>Breakout sessions on evaluation practice for teachers, counselors, and OLEP</p>	<p>2,500+ exemplar videos for observation practice, including 500 videos aligned to the Nevada NEPF through a</p>	<p>Each administrator's POIP connected to evaluation practice and human capital development</p>	<p>SB460 evaluation requirements addressed directly in cohort sessions and Summit plenary</p> <p>Norming activities build inter-rater reliability across Nevada districts</p>

	<p>Evaluation conversation role plays</p> <p>Review of NRS 391.685-391.710</p>	<p>Advanced NEPF calibration plenary</p>	<p>partnership with Ed Gate</p> <p>Video submission for peer and coach feedback</p> <p>Growth tracking over time</p>		
<p>Teacher Instructional Practice Standard 4: Metacognitive Strategies</p>	<p>Classroom video analysis using Teaching Channel exemplars</p> <p>Identification of metacognitive indicators in NEPF framework</p> <p>Feedback planning and practice aligned to TIP Standard 4</p>	<p>Breakout sessions on identifying and supporting metacognitive strategies</p> <p>Cross-role discussion of instructional practice observation</p>	<p>Video library of metacognitive instructional practice</p> <p>Asynchronous reflection tools tied to TIP Standard 4 indicators</p>	<p>POIP process may focus on metacognitive strategy implementation in individual schools</p>	<p>Metacognitive strategy observation aligned to SB460 instructional practice requirements</p> <p>Calibration activities build consistency in identifying TIP Standard 4 in classrooms</p>
<p>SB460 Advanced NEPF Calibration</p>	<p>Structured norming activities each session</p> <p>Independent video scoring followed by peer comparison</p> <p>Discrepancy resolution and calibration practice</p>	<p>Opening plenary dedicated to SB460 mandates and statewide calibration expectations</p> <p>Shared calibration experience across all Nevada districts</p>	<p>Asynchronous calibration between sessions</p> <p>Real-time data reporting to NDE on participation and growth</p>	<p>POIP artifacts provide evidence of calibrated evaluation practice over time</p>	<p>SB460 compliance embedded throughout all three program tiers</p> <p>NDE receives monthly status reports and Teaching Channel dashboard data for monitoring</p>

Session Design Templates

The following session design templates outline the objectives, key activities, tools and resources, and assessments for each of the three mandated priority areas. Each session is designed to be delivered during regional cohort meetings and connects explicitly to the NEPF, TLC standards, NRS 391.685-391.710, and SB460 mandates.

Session Design: Administrator Standard 4

Creation and Sustainability of Structural Systems

Objectives

- Examine how curriculum, instruction, assessment, and resource allocation systems interact within the NEPF framework
- Conduct a gap analysis of current structural systems relative to school improvement goals
- Develop a systems alignment action plan tied to the NEPF and district priorities
- Connect structural systems design to consistent, rigorous educator evaluation practice

Key Activities

- Review of structural systems using a research-based protocol; participants examine their own school or district systems against NEPF Standard 4 indicators
- Small group analysis of school-level data to identify gaps between current structural systems and desired outcomes
- Development of a systems alignment action plan connecting curriculum, instruction, assessment, and resource allocation to school improvement goals
- Calibration activity using Teaching Channel video exemplars; participants independently score Standard 4 indicators and compare ratings with colleagues to resolve discrepancies
- Whole group debrief on patterns across schools and districts; facilitated discussion of how structural systems support or hinder consistent evaluation practice

Tools and Resources

- NEPF rubric and Standard 4 indicators
- NDE structural systems guidance documents

- Teaching Channel video library for calibration practice
- Systems alignment action plan template
- School-level data sets provided by participants

Assessment

- Completed systems gap analysis artifact submitted at end of session
- Pre and post calibration scores on NEPF Standard 4 indicators measuring improvement in observation accuracy
- Written systems alignment action plan reviewed and refined at subsequent cohort sessions
- POIP update reflecting how structural systems work connects to each administrator's individual problem of practice

Session Design: Administrator Standard 1

Management of Human Capital and Educator Evaluations

Objectives

- Strengthen administrators' capacity to conduct rigorous, consistent, and growth-oriented educator evaluations aligned to the NEPF
- Develop skills in delivering high-quality, specific, and actionable feedback to teachers and counselors
- Build understanding of NRS 391.685-391.710 evaluation requirements and SB460 compliance expectations
- Practice inter-rater reliability through structured norming activities tied to the NEPF evaluation framework

Key Activities

- Video-based observation practice using the Teaching Channel library; participants watch and score classroom observation videos independently before comparing ratings with colleagues

- Scoring norming activities designed to build inter-rater reliability across the cohort; facilitator leads structured discussion to resolve discrepancies and deepen understanding of NEPF indicators
- Evaluation conversation role plays in which participants practice delivering pre-observation, observation, and post-observation feedback conversations aligned to NEPF standards
- Review of NRS 391.685-391.710 evaluation requirements and SB460 mandates; participants identify specific compliance obligations and connect them to current evaluation practice
- Small group work on developing differentiated feedback for teachers and counselors at different performance levels
- Individual reflection on current evaluation practice and identification of one high-leverage area for growth

Tools and Resources

- NEPF evaluation protocols and Standard 1 indicators
- NRS 391.685-391.710 guidance documents
- SB460 evaluation compliance checklist
- Teaching Channel video observation library
- Evaluation conversation planning template
- Feedback quality rubric aligned to NEPF indicators

Assessment

- Pre and post NEPF calibration scores measuring improvement in inter-rater reliability on observation scoring
- Mock evaluation scoring artifact demonstrating ability to accurately rate educator performance against NEPF standards
- Written reflection on evaluation practice identifying specific growth areas and next steps
- Evaluation conversation planning template completed and submitted for facilitator feedback
- POIP update connecting evaluation practice improvements to each administrator's individual problem of practice

Session Design: Teacher Instructional Practice Standard 4

Supporting Metacognitive Strategies

Objectives

- Build administrators' capacity to identify metacognitive instructional strategies in classroom observations
- Connect observable teacher practice to student self-assessment, learning ownership, and academic growth
- Develop skills in providing specific, targeted feedback to teachers on metacognitive strategy implementation
- Practice calibration on TIP Standard 4 indicators to build consistency in identifying metacognitive strategies across classrooms

Key Activities

- Introduction to metacognitive strategies and their connection to student learning outcomes; participants examine the research base and discuss implications for evaluation practice
- Classroom video analysis using Teaching Channel exemplars; participants watch videos of instruction and identify specific metacognitive strategies tied to TIP Standard 4 indicators
- Calibration activity in which participants independently score metacognitive strategy implementation in video exemplars and compare ratings with colleagues; facilitator leads structured discussion to resolve discrepancies
- Identification of metacognitive indicators within the NEPF instructional framework; participants develop a shared language for describing and evaluating metacognitive strategy use
- Feedback planning and practice in which participants draft specific, actionable feedback for teachers on metacognitive strategy implementation and share drafts with peers for input
- Discussion of how to support teachers in developing and refining metacognitive strategy use over time; participants identify coaching approaches to recommend to their teachers

Tools and Resources

- NEPF Teacher Instructional Practice rubric and Standard 4 indicators
- Teaching Channel video library of classroom instruction featuring metacognitive strategies
- Metacognitive strategy observation checklist aligned to TIP Standard 4
- Observation feedback planning template
- Research summaries on metacognitive instruction and student learning outcomes

Assessment

- Observation artifact submitted via the Teaching Channel platform demonstrating ability to identify metacognitive strategies and connect observations to TIP Standard 4 indicators
- Written feedback plan aligned to TIP Standard 4 indicators showing ability to deliver specific, targeted feedback to teachers on metacognitive strategy implementation
- Pre and post calibration scores on TIP Standard 4 indicators measuring improvement in observation accuracy
- POIP update reflecting how metacognitive strategy support connects to each administrator's individual problem of practice and school improvement goals

Sample Summit Agenda

Nevada Statewide Administrator Summit

Strengthening Leadership, Elevating Practice

Advancing the Nevada Educator Performance Framework Across the State

Date TBD

Hybrid Format · In-Person: Up to 150 Principals (Location TBD) · Virtual: All Other Participants

Hosted by iteach in Partnership with NDE"

Morning Program

7:30 – 8:15 a.m.	Registration and Breakfast
8:15 – 8:30 a.m.	Welcome and Opening Remarks — NDE Office of Teaching and Learning and iteach
8:30 – 9:30 a.m.	<p>Opening Plenary: SB460 and the NEPF — Where We Are and Where We Are Going</p> <p>Moderator: Jason Stricker</p> <p>Nevada district leaders and NDE representatives share statewide progress on NEPF implementation and SB460 compliance, challenges across districts, and the shared vision for evaluation excellence in Nevada schools.</p>

Breakout Sessions — Round 1 | 9:45 – 10:45 a.m.

Please select one session to attend. Rooms will be filled on a first-come, first-served basis. If your first choice is full, please proceed to another room.

Room	Session Title	NEPF Alignment
A	Calibrating for Consistency: Norming on the NEPF Across Your District	Administrator Standard 1
B	From Observation to Action: Building Structural Systems That Support Great Teaching	Administrator Standard 4
C	Seeing Metacognition in the Classroom: What to Look For and How to Respond	TIP Standard 4
D	Evaluation as a Growth Tool: Moving Beyond Compliance to Meaningful Feedback	Administrator Standard 1

E	The NEPF and Counselor Evaluation: What Administrators Need to Know	Administrator Standard 1 / Role-Specific
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Breakout Sessions — Round 2 | 11:00 a.m. – 12:00 p.m.

Please select one session to attend. Rooms will be filled on a first-come, first-served basis. If your first choice is full, please proceed to another room.

Room	Session Title	NEPF Alignment
A	Curriculum, Instruction, and Assessment: Aligning Structural Systems to the NEPF	Administrator Standard 4
B	Resource Allocation as a Leadership Strategy: Connecting Budget Decisions to School Improvement	Administrator Standard 4
C	Coaching Teachers on Metacognitive Strategies: From Feedback to Growth	TIP Standard 4
D	Leading With Data: Using Evidence to Drive Evaluation Conversations	Administrator Standard 1
E	OLEP and the NEPF: Supporting Administrators Who Evaluate in Specialized Contexts	Administrator Standard 1 / Role-Specific

Afternoon Program

12:00 – 1:00 p.m.	Lunch and Networking
1:00 – 1:45 p.m.	<p>Keynote Address: Leading for Equity and Excellence — The Administrator's Role in Building a Culture of Growth</p> <p>Speaker: [TBD]</p>

Breakout Sessions — Round 3 | 2:00 – 3:00 p.m.

Please select one session to attend. Rooms will be filled on a first-come, first-served basis. If your first choice is full, please proceed to another room.

Room	Session Title	NEPF Alignment
A	Advanced NEPF Calibration: Taking Inter-Rater Reliability to the Next Level	Administrator Standard 1 / SB460

B	Strategic Planning for School Improvement: Connecting Systems to Student Outcomes	Administrator Standard 4
C	From Observation to Coaching: Supporting Teachers in Metacognitive Practice	TIP Standard 4
D	Building a Culture of Feedback: How Evaluation Drives Professional Growth	Administrator Standard 1
E	Networking Roundtable: Rural Nevada Administrators — Shared Challenges and Solutions	Cross-Standard / Networking

Closing Program

3:15 – 4:30 p.m.	<p>Closing Plenary: Commitment to Practice — Taking the NEPF Back to Your School</p> <p>Administrators share POIP progress and commitments for the remainder of the grant year. Facilitated reflection on Summit learning and next steps for NEPF implementation across Nevada districts.</p>
4:30 p.m.	Adjourn

Question 3 Supporting Materials — Timeline and Method of Delivery

- [Program Calendar](#) with month-by-month milestones, cohort session dates, Summit date, assessment windows, and reporting deadlines
- [Data Collection and Evaluation Plan](#) outlining every instrument, timing, responsible party, and reporting process

Program Calendar

The following calendar provides a month-by-month overview of all program milestones, cohort session dates, assessment windows, and NDE reporting deadlines across the full grant period of July 1, 2026 through June 30, 2027.

Month	Key Milestones	Cohort Sessions	Assessment Activity	NDE Reporting
April – June 2026	Award notification; initiate Discovery and Design phases; begin NDE alignment sessions; finalize regional cohort groupings; secure venue locations	Cohort planning and regional outreach; registration portal launched	Pre-assessment instruments finalized; LPI and NEPF calibration tools prepared	Initial planning report to NDE
July 2026	Design phase completed; Teaching Channel Platform configured; all training modules reviewed and approved by NDE	Cohort facilitator preparation and onboarding	Pre-assessment instruments distributed to registered participants	Monthly status report to NDE
August 2026	Program launch; regional cohort kickoff sessions held statewide; Teaching Channel access live for all participants	Cohort Kickoff Sessions — All Regions (In-Person and Hybrid)	Pre-assessments administered: NEPF calibration baseline and Leadership Practices Inventory	Monthly status report; registration data by district and role
September – October 2026	Cohort Round 1 sessions; POIP identification and initial planning; Teaching Channel asynchronous modules launch; peer video feedback cycles begin	Cohort Round 1 Sessions — All Regions (In-Person and Hybrid)	POIP identification artifact submitted by all participants; Teaching Channel engagement data collected	Monthly status reports; Teaching Channel dashboard shared with NDE
November – December 2026	Cohort Round 2 sessions; POIP check-ins and progress monitoring; mid-point program review with NDE	Cohort Round 2 Sessions — All Regions (In-Person and Hybrid)	POIP progress update submitted; Teaching Channel peer feedback artifacts reviewed	Monthly status reports; mid-point participation report to NDE

January – February 2027	Cohort Round 3 sessions; Summit agenda finalized with NDE; Summit marketing campaign launched	Cohort Round 3 Sessions — All Regions (In-Person and Hybrid)	Mid-point NEPF calibration assessments administered; LPI mid-point check-in	Monthly status reports; mid-point evaluation data shared with NDE
March 2027	Statewide Administrator Summit — Full Day (Hybrid: Up to 150 In-Person Principals; All Others Virtual)	Statewide Administrator Summit — Full Day (In-Person)	Post-Summit participant satisfaction survey; Summit observation artifact collection	Summit attendance and satisfaction data delivered to NDE
April – May 2027	Cohort Round 4 sessions; POIP final presentations; sustainability planning; post-assessments administered	Cohort Round 4 Sessions — All Regions (In-Person and Hybrid)	Post-assessments administered: NEPF calibration and LPI; POIP final artifacts collected and reviewed	Monthly status reports; post-assessment data shared with NDE
June 2027	Final cohort sessions; program close-out; summative data collection; qualitative data gathered through focus groups and case study interviews	Final Cohort Close-out Sessions — All Regions	Summative evaluation data compiled; focus groups and interviews conducted; Teaching Channel final data export	Preliminary summative report shared with NDE
July 2027	Final programmatic and financial reports submitted to NDE; Teaching Channel data dashboard report delivered; grant period closes	No sessions	Final summative evaluation report completed	Final programmatic report; final financial report; Teaching Channel data dashboard delivered to NDE by July 31

Data Collection and Evaluation Plan

The following plan outlines every data collection instrument used throughout the program, the timing of each collection point, the party responsible for administration, the connection to NEPF mastery, and how results will be reported to NDE. Data collection is embedded across all three delivery modalities (in-Person, hybrid, and virtual/asynchronous) to ensure comprehensive evidence of training effectiveness.

Section 1: Quantitative Measures

Instrument	Timing	Responsible Party	NEPF Connection	Reporting to NDE
NEPF Calibration Assessment	Pre: August 2026 Mid: January – February 2027 Post: April – May 2027	iteach facilitators	Directly measures improvement in administrators' ability to accurately score educator performance against NEPF standards. Pre/post comparison demonstrates growth in observation accuracy across Admin Standard 1, Admin Standard 4, and TIP Standard 4.	Pre, mid, and post scores shared with NDE as part of monthly status reports and summative evaluation report
Leadership Practices Inventory (LPI)	Pre: August 2026 Post: April – May 2027	iteach facilitators	Research-based assessment measuring the frequency with which administrators engage in effective leadership practices. Pre/post comparison tracks growth in instructional leadership competencies aligned to NEPF Administrator Standards 1 and 4.	Pre and post LPI results included in summative evaluation report delivered to NDE in July 2027
Teaching Channel Platform Engagement Data	Monthly throughout grant year	Teaching Channel / iteach	Tracks administrator engagement with asynchronous NEPF calibration activities including videos watched, observation artifacts submitted, peer feedback exchanged, and assignment completion rates.	Monthly Teaching Channel dashboard report delivered to NDE; final cumulative data report delivered July 2027

Participant Satisfaction Surveys	After each cohort session and after the Statewide Administrator Summit	iteach	Measures participant perception of session relevance, quality, and connection to NEPF practice. Used to make real-time adjustments to session content and delivery.	Survey results summarized in monthly status reports to NDE
Cohort and Summit Participation Rates	Tracked at each session	iteach Partnership Manager	Measures administrator participation by district, role, region, and delivery modality. Identifies districts or role groups with low participation for targeted outreach.	Participation data by district and role included in monthly status reports to NDE

Section 2: Artifact-Based Measures

Instrument	Timing	Responsible Party	NEPF Connection	Reporting to NDE
POIP Identification Artifact	Submitted at Cohort Round 1 (September – October 2026)	Administrators / iteach facilitators	Each administrator identifies a specific, observable, and actionable Problem of Instructional Practice connected to NEPF standards. Artifact demonstrates ability to connect school-level data to evaluation practice.	POIP artifacts reviewed by iteach; summary of themes reported to NDE in mid-point evaluation
POIP Progress Updates	Submitted at each subsequent cohort session	Administrators / iteach facilitators	Tracks administrator progress toward solving their POIP across the grant year. Demonstrates sustained application of NEPF learning to school improvement practice.	POIP progress summary included in monthly status reports; final POIP presentations documented in summative report
Scored Observation Artifacts	Produced during each cohort session	Administrators / iteach facilitators	Administrators score instructional videos against NEPF indicators and compare ratings with colleagues. Artifacts demonstrate growth in inter-rater reliability and observation accuracy across all three mandated standards.	Artifact review findings included in mid-point and summative evaluation reports to NDE
Teaching Channel Video Submissions	Between cohort sessions throughout grant year	Administrators / Teaching Channel platform	Administrators record and submit observation or coaching videos for peer and coach feedback. Artifacts demonstrate application of NEPF calibration skills outside of formal cohort sessions.	Video submission rates tracked in monthly Teaching Channel dashboard; examples cited in summative evaluation report
Written Reflection and Feedback Plans	Produced during cohort sessions for each mandated standard	Administrators / iteach facilitators	Written artifacts for each standard — systems gap analysis (Admin Standard 4), evaluation conversation planning (Admin Standard 1), and feedback plan (TIP Standard 4) — demonstrate mastery of NEPF evaluation practice.	Artifact completion rates reported to NDE; examples included in summative evaluation report

Section 3: Qualitative Measures

Instrument	Timing	Responsible Party	NEPF Connection	Reporting to NDE
Focus Groups	June 2027	iteach evaluators	Structured focus groups with administrator participants explore the perceived impact of the program on NEPF practice, evaluation confidence, and school improvement. Provides context for quantitative findings.	Focus group findings included in summative evaluation report delivered to NDE in July 2027
Case Study Interviews	June 2027	iteach evaluators	In-depth interviews with a representative sample of administrators across regions and roles document specific examples of NEPF mastery and program impact on evaluation practice and school outcomes.	Case study summaries included in summative evaluation report delivered to NDE in July 2027
Summative Evaluation Report	July 2027	iteach	Comprehensive report integrating all quantitative and qualitative data sources to provide NDE with a complete picture of program effectiveness, NEPF mastery, and administrator professional growth across the grant year.	Delivered to NDE by July 31, 2027 alongside final programmatic and financial reports

Subrecipient:	iteach U.S., LLC	Project Number:	N/A
UEI (SAM):	NDN9YRLGZMV5	Project Title:	Regional Professional Development Programs Administrator Funds
Vendor Number:	VEN25918	FISCAL YEAR	FY 27 NDE Use Only
Federal/State Project Title:	Regional Professional Development Programs Administrator Funds	Budget Code:	
Check one below:		Category	
Budget:	X	GL:	
Amendment:		CAN Number:	
		Job Number:	

OBJECT	DESCRIPTION	INSTRUCTION	SUPPORT	TOTAL
100	Employee Salaries	\$ -	\$ -	\$ -
200	Employee Fringe Benefits	\$ -	\$ -	\$ -
300	Purchased Professional Services	\$ -	\$ 77,850.00	\$ 77,850.00
400	Purchased Property Services	\$ -	\$ 8,000.00	\$ 8,000.00
500	501 Student Fees	\$ -	\$ -	
	510 Student Transportation & Travel	\$ -	\$ -	
	530 Communication & Connectivity	\$ -	\$ -	
	540 Advertising	\$ -	\$ -	
	550 Printing & Binding	\$ -	\$ 1,500.00	
	560 Student Tuition Reimbursement	\$ -	\$ -	
	565 Tuition to Postsecondary Schools	\$ -	\$ -	
	580 Staff Travel	\$ -	\$ -	
	500 Other Purchased Services	\$ -	\$ -	
	Total 500	\$ -	\$ 1,500.00	\$ 1,500.00
600	610 Non-IT Related, Lower Value	\$ -	\$ -	
	612 Non-IT Related, Higher Value	\$ -	\$ -	
	650 IT Related, Lower Value, < 1 yr useful life	\$ -	\$ -	
	654 IT Related, Lower Value, > 1 yr useful life	\$ -	\$ -	
	652 IT Related, Higher Value	\$ -	\$ -	
	620 Energy/Utilities	\$ -	\$ -	
	640 Books & Periodicals - General	\$ -	\$ -	
	641 Textbooks - Instructional	\$ -	\$ -	
	651 Software - Installed on Device	\$ -	\$ -	
	653 Web Based - Accessed via Internet	\$ -	\$ 12,500.00	
	Total 600	\$ -	\$ 12,500.00	\$ 12,500.00
800	810 Dues and Fees (Staff Fees only)	\$ -	\$ -	
	890 Other Miscellaneous	\$ -	\$ -	
	Total 800	\$ -	\$ -	\$ -
Subtotal 100 - 600 & 800		\$ -	\$ 99,850.00	\$ 99,850.00
893 Indirect Cost	Approved Rate: %	\$ -	\$ -	\$ -
700	730 Equipment Above \$5,000/ unit (incl. 731, 732, 734)	\$ -	\$ -	\$ -
	Total 700	\$ -	\$ -	\$ -
900 Other	900 Other Items	\$ -	\$ -	\$ -
	Total 900	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ 99,850.00	\$ 99,850.00

Signature:	Adam Hall	Date:	4/2/2026
	Signature of Authorized Sub-grantee Representative		
Name/Title:	Adam Hall, President & CFO		
	Print Name and Title of Authorized Sub-grantee Representative		

** Indirect Cost Rates must be approved by the NV Department of Education (NDE) **before** the subrecipient may budget for and charge those costs to the grant. **Indirect cost is allowed for Federal Grant Awards only.**

DEPARTMENT OF EDUCATION USE ONLY	
Program Staff Initial	Date Approved
Grant Unit Staff Initial	Date Approved

Instruction (Function Code 1000 Only)

Subrecipient: iteach U.S., LLC

Project No: N/A

Project Title: Regional Professional Development Programs Administrator Funds

Fiscal Year: FY 27

A	B	C	D	E	F	
Object Code 100	EMPLOYEE SALARIES	FTE	Quantity OR %	Per Unit Amount	Total Amount	Budget Summary Object Total
100	Enter Titles/Roles Below:				\$ -	
					\$ -	
					\$ -	
					\$ -	
NARRATIVE:						
					100 TOTAL	\$ -
Object Code 200	EMPLOYEE FRINGE BENEFITS	FTE	Avg. Rate (%)	Per Unit Amount	Total Amount	Budget Summary Object Total
200	Enter Titles/Roles Below:				\$ -	
					\$ -	
					\$ -	
					\$ -	
250	Tuition Reimbursement for Staff				\$ -	
					\$ -	
					\$ -	
NARRATIVE:						
Standard fringe benefits rates.						
					200 TOTAL	\$ -
Object Code 300	PURCHASED PROFESSIONAL SERVICES	FTE	Quantity	Per Unit Amount	Total Amount	Budget Summary Object Total
310	Official/Administrative Services				\$ -	
					\$ -	
					\$ -	
					\$ -	
320	Professional Educ. Services				\$ -	
					\$ -	
					\$ -	
					\$ -	
330	Employee Training & Develop.				\$ -	
					\$ -	
					\$ -	
					\$ -	
340	Other Professional Services				\$ -	
					\$ -	
					\$ -	
					\$ -	
350	Purchased Technical Services				\$ -	

Nevada Department of Education

351	Data-Processing & Coding				\$ -	
					\$ -	
					\$ -	
					\$ -	
NARRATIVE:						
					300 TOTAL	\$ -
Object Code 400	PURCHASED PROPERTY SERVICES		Quantity	Per Unit Amount	Total Amount	Budget Summary Object Total
410	Utility Services				\$ -	
					\$ -	
432	Tech. Related Repairs/Maintenance				\$ -	
					\$ -	
440	Leases				\$ -	
					\$ -	
443	Rentals of Computers & Related Equipment				\$ -	
					\$ -	
450	Construction Services				\$ -	
					\$ -	
NARRATIVE:						
					400 TOTAL	\$ -
Object Code 500	OTHER PURCHASED SERVICES		Quantity	Per Unit Amount	Total Amount	Budget Summary Object Total
501	Student Fees				\$ -	
					\$ -	
					\$ -	\$ -
510	Student Transportation & Travel				\$ -	
					\$ -	
					\$ -	\$ -
530	Communication & Connectivity				\$ -	
					\$ -	
					\$ -	\$ -
540	Advertising				\$ -	
					\$ -	
					\$ -	\$ -
550	Printing & Binding				\$ -	
					\$ -	
					\$ -	\$ -
560	Student Tuition Reimbursement				\$ -	
					\$ -	
					\$ -	\$ -

Nevada Department of Education

565	Tuition to Postsecondary Schools				\$ -	\$ -
					\$ -	\$ -
580	Staff Travel				\$ -	\$ -
					\$ -	\$ -
500 (Other)	Other Purchased Services				\$ -	\$ -
					\$ -	\$ -
NARRATIVE:						
					500 TOTAL	\$ -
Object Code 600	SUPPLIES		Quantity	Per Unit Amount	Total Amount	Budget Summary Object Total
610	Non-IT Related, Lower Value (\$999 or less)				\$ -	\$ -
					\$ -	\$ -
612	Non-IT Related, Higher Value (\$1,000-\$4,999)				\$ -	\$ -
					\$ -	\$ -
650	IT Related, Lower Value (\$999 or less) & less than 1 yr useful life				\$ -	\$ -
					\$ -	\$ -
654	IT Related, Lower Value (\$999 or less) & more than 1 yr useful life				\$ -	\$ -
					\$ -	\$ -
652	IT Related, Higher Value (\$1,000-\$4,999)				\$ -	\$ -
					\$ -	\$ -
620	Energy/Utilities				\$ -	\$ -
					\$ -	\$ -
640	Books & Periodicals - General				\$ -	\$ -
					\$ -	\$ -
641	Textbooks - Instructional				\$ -	\$ -
					\$ -	\$ -
651	Software - Installed on Device				\$ -	\$ -
					\$ -	\$ -
653	Web Based - Accessed via Internet				\$ -	\$ -
					\$ -	\$ -
NARRATIVE:						

						600 TOTAL	\$ -
Object Code 800	DEBT SERVICE & MISC.		Quantity	Per Unit Amount	Total Amount	Budget Summary Object Total	
810	Dues & Fees (Staff Fees only)				\$ -	\$ -	
890	Other Miscellaneous Expenditures				\$ -	\$ -	
NARRATIVE:							
						800 TOTAL	\$ -
Subtotal Objects 100 - 600 & 800						\$ -	\$ -
Approved Indirect Cost Rate %							0.00
Object Code 700	PROPERTY & CAPITAL ASSETS		Quantity	Per Unit Amount	Total Amount	Budget Summary Object Total	
730	Equipment Above \$5,000 per unit				\$ -	\$ -	
731	Machinery Above \$5,000 per unit				\$ -	\$ -	
732	Vehicles Above \$5,000 per unit				\$ -	\$ -	
734	Technology-Related Hardware Above \$5,000 per unit				\$ -	\$ -	
700 (Other)	Other Property & Capital Assets				\$ -	\$ -	
NARRATIVE:							
						700 TOTAL	\$ -
Object Code	OTHER ITEMS (Temporary use only,		Quantity	Per Unit Amount	Total Amount	Budget Summary	
971	Pass through to Districts				\$ -		
972	Pass through to Charter Schools				\$ -		
973	Pass through to Other Entities				\$ -		
NARRATIVE:							
						900 TOTAL	\$ -
						GRANT TOTAL	\$ -

Support Services (All Other Non-Instructional Function Codes)

Subrecipient: iteach U.S., LLC

Project No: N/A

Project Title: Regional Professional Development Programs Administrator Funds

Fiscal Year: FY 27

A	B	C	D	E	F	
Object Code	EMPLOYEE SALARIES	FTE	Quantity OR %	Per Unit Amount	Total Amount	Budget Summary Object Total
100	Enter Titles/Roles Below:				\$ - \$ - \$ - \$ -	
	NARRATIVE:					
				100 TOTAL		\$ -
Object Code	EMPLOYEE FRINGE BENEFITS	FTE	Avg. Rate (%)	Per Unit Amount	Total Amount	Budget Summary Object Total
200	Enter Titles/Roles Below:				\$ - \$ - \$ - \$ -	
250	Tuition Reimbursement for Staff				\$ - \$ - \$ -	
	NARRATIVE:					
	Standard fringe benefits rates.					
				200 TOTAL		\$ -
Object Code	PURCHASED PROFESSIONAL SERVICES	FTE	Quantity	Per Unit Amount	Total Amount	Budget Summary Object Total
310	Official/Administrative Services				\$ - \$ - \$ - \$ -	
320	Professional Educ. Services	1.00 1.00 1.00	6.5 4 1	\$ 3,150.00 \$ 5,906.25 \$ 30,000.00	\$ 20,475.00 \$ 23,625.00 \$ 30,000.00 \$ -	
330	Employee Training & Develop.				\$ - \$ - \$ - \$ -	
340	Other Professional Services				\$ - \$ - \$ - \$ -	
350	Purchased Technical Services	1.00	1	\$ 3,750.00	\$ 3,750.00	

					\$ -	
					\$ -	
351	Data-Processing & Coding				\$ -	
					\$ -	
NARRATIVE:						
Contracted professional educational services for development and delivery of a statewide						
					300 TOTAL	\$ 77,850.00
Object Code 400	PURCHASED PROPERTY SERVICES		Quantity	Per Unit Amount	Total Amount	Budget Summary Object Total
410	Utility Services				\$ -	
					\$ -	
432	Tech. Related Repairs/Maintenance				\$ -	
					\$ -	
440	Leases		1	\$ 8,000.00	\$ 8,000.00	
					\$ -	
443	Rentals of Computers & Related Equipment				\$ -	
					\$ -	
450	Construction Services				\$ -	
					\$ -	
NARRATIVE:						
Rental of conference space to support hybrid delivery of the Statewide Administrator Summit, enabling in-person collaboration and statewide alignment on NEPF calibration and SB460 implementation.						
					400 TOTAL	\$ 8,000.00
Object Code 500	OTHER PURCHASED SERVICES		Quantity	Per Unit Amount	Total Amount	Budget Summary Object Total
501	Student Fees				\$ -	
					\$ -	
					\$ -	\$ -
510	Student Transportation & Travel				\$ -	
					\$ -	
					\$ -	\$ -
530	Communication & Connectivity				\$ -	
					\$ -	
					\$ -	\$ -
540	Advertising				\$ -	
					\$ -	
					\$ -	\$ -
550	Printing & Binding		150	\$ 10.00	\$ 1,500.00	
					\$ -	
					\$ -	\$ 1,500.00
560	Student Tuition Reimbursement				\$ -	
					\$ -	
					\$ -	\$ -
565	Tuition to Postsecondary Schools				\$ -	
					\$ -	

580	Staff Travel				\$ -	\$ -
					\$ -	
					\$ -	\$ -
500 (Other)	Other Purchased Services				\$ -	\$ -
					\$ -	
					\$ -	\$ -
NARRATIVE:						
Printing and binding of training materials and evaluation artifacts to support administrator participation in NEPF calibration activities and cohort-based learning.						
					500 TOTAL	\$ 1,500.00
Object Code	SUPPLIES		Quantity	Per Unit Amount	Total Amount	Budget Summary
600						Object Total
610	Non-IT Related, Lower Value (\$999 or less)				\$ -	\$ -
					\$ -	
					\$ -	\$ -
612	Non-IT Related, Higher Value (\$1,000-\$4,999)				\$ -	\$ -
					\$ -	
					\$ -	\$ -
650	IT Related, Lower Value (\$999 or less) & less than 1 yr useful life				\$ -	\$ -
					\$ -	
					\$ -	\$ -
654	IT Related, Lower Value (\$999 or less) & more than 1 yr useful life				\$ -	\$ -
					\$ -	
					\$ -	\$ -
652	IT Related, Higher Value (\$1,000-\$4,999)				\$ -	\$ -
					\$ -	
					\$ -	\$ -
620	Energy/Utilities				\$ -	\$ -
					\$ -	
					\$ -	\$ -
640	Books & Periodicals - General				\$ -	\$ -
					\$ -	
					\$ -	\$ -
641	Textbooks - Instructional				\$ -	\$ -
					\$ -	
					\$ -	\$ -
651	Software - Installed on Device				\$ -	\$ -
					\$ -	
					\$ -	\$ -
653	Web Based - Accessed via Internet		150	\$ 83.33	\$ 12,500.00	\$ -
					\$ -	
					\$ -	\$ 12,500.00
NARRATIVE:						

Provision of Teaching Channel platform access to support asynchronous NEPF calibration, video-based observation practice, peer feedback, and real-time data reporting to NDE on participant engagement and evaluation accuracy							
				600 TOTAL			\$ 12,500.00
Object Code 800	DEBT SERVICE & MISC.		Quantity	Per Unit Amount	Total Amount	Budget Summary Object Total	
810	Dues & Fees (Staff Fees only)				\$ -	\$ -	-
890	Other Miscellaneous Expenditures				\$ -	\$ -	-
NARRATIVE:							
				800 TOTAL			\$ -
Subtotal Objects 100 - 600 & 800					\$ -	\$ 99,850.00	
Approved Indirect Cost Rate		%					0.00
Object Code 700	PROPERTY & CAPITAL ASSETS		Quantity	Per Unit Amount	Total Amount	Budget Summary Object Total	
730	Equipment Above \$5,000 per unit				\$ -	\$ -	-
731	Machinery Above \$5,000 per unit				\$ -	\$ -	-
732	Vehicles Above \$5,000 per unit				\$ -	\$ -	-
734	Technology-Related Hardware Above \$5,000 per unit				\$ -	\$ -	-
700 (Other)	Other Property & Capital Assets				\$ -	\$ -	-
NARRATIVE:							
				700 TOTAL			\$ -
Object Code	OTHER ITEMS (Temporary use only,		Quantity	Per Unit Amount	Total Amount	Budget Summary	
971	Pass through to Districts				\$ -		
972	Pass through to Charter Schools				\$ -		
973	Pass through to Other Entities				\$ -		
NARRATIVE:							
				900 TOTAL			\$ -
GRANT TOTAL						\$ 99,850.00	