

APPENDIX

GRANTS DEVELOPMENT AND ADMINISTRATION:

5% Salary Bonus for Nationally Certified and Licensed Speech Pathologists

The purpose of this funding is to provide a 5% salary increase for Licensed Speech Pathologists employed during the 2008-09 school year if they hold national certification.

5% Salary Bonus for Nationally Certified School Counselors and School Psychologist

The purpose of this funding is to provide School Counselors and School Psychologists employed during the 2008-09 school year a 5% salary increase if they hold national certification as identified by the Commission on Professional Standards.

5% Salary Increase for Nationally Certified School Library Media Specialists

The purpose of this funding is to provide School Library Media Specialists employed during the 2008-09 school year a 5% salary increase if they hold national certification and licensure as identified by Senate Bill 166, Section 2.

Adult High School Leadership

The funds from this grant will provide enhanced career and technical training opportunities through the following: completing a high school diploma program; developing employability skills; exposure to the local job market; learning about trade unions and their role in acquiring training and employment; and developing life-long skills to acquire and maintain economic self-sufficiency.

The grant funds will provide enhanced learning opportunities, intensive instruction in life skills, and provide student supplies for students otherwise unable to participate in the career & technical classes due to financial hardship. The career & technical classes include a dual credit option with the local community college. The school has a seven year track record of serving out of school youth. With funding from the Adult High School Leadership Grant, the school will be able to expand those services to include vital experiences in the "High Growth Jobs" area as identified in the President's High Growth Job Training Initiative. Desert Rose Adult High School will also work with the Education Services Division to ensure that at-risk populations in credit retrieval programs, behavior schools, prisons, juvenile and court schools, and community English language learners are referred to the program.

APEDP - Bunker Elementary

Through participation in the Alternative Program of Education Disruptive Pupil (APEDP) Pilot, Bunker Elementary School seeks to establish the Bunker Elementary School Teaching and Targeted Learning Center (BEST-TLC). This pilot will have two major goals: reducing the severely disruptive behavior and raising the academic achievement of identified students in grades 3-5. The program will be coordinated and implemented by a full time counselor with the assistance of the Bunker Literacy specialist, math strategist, administration and teaching staff. BEST-TLC will include three components: behavior modification, counseling lessons, and differentiated instruction in a small group setting outside of the regular classroom. Active parent/guardian involvement through education and communication will be an integral factor for student success.

APEDP - Miley Achievement Center

Alternative Program of Education Disruptive Pupil (APEDP) funding for the 2007-08 and 2008-09 school years will establish the Commitment to Change Program at Miley Achievement Center. This pilot will allow students to receive additional assessment, instruction and support, during and outside of the traditional school day. The program intends two significant outcomes. First, the pilot will decrease the number of teacher initiated discipline referrals resulting in student removal from class. Second, participation in the pilot will increase the prevalence of appropriate behavior on the school campus, thereby establishing a learning environment that is consistently conducive to academic achievement.

APEDP - Southwest Behavior

This program targets students who display recurring disciplinary problems. This program will allow for a disciplinary plan to include detention, in-house suspension, and community service. The program will provide suspended students with an in-house or after-school program whereby academic and character skills would be emphasized. There will also be a counseling aspect, which mandates parent participation and focuses on behavior modification.

Carl D. Perkins IV

The Carl D. Perkins Career and Technical Education Act of 2006 funds career and technical education programs that are of sufficient size, scope, and quality to be effective. The district uses these funds to improve the Agriculture, Food and Natural Resources, Architecture and Construction, Arts, Audio-visual, Technology and Communications, Business, Management and Administration, Finance, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law, Public Safety and Security, Transportation, Distribution and Logistics programs in each high school. Funds are used to support curriculum enhancement, professional development, work-based learning, and program improvement.

Clean School Bus USA

This project will focus on reducing idling and idle emissions through training for bus drivers newly employed with the district. The district will retrofit 97 school bus diesel engines to reduce particulate matter, carbon monoxide, and hydrocarbons. To accomplish this, the district will utilize a combination of diesel oxidation catalysts and crankcase filters. Retrofit equipment that is included on the Environmental Protection Agency's (EPA) Verified Retrofit Technology list or verified by EPA to provide a combined minimum emissions reduction of 30% are being used in this project.

Desert Rose Works Las Vegas (SNWIB)

Youth ages 17-24, who are attending or will be recruited to attend Desert Rose High School, will be served through an all-inclusive environment for success to include job readiness, paid employment, life skills, leadership and community service opportunities, academic and career classes, supportive teachers and counselors, role models from the community, uniforms and tools, lunch, bus passes, and connections to other needed services. The services and activities will include assessment of student needs and barriers, academic classes for credit retrieval and proficiency test preparation, life strategies teamwork, workplace and etiquette, goal setting, dress for success, communication, and ethics), community service and involvement, hands-on job training with pay, and bridges between the summer work program and jobs in the real world.

Early Childhood Education Comprehensive Plan

The goal of the Early Childhood Education Comprehensive Plan (ECECP) program is to provide quality, developmentally appropriate educational opportunities for pre-kindergarten aged children who are educationally at risk or who have been identified as special needs students. Program classes are operated at various elementary school locations throughout the district. Additional sites are operated through partnerships with three community-based pre-schools. All program sites offer extensive parent education programs. ECECP teachers have also benefited from the program by participating in workshops and trainings specifically focused on pre-kindergarten classrooms, at risk children, and children with special needs. A longitudinal study tracks students who have participated in this program in order to document on-going literacy development into the students' kindergarten year.

Early Reading First

The goal of Early Reading First is to improve the school readiness of young children, especially those from low-income families, by providing support for existing early childhood education programs serving preschool-age children so they may become preschool centers of educational excellence. The district's Preschool Achievement Centers of Excellence (PACE) promotes language and literacy at four school sites that currently hold Title I funded preschool programs for three- and four-year old children: Kermit Booker, Kit Carson, Matt Kelly, and Wendell Williams elementary schools.

Education Executive Leadership - Earmark

The Education Executive Leadership Program will provide the school empowerment teams with professional development activities designed to strengthen their skills around the five autonomies afforded to empowerment schools: governance, budget, staffing, instruction, and time. Teams will participate in a two-day seminar prior to the beginning of the 2008-09 and 2009-10 school years. Speakers will offer sessions that include follow-up with the school empowerment teams 3-4 times during the school year through job shadowing and school visitations facilitated by the project manager.

The key goals of the Education Executive Leadership Program are:

Goal 1: The district will coordinate professional development designed specifically for the five autonomies available to Empowerment Schools in meeting accountability measures.

Goal 2: The unique curriculum for each of the empowerment schools will be aligned with the systemic reform initiatives recommended by the U.S. Department of Education and the Nevada State Department of Education so that, by the end of the project period, all project schools will be classified as "Meets Standards" or "Exceeds Standards" by the Nevada State Department of Education and Proficient or Advanced under No Child Left Behind (NCLB).

Funding is requested for personnel including one project manager, administrative stipends, teacher extra-duty pay, and fringe benefits; out-of-district consultant payments and facility rental for professional development workshops; travel to visit other locations implementing the Empowerment concept; printing of professional development materials; supplies; and indirect costs.

Enhancing Education Through Technology-Competitive

The goal of this project is to increase the use of instructional technology in core content classrooms and enhance instruction while efficiently streamlining current resources. To accomplish this, cadres of teachers are prepared to serve as trainers.

Full Day Kindergarten

Assembly Bill 563 provides funding for the continuation and expansion of full-day Kindergarten, with the expectation that schools in which at least 55% of the pupils are eligible for free and reduced-price lunch will have the opportunity to provide full-day Kindergarten to their eligible students. Grant Funds authorized through this bill have been awarded to fund full-day Kindergarten programs in 348 classrooms. Funds will be utilized to pay teacher salaries and benefits .

Gang Resistance Education and Training

The Gang Resistance Education and Training (G.R.E.A.T.) Program will be implemented at the Charles I. West Preparatory Academy. Four GREAT program components that will be addressed include: a core middle school component, 6-week elementary curriculum; a 6-session family component; and a summer component. Components will be implemented in West Prep's elementary and middle school classrooms (grades 4, 5, and 6). This program is intended to decrease gang affiliation by program participants thereby increasing student safety on and off the school campus. With an increase in student safety, student achievement in school is expected to improve.

GEAR UP

The vision of the GEAR UP program is to change the culture of schools located in economically disadvantaged communities so that students are prepared academically and have the resources to attend and succeed in college. Students from the original nine middle schools who were selected to participate in the GEAR UP Program in fiscal 2007 based upon academic need are: Cannon MS, Cortney MS, Findlay MS, Fremont MS, Keller MS, Knudson MS, O'Callaghan MS, Robison MS, and Woodbury MS and will matriculate to the following high schools: Basic, Chaparral, Del Sol, Desert Pines, Eldorado, Las Vegas, Legacy, Mojave, and Valley. The GEAR UP program aims to raise expectations of teachers, administrators, and parents while increasing academic proficiency of students. Students will be provided with academic support to increase proficiency in the areas of math, English, language arts, and science. Students in the 9th grade cohort at the schools served will be offered the following services: counseling and advising that includes an Individual Learning Plan (ILP) to assure students have an opportunity to understand how high school courses correlate to post-secondary opportunities, exploration of career interest, access to tutoring in math, language arts, and science, mentoring provided by high school or college students, access to college preparatory courses through rigorous preparation in math and language arts, community and parent night events that focus on academic achievement, post-secondary opportunities, financial aid, and college campus visits to gain familiarity with college offerings and opportunities. Additionally, staff development will target specific and identified needs as outlined in the School Improvement Plans (SIPs) and research based understanding of the unique experiences that occur as students matriculate from middle school to high school.

IDEA: District Improvement Plan

This grant is inclusive of two separate initiatives, an Early Childhood Outcomes Assessment project, as well as a Response to Intervention pilot project.

Early Childhood Outcomes Assessment: The district has taken specific steps in an effort to comply with the new Office of Special Education Programs requirement that every state document the percent of preschool children with IEPs who: improve social emotional skills; acquire and use knowledge and skills; and use appropriate behaviors to meet their needs. Toward that end, each Early Childhood teacher will conduct ongoing, observational assessments using the Creative Curriculum Developmental Curriculum (CCDC) on-line assessment system. Approximately 500 teacher and speech pathologists as well as approximately 5,000 students will benefit from this program.

Response to Intervention (RTI) Pilots: Staff members from Valley High, Cambeiro Elementary, Herron Elementary, and Dearing Elementary Schools will be trained to serve as the Instructional Consultation (IC) facilitators at their sites. These IC facilitators will work closely with the district's Project IMPROVE Facilitator/Trainer and the Nevada Department of Education to develop and implement a Response to Intervention (RTI) system for assessing and meeting the academic and behavioral needs of individual students. This intervention system will be developed in accordance with the work of Dr. Todd Gravois and associates. Additionally, a project facilitator will be provided to work closely with the four IC schools and coordinate a larger RTI pilot utilizing AIMS Web software to benchmark the progress of students at 31 schools throughout the district.

Inside American History Program (TAH) Teaching American History

The overall goal of the "Inside American History Program" is to raise student achievement by improving teacher knowledge, understanding, and appreciation of American history. This program will serve up to 900 elementary school teachers serving grades 3rd through 5th in the provision of professional development.

JASON Project

The JASON Project is a program conducted through a nonprofit subsidiary of the National Geographic Society. JASON connects young students with great explorers and events to inspire and motivate them to learn science. Its core curriculum units are designed for 5th-8th grade classrooms, but are flexible enough to be adapted for higher or lower grades.

Johnson/O'Malley Grant

All Johnson O'Malley (JOM) students must be members of an American Indian Tribe or Alaska Native, be at least 1/4 blood of a descendent of a member of an American Tribe which is eligible for special programs and services provided by the United States.

Program will reinforce students' cultural heritage through speakers, demonstrations, and presentations, provide additional resources through school supplies and backpacks and provide parent advisory group with training through a consultant to better utilize JOM funding.

Local Plan -Disabilities Education Act

Funding is provided through the Individuals with Disabilities Education Act, Part B, Public Law 101-476, to assist school districts in the initiation, expansion, and improvement of programs for the education of children with disabilities. Children who deviate educationally, physically, mentally, emotionally, and/or socially from "normal" are provided programs and services to afford them an opportunity to develop their potential. In accordance with federal regulations pertaining to the education of children with disabilities, populations of unserved and underserved children are identified.

NeCoTIP - Communication and Problem Solving Using Lesson Study (CAPSULEs)

Communication and Problem Solving Using Lesson Study (CAPSULEs) is a collaborative effort of faculty in both the College of Education and College of Sciences at the University of Las Vegas, Nevada (UNLV) and the faculty and administration of Robert Lunt Elementary. The primary focus will be on a) developing teachers' content and pedagogical knowledge of and through the problem solving and communication strands in the Nevada Mathematics standards; b) enhancing teachers' understanding of how students learn and communicate mathematics; and c) increasing students' problem-solving and communication skills, resulting in higher student achievement, especially on problems requiring constructed responses. The project incorporates three components: lesson study, after-school meetings and online discussions, and summer institutes. Lesson study is designed to expand teachers' knowledge of content and pedagogy through participation in an adaptation of professional development process described by Stigler and Heibert (1999) as a potential explanation for achievement differences between American and Japanese students. After-school study groups and online discussions will provide teachers opportunities to debrief and expand on lesson study, mathematical content, and pedagogy. A summer institute will extend teachers' content knowledge via a problem solving approach and will provide teachers with time to collaboratively design lessons and prepare for implementation of lesson studies during the year. Classroom teachers, school content specialists, and UNLV personnel will be involved in all three components.

NeCoTIP - Intensive Content Area Literacy Professional Development

The district was invited to continue to work in partnership with the University of Nevada, Las Vegas (UNLV) on a project entitled "Intensive Content Area Literacy Professional Development Through Teacher Learning Communities in Three Middle Schools." Teacher leaders (two per school site) at Mack, Cannon, and Orr Middle Schools will be working with a professional development community model organized by three university instructors. They will, in turn, work with interested teachers at their school sites to infuse content area literacy practices and strategies with a potential target group of thirty-two teachers.

Nevada Driver Education Curriculum & Certification Project

The Nevada Driver Education Curriculum & Certification Project will reduce serious deaths and injuries by motor vehicle crashes, especially for teen drivers, through the implementation of a program to improve driver education programs in Clark County and in the State of Nevada. An advisory committee will be formed to collaborate and work with consultants to develop and implement a standardized Nevada Driver Education Curriculum and engage in curriculum mapping. This project will provide professional development for driver education teachers. Additionally, the project will assist with the development of a three-credit university class leading to driver education teacher certification. This course will initially be delivered via traditional face-to-face instruction, but will also be delivered in an online format in the final year of the proposed project. Various instructional resources for teachers to use with their students will be provided to all district high schools.

Newcomer Academy - Del Sol High School

The mission of the Newcomer Academy at Del Sol High School is to create an environment enriched with academics that will increase student achievement and enhance the lives of the families in the community. The Academy is a small learning community designed for students with Limited English Proficiency (LEP). This school-within-a-school serves Del Sol's ethnically diverse student body. The Fund for the Improvement of Education (FIE) grant will be used to expand educational opportunities for the English Language Learners (ELL) at Del Sol. One additional teacher and two bilingual (Spanish) instructional assistants will be hired to support non-English speakers

in the Newcomer Academy. Teachers and assistants use the High Quality Sheltered Instruction (HQSI) model to assist students with language acquisition and academic attainment. The FIE funds will assist the Newcomer Academy at Del Sol in meeting the following goal:

The goal of the Newcomer Academy at Del Sol is to provide new arrivals to the United States with intensive English instruction in an environment that parallels the general education instructional curriculum so students can increase English acquisition concurrently with grade level content in the areas of math, language arts, science, social studies, technology, and physical education.

Non-Title School Support Team

The No Child Left Behind Act of 2001 stipulates that schools failing to make adequate yearly progress (AYP) for four years in a row are subject to corrective action. It is the State's responsibility to provide support and assistance to local education agencies to assist schools in building capacity to increase the opportunity for all students to meet the State's academic content standards and student academic achievement standards.

Each of the 80 eligible schools shall establish a School Support Team composed of persons knowledgeable about scientifically based research and practices on teaching and learning; successful school-wide projects; school reform; and improving educational opportunities for low-achieving students. It is the responsibility of the Nevada Department of Education to provide team leaders for these school support teams established at each of the schools as a corrective action. It is the committee's responsibility to review the school improvement plan and assist in developing recommendations for improving student achievement. Meetings will be held throughout the school year and on-going reviews of the status of implementation of the school plan will be conducted. Grant funding will provide teacher extra duty to compensate committee members for hours worked outside of their contracted day, as well as, substitute teacher pay to be utilized to cover classes when committee members must meet during the regular school day.

Peer Mediation & Conflict Resolution

Funding for Peer Mediation supports individual schools for training and for the establishment or expansion of peer mediation and conflict resolution programs. The five individual schools funded for this 2-year program include: Bailey Middle, Jeffers , Dondero, Hayden, and Cambeiro Elementaries.

Project (MIST) Mathematics Integrated with Science using Technology

The goal of this Mathematics and Science Partnership – Project MIST (Mathematics Integrated with Science using Technology) -- is to produce a leadership group of highly qualified mathematics and science teachers, grades five through eight, who are poised to address issues related to student achievement. Project MIST incorporates mathematics and science content, distance education, teacher-led professional learning communities, and ongoing professional development based on teacher needs and student achievement. Using the model developed for Project PASS (Promoting Academic Success in Students), a comprehensive and integrated approach emphasizing education and sustained professional development for teams of mathematics and science teachers will be applied with four major annual activities: a) a two-week summer institute focusing on mathematics and science content knowledge, b) online graduate coursework, c) professional learning communities, and d) site-based action research.

Reading First

The key goals of the district's Reading First plan are to: 1) improve reading skills of students in grades K-3; 2) design appropriate and comprehensive professional development programs for target schools; 3) provide teachers with training, classroom materials and support to realize effectiveness in literacy programs; 4) monitor and reinforce good professional practices to achieve literacy goals; and 5) communicate Reading First experiences to K-3 teachers throughout the district. Reading First schools were selected according to the percentage of students scoring in the bottom quartile in reading on the Iowa Tests of Basic Skills, percentage of students receiving free/reduced lunch, and the receipt of little to no external funding. The following elementary schools currently participate in the district's Reading First program: E.W. Griffith, Harley Harmon, Edna F. Hinman, Doris M. Reed, Richard Rundle, Hal Smith, Vegas Verde, Howard Wasden, Elbert Edwards, William K. Moore.

Refugee School Impact Aid

Funded through the Office of Refugee Resettlement, this program assists refugee students in the transition to American culture. The district, Ethiopian Community Development Council, and Catholic Charities of Southern Nevada partner in the provision of services for refugee students through in-school and after-school programs. Grant funding will support refugee students through the provision of after-school tutoring, needed school supplies, translation of school forms, and interpreters for registration and parent conferences, and field trips to cultural and educational places of interest in the community. Del Sol High, Orr Middle, and Valley High are the targeted sites for school-based programs as they have the highest populations of refugee students to be served.

Response to Instruction (RTI) Progress Monitoring

The district is currently developing a district-wide model for establishing comprehensive, school-based intervention systems to improve educational outcomes for all students. Under this “Response to Instruction” model (RTI), focus is placed on maximizing student access to high quality, standards-based instruction and research-based interventions within the general education program. The RTI model is intended to focus more resources on delivery of effective instruction, early intervening services for at-risk students, data based instructional planning and decision making, and an overall reduction in students identified and needing special education services

This subgrant will stimulate the development of comprehensive universal screening, progress monitoring, and intervention documentation practices in select schools representing the five regions and the Superintendent’s Schools. Toward this end, project staff will implement the following:

1. Adequately train staff in appropriate implementation, data analysis, and evaluation of student progress within the model
2. Implement screening practices (i.e., fall, winter and spring benchmarking) and routine progress monitoring practices for students
3. Increase data based decision making regarding the instruction and intervention needs for students
4. Provide sufficient ongoing training and technical support to institutionalize universal screening, progress monitoring, intervention documentation, and data based decision making practices in participating schools

RTI Collaborative Conference

Leadership at the NDE has acknowledged that high-quality professional development is essential to the development and implementation of the RTI model. With this in mind, the NDE has encouraged the district to provide leadership and organizational assistance in the development of a statewide RTI Collaborative Conference, featuring nationally recognized educators. Through the proposed grant application, the district will host a two day conference to be held in Las Vegas during the month of June 2009. The primary audience will be school psychologists from throughout the state, but the conference will also be open to other educators as well. In order to encourage participation from districts across the state, the NDE will provide funding for travel stipends to educators from outlying districts.

Safe Routes To School

This project will develop and implement programs that examine conditions around schools and conduct projects and activities that improve safety and reduce traffic and air pollution in the vicinity of schools. The goal of this pilot initiative is to increase the numbers of and enhance the safety of students who walk or bicycle to project schools. Twenty-three elementary and six middle schools are included in the project and were identified utilizing the following identifiers as primary factors for the need to implement a Safe Routes to Schools Program; 1) schools that have a high population of students who currently walk or bicycle to school, and/or 2) schools that have a high degree of traffic congestion at or around the school facility during drop-off and pick-up times.

Safety Lockup Program-(JAG) Federal Justice Assistance Program

This grant will provide bicycle helmets and locks for students and provide safety programs to educate children on traffic and school safety.

Salary Incentives for Licensed Educational Personnel

Funding was authorized by Assembly Bill 1 during the State Legislature’s 2007 special session to be used for school districts within the state eligible to apply for the funds to establish a program of incentive pay for licensed teachers, school psychologists, school librarians, school counselors and administrators employed at the school level, which must be designed to attract and retain those employees. Additionally, the incentive program must be negotiated pursuant to chapter 288 of NRS and must include, without limitation, the attraction and retention of: Licensed teachers, school psychologists, school librarians, school counselors, and administrators employed at the school level and have been employed in that category for at least five years; and teachers who hold an endorsement in the field of math, science, special education, English as a second language, or other area of need as specified by the State Superintendent of Public Instruction.

School-Based Student Drug-Testing

This is a three-year project to reduce alcohol and substance abuse among student athletes through implementation of a student drug-testing program at eight district high schools. The high schools selected for this program are: Eldorado, Mojave, Centennial , Foothill, Green Valley, Durango, Desert Pines, and Del Sol.

The program proposed in this application includes the following components:

- (1) July 1, 2008 – December 31, 2008: A six-month planning period whereby the seven high schools currently without a drug-testing program will form a committee composed of school staff, district administrators, parents, and community partners. The committees

at each high school will determine if sufficient school, parental, and community support exists within the high school community and, if so, will generate school-specific random drug-testing procedures for their respective school sites. Green Valley High's program will continue during this period; and

(2) January 1, 2009 through June 30, 2011: The second phase of program implementation is the commencement of random drug-testing of athletes at the seven new sites, and continuation of random drug-testing at Green Valley High.

Sewell Neighborhood Educational Center (SNEC)

The Sewell Neighborhood Education Center (SNEC) facility will provide educational, language, cultural, and technological services. SNEC will provide a centralized location within the community for needed educational resources, technological opportunities, and a place for families to learn together. The center will be the link between the school and other community resources.

Signing Bonus for Teachers Program

Funding was authorized by the 2007 State Legislature for signing bonuses in the amount of \$2,000 to be paid to newly hired teachers during the 2008-09 school year. The Teacher Signing Bonus Program will continue the stipulations of Senate Bill 427, which was passed by the 2001 Legislature.

Employees classified with an assignment code of either 700 – administration or 800 – special services are not eligible for the Teacher Signing Bonus Program. Only employees classified with an assignment code of 100 – elementary, 200 – grades 9 through 12, 300 – grades 7 and 8, 400 and 500 – occupational, or 600 – special education are eligible for the program. The four basic criteria for receiving the bonus are:

1. A teacher may not receive more than one signing bonus.
2. A teacher must teach as least 30 days before he/she can receive the bonus.
3. A teacher who taught for a school district or charter school during the 2007-08 school year, and subsequently transfers to another district in the state is not eligible to receive the bonus.
4. A teacher who returns to teaching after one or more years of interrupted service, and has never received a signing bonus, will be eligible for the bonus.

Signing Bonuses for Teachers of the Deaf or Hard of Hearing

The 2007 State Legislature appropriated \$5,000 to be used for signing bonuses to newly hired teachers of the deaf or hard of hearing. These funds are to be used to pay qualified new teachers a \$1,000 bonus. The eligible teachers for the Teachers of Deaf or Hard of Hearing program are required to meet the eligibility established by Assembly Bill 2, Section 7, from the 2007 special legislative session.

Special Education Mentoring & Retention Facilitator Grant

The district faces tremendous challenges in recruiting and retaining sufficient special education teachers to provide services for students with disabilities. The research helps us to understand that if those teachers who are hired for special education positions can be retained, many of the challenges we face in recruiting sufficient numbers of teachers would be resolved. The research is also very clear that assigning mentors to first, second, and third year teachers is among the most influential factors in whether a teacher will remain in his or her teaching position. New special education teachers need a high quality induction on district procedures, as well as, on-going mentoring in planning, instruction and assessment strategies. These experiences will empower teachers to successfully assume professional responsibilities. In order to accomplish the district's goal to retain more special education teachers, this subgrant will provide funds to hire a mentor trainer to provide training and guidance to site level mentors who in turn will support new special education teachers.

Special Education Early Childhood

The goal of this program is to address the needs of children with disabilities before they are eligible to enter first grade. The funding also enables the district to implement a continuum of placement options that address the least restrictive education environment.

The goals and objectives for the proposed program are to:

1. Enable young children with disabilities to begin schooling as early as possible to mitigate the effects of their disabilities, as required by federal law.
2. Provide provision for parent training, identification, and implementation of specific early childhood special education curriculum.
3. Provide staff training in special education procedures and instructional techniques.
4. Develop and implement a plan for dissemination of information to the public regarding early childhood education.

Special Olympics Nevada

This project will foster the development of a comprehensive Special Olympics program that services Special Education students with developmental disabilities. The Special Olympics Project Facilitator's responsibilities include: (1) to increase the participation of eligible students in the school-based Special Olympics program; (2) to organize and manage the Unified Sports program (competition for students with disabilities and non-disabled peers); (3) to recruit, train, and manage school district coaches and volunteers; (4) to administer, in cooperation with Special Olympics, Nevada, the training program for coaches ensuring that each coach is trained and prepared for events; (5) to ensure that all athletes are receiving a quality training program; (6) to organize competitions for trained athletes; maintain the school training and competition calendar; (7) to act as the curriculum consultant to the Adapted Physical Education staff and Student Support Services; (8) to conduct in-service training on Special Olympics at staff development days; (9) to develop a transition plan for secondary students to move from school-based programs into Special Olympics programs; (10) to disseminate information on community-based Special Olympic programs and enable access for students to participate in regional and state championships; (11) to coordinate annual budget with Special Olympics, Nevada. Prepare all paperwork including event reports and year-end summaries; and (12) to collaborate with other community agencies.

Starlab Portable Planetariums

Problem solving and critical thinking are two abilities widely considered important outcomes of education. The GATE Program continues to emphasize critical thinking and problem solving by implementing a curriculum that focuses on integrating technology. During the 2008-09 school year, the GATE Department implemented a high quality robotics curriculum, empowering students to expand their knowledge of science through the use of research, problem-based learning, critical thinking, and questioning. Lego Mindstorms curriculum will provide an environment that fosters critical thinking and problem solving skills which align with recent areas of emphasis from the United States Department of Education on the promotion of science, technology, engineering, and mathematics.

Substance Abuse Prevention McCall Elementary

This proposed initiative seeks to build upon this ongoing partnership, utilizing State Prevention Infrastructure funds to implement or expand the following initiatives: Parent Patrol; Summer Academy; parent involvement fairs; Second Step Violence Prevention Program; and Saturday School. Through these initiatives, the program will positively impact approximately 536 students and their families each year, achieving the following program objectives:

1. Increase student academic skills as evident on CRT's or other test measures by 10%.
2. Increase student social skills as evident by a decrease of 10% on parent conferences for discipline based upon fiscal 2006-07 data with a compounding decrease of 5% every year after.
3. Increase awareness of protective factors (Developmental Assets) by 10% as measured by pre and post tests or assessments.
4. Increase parent and community involvement in the Parent Patrol by 5% as measured by sign-in sheets or logs.

Targeted Assistance Grant (TAG)

This grant will share evidence-based reading instructional practices for beginning readers through an outreach project with Nevada districts that were ineligible for the award. The grant will also allow the district to build capacity and develop sustainability plans to deliver high quality scientifically-based reading instruction. Additionally the grant will provide enhancements to activities that are ongoing and described in Nevada's approved Reading First grant.

The Readiness And Emergency Management For Schools Program

This program aims to strengthen the readiness and emergency management preparedness programs. The primary mission of this program is to ensure student safety by developing stronger school-based crisis plans; developing new and/or improved district prevention, mitigation, preparedness, and recovery plans; provide more training and practice opportunities to school staff; and improve communication with parents and students about emergencies.

Title I Neglected or Delinquent

The High Desert State Prison - Medium, High School Assistance Program will provide inmate students at the High Desert State Prison - Medium High School (Youthful Offender Program) with: 1) a hands-on environment to apply math, science, language, music, and vocational classroom skills, 2) a means to earn high school credit via GED and academic classroom instruction to fulfill all requirements for a high school diploma, 3) earn vocational skills and certification (where appropriate) in culinary arts, horticulture, automotive, HVAC, computer technology, and industrial technology, and 4) provide teachers with the tools and training necessary to achieve educational success with this exclusive population.

Title I Sec 1003(g) School Improvement Plan

The proposed Title I School Improvement Program incorporates area service center (ASC) level plans specific to the demographics and achievement data of individual campuses as well as district-wide initiatives headed by the Department of Research and School Improvement (RSI) and the Curriculum and Professional Development Department. The ASC proposals will coordinate professional development and extra instructional time to target the School Improvement Plan (SIP) goals and achievement needs specific to individual schools. Much of this will be accomplished through additional instructional hours provided through a combination of after-school tutoring, Saturday school, summer school, and intersession's, providing direct instruction to struggling students. ASC planning teams will primarily work to refine and expand existing curriculum. Additionally, ASC 4 proposes to augment existing curriculum by training instructional staff in the Capturing Kids' Hearts program for character education.

Title II-A Teacher and Principal Training & Recruiting

This is an entitlement grant that provides funding to local education agencies in accordance with educational needs and priorities that are consistent with the improvement of instruction through teacher and administrative training within the twelve projects listed in the three areas specified in the legislation: Teacher & Administration Training - (1) Math/Science;; (2) Social Studies; (3) English/Language Arts Literacy; (4) Leadership; (5) New Teacher Induction; (6) Curriculum & Professional Development; (7) Research and Accountability; (8) Equity & Diversity Education; (9) Achievement Via Individual Determination (AVID); (10) District Improvement Process, and Recruitment - (11) High Quality Teachers; and, (12) Recruitment.

Title II-D Enhancing Education Through Technology-Formula

This project supports programs that accelerate the implementation of educational technology plans to enable schools to integrate technology fully into school curricula. The Enhancing Education Through Technology (EETT) program addresses the following goals: (1) all teachers will have the training and support they need to help all students learn through computers and the Internet; and, (2) effective and engaging software and online resources will be an integral part of every school curriculum.

Title III English Language Learner

This grant is used to assist all second language learners to become proficient in English. The six projects are designed to assist the students at all grade levels. Professional development, dual immersion, elementary education, secondary education, assessment, and parent involvement are the six projects.

Title IV-21st Century Community Learning Center Grants

The 21st Century Community Learning Center (CCLC) programs are designed to help children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. Academic programs and activities provided for students through the grants include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes in drama, music, cooking and gardening.

The programs are supervised by the Director of Wraparound Services. The Director works with Grants Development and Administration to ensure that the goals and objectives of the enrichment and after school programs align with School Improvement Plans (SIP) and, in turn, align with the district's improvement plan. The grant facilitator supports the current after school program sites. The facilitator also provides program support to site leaders and building administration on all program issues.

The following schools have qualified for CCLC grants during fiscal 2009-10:

Rex Bell Elementary	Reynaldo Martinez Elementary	James Fremont Middle
William Bennett Elementary	Owen Roundy Elementary	Frank Garside Middle
Elbert Edwards Elementary	Lewis Rowe Elementary	William Orr Middle
Ruth Fyfe Elementary	Chester Sewell Elementary	J D Smith Middle
George Harris Elementary	C P Squires Elementary	Cowan Sunset High
Fay Herron Elementary	Wendell Williams Elementary	Laughlin High
Matt Kelly Elementary	Marlon Brown Middle	Moapa Valley High
Robert Lunt Elementary	James Cashman Middle	

Title IV-A Safe & Drug-Free Schools

Student achievement and success are influenced by personal and social factors. Personal and social domain strategies incorporate the idea of "asset development" by helping students build external assets such as support, empowerment, boundaries, and constructive use of time; and internal assets such as commitment to learning, positive values, social competencies, and positive identity. The counseling component of the Safe & Drug-Free Schools (SDFS) Program addresses violence and substance abuse prevention from the personal and social domain perspective. The Guidance and Counseling Services Department oversees this component of the program. Three full-time outlook counselor positions provide specialized counseling services for student populations at three high-risk middle schools. Each counselor is assigned exclusively to one high-risk middle school to provide individual and group counseling. The SDFS

office oversees other components of this program. Prevention Education will continue through the implementation of research-based classroom curriculum, peer mediation, and prevention clubs at school sites. Prevention Strategists work with school administrators and staff to assess and target site-based needs for prevention programs. Problem identification and referrals for students found to have substance abuse and/or violence related issues are supported through the Student Assistance Program, the Substance Abuse Awareness Program, and services provided by a threat assessment counselor.

Title V Innovative Education Program Strategies

Innovative Education Grant fund a variety of activities that explore new and different ways to promote student achievement and school success. These projects are developed and implemented based on student needs and encourage the use of research-based strategies and best practices to positively affect schools. The results of many of these pilot projects can assist with determining the direction of future programming and instruction.

Title VII Indian Education

Funding is made available through the No Child Left Behind Act, Title VII, Part A, for programs to assist American Indian and Alaska Native students. The following activities will be conducted during the project period: (1) Native American Indian students throughout the county who qualify under Title VII will be identified; (2) students from elementary, middle, and high schools determined to be in need of tutorial services in accordance with established selection criteria will be targeted for such services; (3) before or after-school tutoring is available to qualified Title VII students; (4) cultural awareness activities will be scheduled districtwide for American Indian and Alaska Native students that enhance and support academic achievement; and (5) a college tour for qualifying students and parents will participate in the project through the Clark County Indian Education Parent Committee.

Youth Risk Behavior Survey Program (YRBS)

The purpose of the Nevada YRBS is to identify the level of health risk behaviors that Nevada middle and high school students are practicing. The results are intended to be used in decision-making processes to develop and deliver effective prevention education and services, and to reduce the prevalence of those high risk behaviors which threaten the health and well-being of Nevada children and adolescents. Nevada administered the survey in 1993, 1995, 1997, 1999, 2001, 2003, 2005, and 2007 and has always obtained “weighted” data that can be generalized to all public high school students in the state. For the second time, Nevada has middle school trends analysis data comparing 2003 with 2005 and 2007. Though the YRBS has been administered by the NDE since 1993, there have been limited systematic procedures established to educate staff, community, and parents regarding the YRBS results and its implications for health-related behaviors, education, and policy. The district has developed the following performance measures for the proposed program:

1. A middle school survey was developed to acquire a baseline for future surveys which will continue to include such questions, and will include all middle schools, not just a sample. Local survey administration will also be expanded to include alternative and detention schools, which house many of the district’s most at-risk students;
2. Professional development for administrators, counselors, school nurses, and teachers will continue regarding the use of the YRBS survey results such that 90% of those who participate will indicate that it provided participants with content knowledge and factual information that will promote instructional activities that help students address risky versus healthy behaviors; and
3. At least three methods of dissemination will be utilized to share results of the YRBS survey (i.e. web page, brochure, and professional development).

Zone Safety Coordinator

This grant funds the salary of the Traffic Zone Safety Coordinator. The Coordinator will develop and assist with implementation of school safety education programs, act as staff for the district’s traffic safety task force, and serve as the Southern Nevada Coordinator for the Safe Routes To School Program. Funding is provided by the Department of Public Safety’s Office of Traffic Safety.