

## Appendix

### **5% Salary Bonus for Nationally Certified and Licensed Speech Pathologists**

The purpose of this funding is to provide a five percent salary increase for licensed speech pathologists that are employed during the 2011-12 school year, and 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 2011-12 school year a five percent 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 a five percent salary increase to school library media specialists that are employed during the 2011-12 school year, in addition to holding national certification and licensure as identified by Senate Bill 166, Section 2.

### **Advanced Placement Program - Test Fee Payment Program**

This program funds a portion of the test fees for qualifying low-income students taking the International Baccalaureate (IB) exams.

### **American Recovery and Reinvestment Act (ARRA) - Communities Putting Prevention To Work**

Communities Putting Prevention to Work is a consortium initiative between the Southern Nevada Health District (SNHD) and multiple partners including the Science, Health, and Foreign Language Department of the District, made possible by the ARRA. The goal of this initiative is to reduce risk factors, prevent/delay chronic disease, promote wellness in children and adults, and provide positive, sustainable health change in communities. The SNHD was successful in obtaining the ARRA grant funds for a two-year project and anticipates funding consortium partners from July 1, 2010, through March 18, 2012. Communities Putting Prevention to Work will address one of the leading preventable causes of death and disability, namely tobacco use, by expanding the use of evidence-based strategies and programs, and mobilizing local resources at the community level. The District will participate in this initiative by hiring one K-12 Wellness Project Facilitator who will develop and distribute professional development opportunities, prevention strategies and information for parents, and classroom lesson plans and activities. Cooperation with schools, areas, appropriate committees, community organizations, and the Teacher Health Trust will increase awareness of various wellness topics with a focus on tobacco prevention.

### **American Recovery and Reinvestment Act (ARRA) - Individuals with Disabilities Education Act (IDEA) Part B**

The goal of Individuals with Disabilities Education Act (IDEA) funds under the ARRA is to provide an unprecedented opportunity for local education agencies to implement innovative strategies to improve outcomes for infants,

toddlers, children, and youth with disabilities while stimulating the economy.

These funds are subject to the same spending restrictions and regulatory guidelines as other IDEA funds. As such, the purpose of this project is to ensure that all children with disabilities have available to a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

### **American Recovery and Reinvestment Act (ARRA) - Pathway Project**

The Enhancing Education Through Technology (EETT) project entitled "Pathway to Nevada's Future Technology" grew out of the Nevada Technology Plan in the spring of 2009 and Statewide concern about student engagement and achievement. Funds are used to develop and implement a technology professional development program that will help Nevada teachers address the needs of 21st century students through the framework of the revised Nevada Technology Standards. These standards align with the National Educational Technology Standards for Students. The professional development modules from the Pathway Project will be available for teacher and administrator training after the end of the project. The Pathway Project will also provide participating classrooms with technology in packages that can be used for future budgeting, planning, and technology integration. In addition, this project will provide employment for personnel and extra-duty pay for participating trainers and participants. The overall goal of the "Pathway to Nevada's Future Technology" project is to increase technology integration in Nevada classrooms, providing students with 21st century learning experiences. Anticipated outcomes are to: 1) change teacher behavior through online, collaborative professional development regarding technology integration; and 2) determine packages of effective classroom technology resources and professional development for planning and budgeting purposes.

### **American Recovery and Reinvestment Act (ARRA) - Solar Photovoltaic Project**

This grant supports the installation of 50 kilowatt (kW) solar photovoltaic systems at five schools within the District. The five schools included in this project are all one-story elementary schools with adequate flat roof areas. They will accommodate the 50kW solar photovoltaic systems to include the necessary invertors and connections to existing electrical systems as well as necessary metering to meet NVEnergy requirements.

The Facilities Division installed the Solar Photovoltaic systems at Dickens Elementary (built 2007/62,568 sq. ft.), Givens Elementary (built 2004/79,020 sq. ft.), Smalley Elementary (built 2007/63,485 sq. ft.), Roundy Elementary (built 2007/62,568 sq. ft.) and Bailey Elementary (built 2007/62,568 sq. ft.). These schools were chosen with consideration of their current roof areas and their level of energy efficiency.

### **American Recovery and Reinvestment Act (ARRA) - Special Education Early Childhood**

The purpose of these one-time funds is to stimulate the economy in the short-term, while investing in Nevada's long-term special education goals. The Individuals with Disabilities Education Act (IDEA) Stimulus Funds will be used to improve the performance of students with disabilities as defined by the federally-required indicators and performance targets in Nevada's State Performance Plan and in accordance with the statutory and regulatory requirements of IDEA, Part B. The indicators specifically addressed in the grant are to improve cognitive and social outcomes for preschool children, and improve parental involvement in their children's special education programs. The primary ARRA priorities are to improve student achievement through school improvement and reform by establishing pre-kindergarten data systems that track progress and foster continuous improvement; to make improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need; and to provide intensive support and effective interventions for the lowest-performing schools. The project will measure the quality of literacy and learning environments, including teacher effectiveness, at each school site, and subsequently provide focused professional development for teachers in response to assessment results. The intent is to demonstrate continuous improvement in programming over time.

**American Recovery and Reinvestment Act (ARRA) - Title I School Improvement Grant (SIG) Sec 1003(g) Cohort 1** Funding is provided under Title I, Section 1003(g) of the Elementary and Secondary Education Act to support school improvement activities in persistently lowest-achieving schools that have been identified as In Needs of Improvement, in corrective action, or restructuring under Title I. The United States Department of Education appropriated federal flow-through, formula-based funding for this grant under the Consolidation Appropriations Act of 2009, and funding from the American Recovery and Reinvestment Act (ARRA) Fiscal Year 2009 Title I appropriation. The District has selected two schools under this SIG Cohort I grant - Kit Carson Elementary and Rancho High by implementing intervention strategies to improve academic achievement.

**American Recovery and Reinvestment Act (ARRA) - Title I School Improvement Grant (SIG) Sec 1003(g) Cohort 2** Funding is provided under Title I, Section 1003(g) of the Elementary and Secondary Education Act to support school improvement activities in persistently lowest-achieving schools that have been identified as In Needs of Improvement, in corrective action, or restructuring under Title I. The U.S. Department of Education appropriated federal flow-through, formula-based funding for this grant under the Consolidation Appropriations Act of 2010, and carryover funding from the American Recovery and Reinvestment Act (ARRA) Fiscal Year 2009 Title I appropriation. The District has selected four schools under this SIG Cohort 2 grant - Hancock Elementary, Chaparral High, Mojave High, and Western High by implementing intervention strategies to improve academic achievement.

### **Bulletproof Vest Partnership**

Funding has been provided by the U.S. Department of Justice to assist with the purchase of bulletproof vests to enhance law enforcement officer safety as part of the Bulletproof Vest Partnership Grant. The District Police Department will advance the safety of its officers in and around schools throughout the District by purchasing bulletproof vests through this grant program.

### **Career and Technical Education (CTE) - Competitive**

The 2011 Nevada Legislature authorized funding through the Governor's budget for Career and Technical Education (CTE) programs. Funds are allocated through a competitive grant process whereby funds for each program area are available. Funding is to be used for the expansion and improvement of programs in six program areas: agriculture, business and marketing, family/consumer science, health science/public safety, information/media technology, and trades and industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.

### **Career and Technical Education (CTE) - Allocation**

The 2011 Nevada Legislature authorized funding through the Governor's budget for CTE programs. Funds are allocated to schools within school districts through a formula based on per student counts. Funding is to be used for the expansion and improvement of programs in six program areas: agriculture, business and marketing, family and consumer science, health science and public safety, information and media technology, and trades and industry. Enhancement and improvement of programs are to be in accordance with the Nevada Program Quality Criteria, which is the Nevada CTE program evaluation instrument.

### **Carl D. Perkins Career and Technical Education (CTE) - Base Grant**

The Carl D. Perkins CTE Act of 2006 provides formula funds for CTE programs that are of sufficient size, scope, and quality to be effective. These funds are used 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 high schools. Support for curriculum enhancement, professional development, work-based learning, and program improvement is included.

### **Carl D. Perkins Career and Technical Education (CTE) - Corrections**

Funding was approved through the U.S. Department of Education and the Carl D. Perkins CTE Act of 2006 through the Nevada Department of Education for the purpose of implementing a CTE program at the Spring Mountain Youth Camp. Funding is used to implement an entrepreneurial venture incorporating all elements of a small school-based enterprise to provide an educational opportunity for incarcerated youth.

**Carl D. Perkins Career and Technical Education (CTE) - Reserve Grant**

Competitive funding was made available through the Carl D. Perkins CTE Act of 2006 to develop innovative science programs that support the program quality criteria contained in Nevada's CTE Skills for Employment and Lifelong Learning Initiative. Funding was approved to develop a health science program at Western High which as part of the Science, Technology, Engineering, and Math (STEM) Academy which opened during the 2011-12 school year as part of the Title I School Improvement Grant Section 1003(g) Cohort 2. Funding provided one licensed teacher for health science courses at Western High. Funding also provided textbooks, laptops for research and project presentations, and supplies.

**Carol M. White Physical Education Program**

The District will implement the federally-funded Carol M. White Physical Education Program administered by the U.S. Department of Education's Office of Safe and Drug-Free Schools. The three year project, entitled "Be Fit, Get Healthy" is an initiative that will provide 14 middle and elementary schools with the necessary support to implement physical education programs that are focused on health and wellness; provide nutritional education; conduct a strong family and community involvement component; incorporate non-traditional physical education activities; involve fitness assessment; and teach students to set personal health and fitness goals. The intent is to encourage students to adopt regular and enduring physical activity practices and healthy eating habits and be able to meet the five established Nevada State Physical Education Content Standards. The project will provide extensive professional development for teachers, physical fitness activities outside of the school day for students, research-based nutrition and physical education curricula, family fitness nights, and necessary PE equipment, materials, and supplies. The District has partnered with Vegas PBS, Partners for a Healthy Nevada, and the Southern Nevada Health District and these entities will serve on a "Be Fit, Get Healthy" Steering Committee along with other stakeholders including students, parents, teachers, project facilitators, support staff, site administrators, District administrators, university faculty, and additional business/community members. Diverse membership will be highly encouraged. The committee will engage in an ongoing, continuous cycle of planning, implementation, monitoring, evaluation, and reflection in order to ensure a highly successful outcome to this project.

The primary goal for this project is to increase the percentage of secondary students served by the grant who engage in 225 minutes of moderate to vigorous physical activity per week; and to increase the percentage of elementary students served by the grant who engage in 150 minutes of moderate to vigorous physical activity per week. The second goal is that physical education teachers will have the necessary equipment and professional development needed to teach using a standards-based approach. Goal three is that students will improve their individual nutritional knowledge and nutritional habits.

**Common Core Summer Institute: Las Vegas (C2SI: Las Vegas)**

The Common Core Summer Institute: Las Vegas (C2SI: Las Vegas) project is a professional development opportunity through the Math and Science Partnership (MSP) Program funded by Title II Part B of the No Child Left Behind Act (NCLB) of 2001. The project will promote mathematics achievement for students at the elementary and middle school levels. Through collaborative efforts between the District and UNLV, project participants will experience and explore research-based strategies, methodologies, and meaningful content connections to develop a further understanding of the vertical progression of specific Common Core State Standards (CCSS).

**Community Oriented Policing Services (COPS)**

Funding has been provided by the U.S. Department of Justice to assist with the development of school safety resources as part of the COPS - SOS Program. The District Police Department will partner with Vegas PBS and the District's Crisis Response Team to advance the safety of schools and coordination of response to incidents throughout the District by enhancing the existing datacasting technology, expanding the service to all responders, and providing training. The goal for this project is to leverage the already successful datacast program to the next logical step by incorporating greater bandwidth, interactivity, and an expanded feature set to provide more flexible and thorough response on the part of school police and crisis responders. These enhancements will impact the community by providing greater student safety through greater situational awareness, more incident prevention, and the ability to share information and react to changing circumstances more rapidly.

**Community Oriented Policing Services (COPS) - Secure Our Schools (SOS)**

The goal for the project is to expand the already successful and internationally recognized (International Association of Chiefs of Police Award) Datacast program to all responder vehicles used by the District Police Department. The Datacasting system allows for two-way contact via a reply channel on existing broadband spectrum between officers and command centers, resulting in more rapid incident response. This will result in increased student safety by providing greater situational awareness, more incident prevention, and the ability to share information and react to changing circumstances more rapidly. The proposed grant funds project will allow for 10 additional vehicles to be equipped to participate in the Datacasting system. The District Police Department will provide an additional 10 vehicles with the necessary equipment to participate in the Datacasting system through a general fund match.

**Confucius Program**

The Hanban-Asia Society Confucius Classrooms Network provides support for Chinese language programs in four key areas: curriculum and instruction, partnerships, integration and culture, and leadership. Toward these ends, the following components will be implemented at the schools to be served: 1) Each school will establish a partnership with a school in China to

enhance language and cultural learning. Students will have ongoing communication, classroom observations, and activities with students and teachers in China. 2) New local partnerships will improve diversification of activities in the classroom to promote language immersion and cultural knowledge. 3) Schools will also develop partnerships with other regional and national Confucius Classrooms Network schools to share best practices and resources. 4) Integration and culture will be promoted through improved teacher collaborations among the schools served to share best practices and resources, to improve teaching strategies, and to plan cultural events. 5) One teacher from each of the served schools will attend the National Chinese Language Conference organized by the Hanban-Asia Society and the College Board.

#### **Differentiated Consequences Grant**

Funding from the U.S. Department of Education through the Nevada Department of Education is provided for Title I schools designated as In Need of Improvement - Year 4 or beyond. These funds will support differentiated correction, consequences, actions, or any combination thereof. Services to be provided will include updating the Nevada Comprehensive Curriculum Audit Tool for Schools, providing targeted technical assistance, conducting professional development, assisting school support teams, and/or resource acquisition.

#### **Early Childhood Education Comprehensive Plan (ECECP)**

The Nevada State Pre-Kindergarten Education Program (formerly the Early Childhood Education Comprehensive Plan) has been providing families of at-risk children with high quality pre-kindergarten education opportunities since 2001. The mission of this highly successful program is to continue to increase developmental preschool education opportunities for children with disabilities, children from low-income families, and children from bilingual families or families who are non-English proficient. During the 2011-12 and 2012-13 school years, the program will collaborate with Early Childhood Special Education and Title I to provide services at the following locations: Bracken ES, Bunker ES, Cunningham ES, Dondero ES, Harris ES, Lake ES, McCaw ES, McWilliams ES, Rundle ES, Warren ES, and Cecile Walnut Child Development Center.

#### **Education Jobs (EduJobs) Fund**

EduJobs is a federal program that provides \$10 billion in assistance to states to save or create education jobs. The statutory authority is contained in PL 111-226. Jobs funded under this program include those that provide educational and related services for early childhood, elementary, and secondary education. The Governor may not direct how a Local Education Agency (LEA) may use its EduJobs funds. The State will comply with the maintenance-of-effort (MOE) requirements in section 101(10)(A) of the Act and, within 60 days of the date of the State's grant award, submit to the Department the most current applicable MOE data available. If LEAs have remaining funds after 2010-11, they may use these funds through September 30, 2012. This additional year of fund availability is authorized under the Tydings Amendment (Section 421 (b) (1) of the General Education Provisions Act. Allowable uses of funds are to be

used for employee compensation/benefits (including the recall/rehire of former employees) such as support services to include salaries; performance bonuses; health insurance; retirement benefits; incentives for early retirement; pension fund contributions; tuition reimbursement; student loan repayment assistance; transportation subsidies; reimbursement for childcare expenses; restoration of salary/benefit reductions; implementation of salary increases; and elimination of furlough days. Limitations are that funds may only be used to pay salaries of teachers and other employees who provide school-level educational and related services. In addition to teachers, this may include principals; assistant principals; academic coaches; in-service teacher trainers; classroom aides; counselors; librarians; secretaries; social workers; psychologists; interpreters; physical therapists; speech therapists; occupational therapists; information technology personnel; nurses; athletic coaches; security officers; custodians; maintenance workers; bus drivers; and cafeteria workers. Disallowed uses of funds include salaries/benefits of LEA-level administrative officials; general administration, as defined by National Center for Education Statistics in its Common Core of Data (i.e. administrative expenditures related to operation of the superintendent's office, LEA's board of education, fiscal services, LEA program planners/researchers, and human resources); contractual school-level services by individuals who are not employees of an LEA; and pension obligations incurred in prior school years.

#### **Enhancing Education Through Technology (EETT) - Competitive - No Child Left Behind (NCLB)**

The grant is to increase the use of formative assessment with classroom response systems and practice tests for students; expand online coursework for teachers piloted during 2008-09; and align content area curriculum documents with the revised technology standards, including suggestions for integration. In this project, 60 teachers receive classroom response systems and training on formative assessment, while all students grades 8-12 will have access to podcasts/online practice tests. Some training takes place online as the online coursework for teachers is expanded. A task force of teachers and educational computing strategists document engaging classroom activities for core content that integrates revised technology standards into curriculum documents.

#### **Full-Day Kindergarten (AB 579)**

Assembly Bill 579 provides funding for the continuation and expansion of the Full-Day Kindergarten Program. School eligibility is determined by the Nevada Department of Education and is driven by a school's free and reduced lunch data for the opportunity to provide full-day kindergarten for their students. Grant funds authorized through this bill have been awarded to District to fund positions for Full-Day Kindergarten Program teachers.

#### **Fund for the Improvement of Education (FIE) - Counselor Connect**

The Counselor Connect program goals will focus on students at selected school sites who have disconnected from the educational system by dropping

out, displaying excessive absenteeism, or failing classes leading to credit deficiencies. Funds will be used to incorporate strategies to decrease student truancy and credit deficiency, and increase academic achievement, thus increasing graduation rates at the targeted high schools. Counselors, or the equivalent, will provide specialized counseling services for student populations at high-risk high schools. Each counselor will be assigned a specific high school(s) to provide individual and group counseling related to academic achievement. The emphasis will be on ninth and tenth grade students who are currently at-risk for educational failure. The program staff will contact students who are reported as not returning to school. The project counselors will assess why students have not returned to school and will attempt to work with these students on strategies for obtaining credits and overcoming barriers to school attendance and academic success. The Guidance and Counseling Department will also create and implement a Districtwide Student Credit Deficiency Plan to increase the probability of all students graduating from high school.

#### **Fund for the Improvement of Education (FIE) - Education Executive Leadership**

The Education Executive Leadership program provides 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 participate in related seminars. Speakers include follow-up with the School Empowerment Teams several times during the school year through job shadowing and school visitations facilitated by the project manager. The Clark County School District coordinates professional development regarding the five autonomies available to Empowerment Schools in meeting accountability measures. The unique curriculum for each of the Empowerment Schools is aligned with the systemic reform initiatives recommended by the United States Department of Education and the Nevada 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 Department of Education and "Proficient" or "Advanced" under No Child Left Behind Act.

#### **Fund for the Improvement of Education (FIE) - English Language Learners (ELL)**

Funds support the expansion of instructional support for ELL students who are assured equitable access to an educational experience designed to enable them to develop academic skills and concepts at the same level as other students in the District, while acquiring English language proficiency as rapidly as possible. Funds are used to compensate existing teachers for prep buy-outs, before- after-school tutoring, summer school, and/or intercessions for the purpose of providing supplemental services for ELL students in K-12 schools with the most need. Teachers assist an estimated 500-1,000 ELL students with learning English, attaining State standards in all content areas, and credit retrieval. The two goals are: 1) increase language acquisition skills of ELL students as demonstrated by a 25 point gain on pre- and post-test administration

of the English Language Proficiency Assessment on the part of those students enrolled in additional course sections; and 2) ELL students will increase academic achievement and mastery of grade level state standards in reading and mathematics as demonstrated by 60 percent of the students enrolled in the additional course sections progressing at least one achievement level on the Nevada Criterion Referenced Test or the Nevada High School Proficiency Exam.

#### **Fund for the Improvement of Education (FIE) - Family Leadership Initiative (FLI) Program**

This grant, in collaboration with the (Family Leadership Initiative (FLI), is to coordinate, implement, monitor, and evaluate the progress of the FLI in eight Cschoools reaching not less than 180 families. The ten module program is a parental involvement leadership program to increase parental involvement and academic achievement of students. The modules are: 1) becoming a leader in the home; 2) understanding past, present, and future educational experiences; 3) understanding diversity while living in two cultures; 4) raising awareness regarding math, reading, and writing skills to succeed academically; 5) understanding the educational crisis and preparing students to enter higher education; 6) accessing the college campus; 7) building relationships with school personnel and understanding school improvement plans; 8) resolving conflict in the home and accessing family resources in the community; 9) developing a family action plan to ensure success in the home, school and community; and 10) celebrating academic success and contributing back to society. Six teachers, counselors or parent coordinators will be certified as facilitators to administer the FLI. Parent participants are provided with transportation, childcare and meals to ensure maximum participation. A mixed method program evaluation is employed to gauge changes in student efficacy, student achievement, and perceptions of parenting techniques by implementing a time-series design with multiple data collection points (pre- and post-treatment).

#### **Fund for the Improvement of Education (FIE) - Highly Gifted**

The Highly Gifted project provides designated students with an appropriate learning environment that is challenging and meaningful. The program increases the enrollment of highly gifted students in accelerated classes, particularly in grades 6-12. Professional development is provided for teachers, counselors, and administrators, training them to better address the academic, social, and emotional needs of highly gifted students. Mentors will be assigned to every gifted participating student. These licensed teachers interact with students and their families, helping to locate accelerated classes and/or additional academic opportunities, assisting with the enrollment process, and engaging in problem-solving to address any issues that may arise. Parent support groups and workshops empower families to support highly gifted students so they can reach their maximum potential.

#### **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: Cannon, Cortney, Findlay, Fremont, Keller, Knudson, O'Callaghan, Robison, and Woodbury will be 12th graders during the 2012 academic year. They will continue to receive GEAR UP services at the following comprehensive high schools: Basic, Chaparral, Del Sol, Desert Pines, Eldorado, Las Vegas, Legacy, Mojave, Sunrise Mountain, and Valley. Members of the cohort also attend and receive GEAR UP services at schools of choice: Advanced Technologies Academy, Canyon Springs High, Clark High, East CTA, Las Vegas Academy, Northwest CTA, Southeast CTA, College of Southern Nevada, and Veterans CTA.

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 mathematics, English, language arts, and science. Students in the 12th grade cohort at the schools served will be offered the following services: counseling and advising that includes an Individual Learning Plan; exploration of career interests; access to tutoring designed to ensure passing scores on the Nevada High School Proficiency Exam in mathematics, English, language arts, and science; mentoring provided by high school or college students; access to college preparatory courses including honors, Advanced Placement (AP) and International Baccalaureate (IB); 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.

#### **Google K-12 Talent Academy - Pilot Program**

The Google K-12 Talent Academy - Pilot Program is an eight month pilot leadership development program aimed at sharing best practices in talent management or strategic human capital management between educational institutions and corporate sectors to help improve schools as a workplace.

#### **Healthcare Sector Adult Workforce Connections**

Funding comes from the Southern Nevada Workforce Connections agency through the U.S. Department of Labor. The Adult and Dislocated Worker Healthcare program will provide innovative ways to increase employability in the field of healthcare by providing training, partnership projects, and industry-wide collaborative projects for students at Desert Rose Adult High School.

#### **High School Graduation Initiative Program**

This federal program supports effective, sustainable, and coordinated dropout prevention and reentry programs in high schools with annual dropout rates that exceed the state average dropout rate. Middle schools with students who will continue on to these specific high schools may also be supported.

The high school component for this dropout prevention and intervention program will include a social worker assigned to each identified school to determine students at-risk for dropping out of school; provision of social services and counseling; and referrals to community

partners for wraparound services. Social workers will also assist youth who have already dropped out of school to re-enter and complete their secondary education. Parent education and support will be provided. Educational support services will be offered to students, such as tutoring and referrals to various academic and credit-retrieval programs. The middle school component to be implemented is the Truancy Diversion Program designed to support students as they work to improve attendance and grades. Truancy court sessions will be held once a week at the school site with both students and parents, where the presiding judge evaluates attendance records, teacher reports, and weekly grades. Social workers will continue to assess students and coordinate activities and wraparound services that support student attendance and achievement at school and will report weekly to the presiding judge. The Clark County 8th Judicial District Court is an important partner in this program. Eight high schools and the largest feeder middle school for each were selected for this program. Those schools are: Canyon Springs HS/Sedway MS, Chaparral HS/Mack MS, Cheyenne HS/Swainston MS, Del Sol HS/Cannon MS, Eldorado HS/O'Callaghan MS, Mojave HS/Findlay MS, Valley HS/Fremont MS, and Western HS/Gibson MS.

#### **Individuals with Disabilities Education Act (IDEA) - District Improvement Grant**

This grant is inclusive of two separate initiatives entitled Project Go Dropout Prevention and the Response to Instruction Project.

The redesigned and expanded Project Go pilot program focuses on professional development designed to increase educational outcomes for and graduation rates of students with disabilities. As in previous program years, Project Go facilitators provide services across the district, as needed, to support high school students as they transition from consequence schools back to comprehensive school campuses. During the 2011-12 school year, the project required that program services be expanded to include preventative measures through a pilot program conducted at three elementary schools, two middle schools, and one high school. Pilot schools implement positive behavioral supports and school improvement efforts targeting the needs of students at risk for dropping out.

Through the Response to Instruction (RTI) Project, a project facilitator continues to provide intensive staff training opportunities to schools seeking to implement RTI and/or the Achievement Improvement Monitoring System (AIMS) web data management system to better identify at risk students and provide specific interventions. In previous years, this facilitator has been instrumental to the District, providing training and technical assistance in the areas of data analysis, and progress monitoring.

#### **Individuals with Disabilities Education Act (IDEA) - Special Project Mentoring & Retention Facilitator**

The District faces tremendous challenges in recruiting and retaining sufficient special education teachers to provide services for students with disabilities. Research helps in understanding that if those teachers who are hired for special education positions can be

retained, many of the challenges faced 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 one of the most influential factors in determining whether a teacher will remain in his or her teaching position. New special education teachers need high quality induction on District procedures, as well as on-going mentoring in planning, instruction and assessment strategies. These experiences empowers teachers to successfully assume professional responsibilities. To accomplish the District's goal to retain more special education teachers, this subgrant provides funds to hire a mentor trainer to provide training and guidance to site level mentors who in turn support new special education teachers.

#### **Interoperable Emergency Communications Grant Program**

This project's primary objective is to investigate and analyze gaps in governance, common planning, and operational protocols for the deployment of communication assets amongst emergency operation centers, dispatch centers, and first responders within the Las Vegas Urban Areas Security Initiative (UASI). For this grant cycle, this project will focus specifically on the District's Emergency Operations Center and its ability to communicate within logistics resource departments, schools, and administrative departments/sections; and its ability to communicate with various UASI stakeholders that provide resources (such as materials, equipment, and personnel) to support emergency operations and transportation.

#### **Johnson/O'Malley Grant (JOM)**

The JOM Program is to provide academic, college, career, and cultural programs that meet the needs of American Indian/Alaska Native students. The following activities will be conducted during the project period: 1) eligible American Indian/Alaska Native students will continue to be identified and tracked for attendance and academic achievement; 2) college, career, and cultural awareness activities will be implemented for eligible American Indian/Alaska Native students that enhance and support academic achievement; 3) fees for uniforms, classes, labs, and credit retrieval for qualifying students will be provided; 4) parent events will be implemented; and 5) the Indian Education Parent Committee will continue to plan, monitor, and participate in program activities. Measurable objectives are: 1) JOM students' Average Daily attendance will show a 1 percent increase above the 2010-11 academic year, and for each successive school year through 2013-14; 2) The percentage of JOM students participating in tutoring programs will show an increase of 2 percent over the previous year, beginning with the 2010-11 academic year; and 3) 80% of student participants in cultural events will report on surveys that the event reinforced their cultural identity.

#### **Local Plan - Individuals with Disabilities Education Act (IDEA)**

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 maximize their potential. In accordance with federal regulations pertaining to the education of children with disabilities, populations of unserved and underserved children are identified.

#### **Lowe's Charitable & Educational Foundation Grant**

Lowe's grant programs focus on one-time project needs for K-12 public education and community improvement projects.

#### **Math Science Partnership (MSP) - Project: Venture Into Science Inquiry Organized around Nevada Standards (VISIONS)**

Project: Venture Into Science Inquiry Organized around Nevada Standards (VISIONS) is a professional development project that will increase science and mathematics achievement for elementary students in the District. Partners included in the project are the District and the UNLV Center for Mathematics and Science Education.

Research-based professional development will increase teacher content knowledge and instill inquiry-based pedagogical practices that aid science/mathematics instruction through reflective processes. In addition, collaboration between elementary and high school science teachers will be established to deliver a consistent curriculum aligned to state standards. Project: VISIONS will develop high school and elementary teams that will provide ongoing professional development in science content knowledge and the Full Option Science System (FOSS) Districtwide.

Project: VISIONS will increase science/mathematical content knowledge of elementary school teachers and improve the effectiveness of classroom instruction, thus resulting in increased student achievement in science and mathematics. Project: VISIONS will target schools that are in need of improvement as specified by No Child Left Behind Legislation and have a high percentage of teachers who do not have highly qualified status.

#### **Navigation 101**

Navigation 101 is a comprehensive program designed to increase college and career readiness for students through a new discipline of study and effective support elements. The program teaches high school students about key topic areas of self-management. Students will have an opportunity to complete college and career readiness-focused lessons, create a meaningful plan based on their interests and assets, articulate progress to parents and advisors through annual student-led conferences, receive support from trained advisors, and measure progress through online reporting.

#### **Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Dr. McKinney**

The District was invited to form a partnership with the College of Education and College of Sciences at the UNLV on a project entitled, "Exploring the Power of Writing in Mathematics". The purpose of this project is to provide professional development

in the areas of writing and mathematics to increase student achievement. Approximately 80 teachers and principals from Lunt and Craig Elementary Schools will participate in this project. The project incorporates two components: a summer institute and lesson studies during the academic year. The objectives of the project include: 1) faculties will learn how to use writing to communicate mathematical understanding; 2) teachers will learn how to conduct lesson study; 3) teachers will learn how to look at student work for assessment purposes; 4) teachers will incorporate writing into their mathematics instruction; and 5) students will increase their ability to explain their mathematical thinking, especially via written text.

**Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Dr. Deniz**

This is a partnership established between the Science, Health, and Foreign Language Department of the Curriculum and Professional Development Division of the District and the UNLV through the NeCoTIP. The purpose of this project is to provide content and pedagogical support to approximately 20, K-5 teacher participants. Teachers reflect on their own instruction and provide peer feedback at professional development sessions. These teachers serve as teacher leaders to provide instructional support for nonparticipating teachers. The scope of work involves intensive professional development that will include science integration with reading, writing, and mathematics; instruction on the nature of science and science of inquiry; and collaboration with teachers to design formative assessments.

**Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Dr. Giorgis**

The focus of the NeCoTIP, entitled "Reading, Writing, and Mathematical Thinking at the Elementary Level" is to provide professional development in the area of reading, writing, and mathematical thinking to increase student achievement. Thirty-five teachers from kindergarten through fifth grade were selected to participate in this project based on their capacity for leadership at both the building and district levels. During monthly meetings and through an ongoing online discussion forum, Nevada English/Language Arts and Mathematics Content Standards and District benchmarks are highlighted.

**Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Dr. Giorgis, "Math Out Loud: Exploring Mathematics and Literacy Connections"**

The focus of the NeCoTIP entitled, "Math Out Loud: Exploring Mathematics and Literacy Connections" is to provide professional development in the areas of writing and mathematics to increase student achievement. Approximately 35 teachers from the District and Las Vegas area charter and private schools will have the opportunity to participate in this project. The project incorporates two components: a summer institute and monthly meetings during the academic year. These professional development activities are conducted by UNLV professors and District teacher leaders. Teachers address the national and State standards related to mathematics and literacy in order to further the academic goals and objectives of their respective schools.

**Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Dr. Olson**

This is a partnership between the Mathematics and Instructional Technology Department in the Curriculum and Professional Development Division of the District and the UNLV established through the NeCoTIP. The purpose of this project is to provide professional development with a goal of improved algebraic content knowledge and, in particular, the areas of rational numbers, solving equations, and functions. Thirty-five teachers from grades 4 through 9 have been selected to participate in the project based on their capacity for leadership at both the building and district levels. During monthly meetings and through an ongoing online discussion forum, the use of selected technology components to support instruction aligned to state standards and District benchmarks will be highlighted. The scope of work on the project involves providing a site for meetings and professional development sessions, tracking hours and distributing payments, monitoring the budget, and maintaining communication with all grant participants. The Curriculum and Professional Development Division will plan additional professional development in support of District initiatives and the NeCoTIP.

**Nevada College Access Challenge Grant (NVCACG)**

In collaboration with the UNLV; College of Southern Nevada (CSN); Nevada State Parent Teachers Association; and the Nevada State Parent Information Resource Center a "Family Enrichment Day" will be held at UNLV. Workshops focus on providing families with hands-on resources to assist their children with reading, writing, and mathematics. The event also focuses on activities that support students' transition from middle school to high school and support students in their pursuit of higher education.

**Nevada Commission on Educational Technology (NCET) - State Educational Technology Implementation Funds (SETF)-Consortium**

Nevada Commission on Educational Technology (NCET) grant provides high-quality online professional development (PD) to support the implementation of the Common Core State Standards (CCSS), leading to improved student achievement. This PD is a combination of modules developed commercially, available packages, and technology lesson plans. The Bringing Learning and Standards Together (BLAST) project provides online PD modules tied to CCSS and rich in classroom examples and technology integration. These are available to individual teachers, groups of teachers (such as a grade level), or whole schools. They are also available for use by other Nevada districts. As part of this effort to provide quality online PD, two commercially available online programs, Vegas PBS Teacher Line and PD 360, will be examined to determine the best fit for supporting rollout of the Standards.

**Nevada Driver Education Curriculum and Certification Project**

The Nevada Driver Education Curriculum and 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 collaborates to work with consultants to develop and implement a standardized Nevada Driver Education Curriculum and engage in curriculum mapping. This project provides professional development for driver education teachers. Additionally, the project assists with the development of a three-credit university class leading to driver education teacher certification. This course is initially be delivered via traditional face-to-face instruction, but is also delivered in an online format in the final year of the proposed project. Various instructional resources for teachers to use with their students are provided for all District high schools.

#### **Nevada Growth Model/Nevada Department of Education**

During the 2009 Legislative Session, Assembly Bill 14 was enacted which required the Nevada Department of Education to develop and implement a growth model. The Nevada Growth Model is a tool for using performance data to more accurately assess and report on annual academic progress. It is used to identify schools that obtain high growth, as well as those achieving typical growth and low growth. This helps the District in its effort to close achievement gaps. When fully implemented, the Nevada Growth Model will include a parent-friendly component that is both simple and informative, and will allow users to see how their child, their child's classroom, and their child's school compare to other similar populations.

#### **Nevada Growth Model/Washoe Teacher Incentive Fund**

During the 2009 Legislative Session, Assembly Bill 14 was enacted which required the Nevada Department of Education to develop and implement a growth model. The Nevada Growth Model is a tool for using performance data to more accurately assess and report on annual academic progress. It is used to identify schools that obtain high growth; as well as those achieving typical growth and those achieving low growth. This helps the District in its effort to close achievement gaps. When fully implemented, the Nevada Growth Model will include a parent-friendly component that is both simple and informative, and will allow users to see how their child, their child's classroom, and their child's school compare to other similar populations.

#### **Nevada Library Books Purchase**

These funds purchase library books for all schools with libraries and/or media centers. The amount of funds available for each of the eligible schools is determined by student enrollment. School librarians, in cooperation with their administrators, determine their library book needs and order accordingly. The awarded grant funds that are over and above the formulized total are prioritized by school need with special consideration going to those libraries at schools that serve high numbers of disadvantaged students and/or English Language Learners and those schools that are changing the grade levels they will serve in the upcoming school year- thus necessitating the availability of additional library materials. These expenditures are at the discretion of the District Library Services Coordinator based on his review of current statistical reports of school library collections, current

demographics and knowledge of changes within student populations to be served at each school.

#### **Nevada Schoolyard Habitat - Ober Elementary School**

The goals of Ober ES "Native Wildlife Habitat" are to lead students to establish a student developed and managed schoolyard habitat designed to attract native wildlife species by using native Mojave Desert plants. The habitat serves as a place for observation of Mojave Desert plants and other native species and as a demonstration garden that provides examples of drought-resistant native plant materials that attract and provide sheltered places for butterflies, reptiles, and birds. Students engage in collaborative, hands-on inquiries into the natural world in their efforts to document the effectiveness of these plants for providing habitats for native species.

The Ober ES Schoolyard Native Wildlife serves as an outdoor classroom, a setting in which to integrate academic disciplines including: science, math, technology, environmental studies, geography, language arts, nutrition, and health. Such interdisciplinary approaches cultivate the talents/skills of all students while enriching the students and building their capacity for observation/thinking.

#### **Nevada Schoolyard Habitat - Sewell Elementary School**

The goals of the Sewell ES "Sprouts Project" are to restore the desert tortoise habitat, create a student developed and managed schoolyard garden that will provide fresh fruits and vegetables to sustain the desert tortoises, and establish a courtyard demonstration garden of native plant examples that are drought-friendly and will provide sheltered habitats for animals such as butterflies and birds. The garden and tortoise habitat serves as a living laboratory where students engage in collaborative, hands-on inquiry into the natural world. The proposed project provides funding for landscape and gardening supplies such as tools, seeds, plants, shrubbery, trees, a walkway, benches, a storage shed, and a walking bridge.

The Sprouts Project includes the establishment of natural settings to integrate instruction in every discipline, including: science, math, reading, environmental studies, nutrition, and health. Such interdisciplinary approaches cultivate the talents and skills of all students, while enriching student capacity in observation and thinking. A well-designed schoolyard filled with diverse natural areas serves as an outdoor classroom and living laboratory to provide opportunities to meet and exceed high academic standards across the curriculum.

#### **Prevention First**

Funds were made available on a competitive basis to the Southern Nevada Health District to impact wellness, reduce obesity, increase physical activity and encourage proper nutrition as a means to reduce risk factors, prevent and/or delay chronic disease and promote wellness for Clark County residents. Four projects were funded including: expansion of the Safe Routes to School program for 50 elementary schools and/or middle schools, expansion of the Wellness Project

Facilitator salary from the tobacco cessation grant to promote wellness curriculum through a wellness webpage, provision of health services for staff development, support of the purchase of body mass index equipment, and food services for the procurement of fruit cup production equipment.

#### **Project: Mathematics Integrated with Science using Technology (MIST)**

The goal of the MIST partnership is to produce a leadership group of highly qualified mathematics and science teachers, grades 5 through 8, 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: Promoting Academic Success in Students (PASS), a comprehensive and integrated approach emphasizing education and sustained professional development for teams of mathematics and science teachers is applied with four annual activities: 1) a two-week summer institute focusing on mathematics and science content knowledge; 2) online graduate coursework; 3) professional learning communities; and 4) site-based action research.

#### **Refugee School Impact Aid**

The District, Catholic Charities of Southern Nevada, and The Ethiopian Community Development Council partner in the provision of academic and enrichment services for elementary and secondary refugee students. These grant funds support students with tutoring, school supplies, books and supplemental classroom materials, translation of school forms, interpreters for registration and parent conferences, tuition for summer school, and field trips to cultural and educational places of interest in the community. The following schools are targeted for services as they have the highest population of refugee students to be served: Orr Middle, Del Sol High, Valley High, and Ruby Thomas Elementary. Students attending many other schools throughout the District are also supported through this funding.

#### **Safe Routes To School (SRTS) Coordinator**

SRTS supports development and implementation of programs that examine conditions around schools and conduct activities that improve safety and reduce traffic and air pollution in the vicinity of schools. This project funds a safety coordinator position to oversee/ensure implementation of SRTS initiatives.

#### **Salary Incentives for Licensed Personnel**

Funding was authorized by AB 579 of the 2011 Nevada State Legislature to be used for eligible school districts within the State to apply for funds to establish a program of incentive pay for licensed teachers, school psychologists, school librarians, school counselors, and administrators employed at the school level to attract and retain those employees. Additionally, the incentive program must be negotiated pursuant to Chapter 288 of Nevada Revised Statutes (NRS) and must include, without limitation, the attraction and retention of: 1) licensed teachers, school psychologists, school librarians, school counselors, and administrators

employed at the school level who have been employed in that category or position for at least five years in this State or another state and who are employed in schools which are at-risk as determined by the Nevada Department of Education; and 2) Teachers who hold an endorsement in the field of mathematics, science, special education, English as a Second Language, or other area of need within a school district, as determined by the Superintendent of Public Instruction.

If a teacher or school psychologist entered into a contractual agreement of employment with a school district before July 1, 2007, the board of trustees of the district shall purchase one-fifth of a year of retirement credit for that employee pursuant to subsection 2 of NRS 286.300 if the employee qualified under the provisions of NRS 391.165. On or before August 1, 2007, the board of trustees of each district shall notify each such employee that he may elect to participate in the program of incentive pay for licensed educational personnel if he otherwise qualifies for participation in the program in lieu of the purchase of retirement service on behalf of the employee pursuant to NRS 391.165 as that section existed on June 30, 2007.

#### **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 schools selected for this program are: Mojave HS, Centennial HS; Eldorado HS, Foothill HS, Green Valley HS, Del Sol HS, Durango HS, and Desert Pines HS. A drug-testing program already exists at Green Valley HS.

During the six-month planning period between July and December 2008, the seven high schools without a drug-testing program formed a committee composed of school staff, District administrators, parents, and community partners. The committees at each high school determined if sufficient school, parental, and community support existed for this program within the high school community. If so, the committees generated school-specific, random drug-testing procedures for their respective school sites. The second phase of program implementation involved the commencement of random drug-testing of athletes at the seven new sites, and continuation of random drug-testing at Green Valley HS.

#### **Solar Lighting Demonstration**

The overall objectives of this project are to increase usage of alternative/renewable energy, create a better and more reliable learning environment for the students, and reduce energy costs. The specific goal of this project is to install a hybrid fiber optic solar lighting system in appropriate areas of the school. This technology can provide high quality full spectrum day lighting while minimizing the electric energy to operate the lights, while at the same time reducing any cooling required to offset electric light heat generation. This project represents one phase of a major upgrade to a high school build in 1964.

### **Special Education Professional development District Improvement Grant (SPDIG)**

The District faces tremendous challenges in recruiting and retaining sufficient special education teachers to provide services for students with disabilities. Research helps in understanding that if those teachers who are hired for special education positions can be retained, many of the challenges faced 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 one of the most influential factors in determining whether a teacher will remain in his or her teaching position. New special education teachers need high quality induction on District procedures, as well as on-going mentoring in planning, instruction and assessment strategies. These experiences empower teachers to successfully assume professional responsibilities. To accomplish the District's goal to retain more special education teachers, this subgrant provides 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 aim 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.

Specified 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 a systematic structure for parent training, identification of eligible students, and implementation of specific early childhood special education curriculum; 3) provide staff training in special education procedures and instructional techniques; and 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 District's Special Olympics Project Facilitator's responsibilities are to: 1) increase the participation of eligible students in the school-based Special Olympics program; 2) organize and manage the Unified Sports Program (competition for students with disabilities and non-disabled peers); 3) recruit, train, and manage school district coaches and volunteers; 4) administer, in cooperation with Special Olympics, Nevada, the training program for coaches ensuring that each coach is trained and prepared for events; 5) ensure that all athletes are receiving a quality training program; 6) organize competitions for trained athletes and maintain the school training and competition calendar; 7) act as the curriculum consultant to the Adaptive Physical Education Staff and Student Support Services Division; 8) conduct in-service training related to Special Olympics on staff development days;

9) develop a transition plan for secondary students to move from school-based programs into Special Olympics programs; 10) disseminate information on community-based Special Olympic programs and enable access for students to participate in regional and state championships; 11) coordinate the annual budget with Special Olympics, Nevada; 12) prepare all paperwork including event reports and year-end summaries; and 13) collaborate with community agencies.

### **Striving Readers Comprehensive Literacy**

The Striving Readers Comprehensive Literacy (SRCL) Program serves children from birth through grade 12. The overall goal of the SRCL Program is to improve literacy and college and career readiness for all students, and to ensure all students are "ready by exit" to be successful in higher education and their chosen career pathways. Due to having the highest needs schools in the District, schools from Performance Zones 4 and 5 were selected for Phase I implementation. All schools to be served are aligned by feeder patterns to promote vertical alignment, coordination of programs, and structured transition activities. The following goals have been developed for the SRCL Program: Goal 1: Through high-quality, job-embedded professional development, teachers will understand and apply elements of effective literacy instruction and intentional use of instructional materials that are aligned to the Common Core State Standards (CCSS) so that every student knows how to use reading, writing, listening, viewing, speaking, presenting, and critical thinking skills from birth through grade 12; Goal 2: Implement interventions to ensure that all students (including students who are experiencing difficulties and students who are progressing ahead of their peers) are identified and served appropriately; and Goal 3: Establish Data Based Decision Making (DBDM) Literacy Teams at schools that are aligned with a Response to Intervention/Instruction framework and maintain a purposeful, respectful environment in which data can be collected, analyzed, and used to continually improve literacy achievement. The Criterion Reference Test (CRT) and Nevada High School Proficiency Exam (NHSPE) milestones for SRCL schools by the end of the project in Fiscal Year 2016 are: elementary schools: 80% pass rate on the CRT; middle schools: 65.5% pass rate on the CRT; SRCL high schools: 62% pass rate on the CRT; and a 75% graduation rate for all SRCL high schools.

All proposed SRCL activities align with the State and District literacy plans. Program activities are designed to ensure that the above-stated goals are achieved and include the following: Striving Readers literacy coaches will be placed at each of the targeted school sites to increase capacity through coaching, mentoring, training, and modeling of Tier I instruction in the classroom; DBDM literacy teams at the Local Education Agency and site levels will assist in reviewing student data, and will support teachers in making evidenced-based instructional decisions and ongoing progress monitoring; high quality, job embedded professional development and summer academies will be provided to all teachers and administrators at targeted school sites; assessments and intervention programs and materials will be provided to supplement instruction

at the schools sites; summer school support will be provided to students in need of additional academic support at the secondary level; and partnerships with community-based organizations and institutions of higher education will implement birth-grade 12 literacy programs with students and families, including: the University of Nevada Cooperative Extension (UNCE), local daycare centers, Vegas PBS, and local libraries.

#### **Substance Abuse Prevention and Treatment Agency (SAPTA) - Quannah McCall Elementary School**

Prevention grant funds are made available by the Nevada Division of Mental Health and Developmental Services through a sub-grant from SAPTA to implement substance abuse prevention programs.

McCall ES has been successful at implementing strategies in partnership with the Coalition over the past three years. Activities include after-school programs, summer school, and Saturday classes. Through this initiative, the program positively impacts approximately 630 students and their families. The programs used include Positive Action and Parenting wisely.

The objectives for this grant are to: 1) increase student achievement; 2) increase student social skills; 3) increase parental awareness of protective factors; and 4) increase parent and community involvement.

#### **Summer School Diversion Program - Justice Assistance Grant (JAG)**

The District is a subrecipient of funding from the Bureau of Justice Assistance through Clark County, Nevada for participation in the Edward Byrne Memorial Justice Assistance Grant (JAG 2010). The District assists credit deficient high school students with the costs of attending summer school and in receiving high school accreditation.

#### **Thermal Demonstration**

The objectives of this project are to increase usage of alternative/renewable fuels, create a better and more reliable learning environment for the students, and reduce energy costs. The specific goal of this project is to replace the existing central chilled water systems at Clark High with more efficient parallel chillers. The new chiller operates using a combination of concentrating solar collector and biomass power, thus reducing energy costs and landscape waste.

#### **Title I 1003(a) - Curriculum and Professional Development Division (CPDD)**

Section 1003(a) of the No Child Left Behind Act of 2001 authorizes state education agencies to set aside funding for Title I schools identified as being in "Need of Improvement" year one through three and on the watch list. The intent is to improve technical assistance and increase student achievement by providing ongoing training for instructional staff through support within the classroom environment. The District's Curriculum and Professional Development Division provides intense, content-specific professional development for approximately 59 eligible elementary school teachers through summer reading and mathematics academies.

#### **Title I Part D - Neglected or Delinquent**

The Youthful Offender Program at the High Desert State Prison (HDSP) improves educational opportunities for neglected or delinquent youth who are incarcerated in adult correctional facilities. The intent of this program is to provide inmate students with: 1) a hands-on environment to learn math, science, language, social studies, music, and vocational skills, 2) a means to earn high school credit via General Education Diploma (GED) and academic classroom instruction to fulfill all requirements for a high school diploma, 3) earn vocational skills and certification in culinary arts, green technology Leadership in Energy and Environment Design (LEED), automotive, heating/ventilation/and air conditioning (HVAC), computer technology, construction, and industrial technology, and 4) provide teachers with the tools and training necessary to achieve educational success with this exclusive population. The objectives of the program are the following: enhance the academic, career, vocational, and technical education program offered to inmate students by providing innovative curriculum, up-to-date textbooks and reference materials, modern equipment and technology, and highly motivated and qualified teachers and staff; provide needed instructional materials and supplies and upgrade instructional software, supplies, and equipment to keep academic, career, vocational, and technical education curricula relevant; and provide teachers with the training, certification, and instructional tools necessary to develop successful programs with this incarcerated population.

#### **Title II-A - Teacher & Principal Training & Recruiting**

In accordance with educational needs and priorities, consistent with the improvement of instruction through teacher and administrative training, the District provides professional development opportunities through the following projects: curriculum and professional development support; English language arts; mathematics; science and health; social studies; Achievement Via Individual Determination (AVID) ; Assessment, Accountability, Research, and School Improvement (AARSI); equity and diversity education; gifted and talented education; leadership; high quality teachers; and new teacher induction. The District also utilizes a portion of this funding to continue recruitment efforts of highly qualified teachers and to provide program services including grant planning, monitoring, evaluation, and administrative guidance. Additionally, these funds based on a per pupil formula are used to provide for equitable participation of eligible private school teachers and administrators in professional development opportunities.

#### **Title II-D - Enhancing Education Through Technology (EETT)-Formula**

This project supports the salary and benefits of three project facilitators in the Technology Information Services Support Division and programs that accelerate the implementation of educational technology plans to enable schools to integrate technology fully into school curricula. The EETT program addresses the following goals: 1) all teachers will have the training and support needed 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 Learners**

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

### **Title IV - 21st Century Community Learning Center (CCLC)**

The 21st Century CCLC programs consist of before- and after-school academic and enrichment classes 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 21st CCLC include remediation in literacy, mathematics, and science. Enrichment and support programs implemented may include classes such as drama, music, cooking, and gardening.

### **Title VII - Indian Education**

This program provides educational opportunities for American Indian/Alaska Native students. The following activities will be conducted during the 2011-12 school year: 1) American Indian/Alaska Native students throughout the county 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 identified for such services; 3) after-school tutoring will be provided by teacher tutors in reading, mathematics, and science for an estimated 75 students from 50 schools Districtwide; 4) cultural awareness activities will be scheduled Districtwide for native American students to enhance and support academic achievement; 5) a college tour will be conducted for qualifying students; and 6) parents will participate in the project through the Clark County Indian Education Parent Committee.

### **United Way of Southern Nevada - Family Engagement for High School Success**

The United Way of Southern Nevada Women's Leadership Council (UWSN-WLC) has made funding available for the purpose of increasing Nevada's high school graduation rate and levels of college and career readiness through promoting family engagement. This five-year project funds a Family Engagement Resource Center (FERC) at each of five high schools: Clark High School, Eldorado High School, Silverado High School, Sunrise Mountain High School, and Western High School. Each year funding expands the activities and target population of the FERCs. The FERC activities promote family engagement through the whole school's population and specifically target students who were identified in their eighth grade year as having indicators for becoming at-risk of dropping out.

### **Windsong Pre-K**

The Windsong Trust provided a grant to the District for the 2012-13 school year, to take the following actions to grow it's Early Childhood Education Initiative: 1) Create five Windsong sponsored pre-K general-education

classrooms; and 2) partner with Teach For America to provide corps members and/or alumni as Early Childhood Education lead classroom teachers.

In addition to increasing the capacity of our Early Childhood Education Initiative, the District is focused on enhancing programmatic support for Early Childhood Education teachers and has identified the following specific actions and will engage in regular ongoing student-data analysis to fine-tune support structures: 1) Backwards Map Early Childhood Common Core Standards (January-August); and 2) develop a policy brief (March-August), to inform the State Legislature of the increased need to fund Early Childhood Education.

### **Windsong TNTP**

The Windsong Trust provided a grant to the District to contract with The New Teacher Project (TNTP) to assist with the development and implementation of sustainable systems for educator excellence.

TNTP staff facilitate strategic design and stakeholder engagement sessions; assist staff in designing high-impact, tailored solutions based on research and best practices; support and coach staff in setting goals and creating accountability mechanisms; and support staff to create, implement, monitor and improve project plans. The focus is on assisting leaders in developing both people and processes, so as to assist the district in building the capacity for lasting change and continuous improvement.

TNTP staff work with the District's HR Division to understand its current situation and human capital challenges and to develop appropriate, effective, and sustainable mechanisms for change. In designing solutions, TNTP will bring to extensive knowledge and experience in human capital reform from working with states and districts around the country. In addition, TNTP works with client teams to establish specific and measurable outcome goals and metrics for each phase and aspect of the engagement.

TNTP assists in the areas of recruitment and selection of high quality teachers and leaders, timely vacancy identification and early hiring, so that all schools are 100% staffed with high quality educators by school opening. Additionally, TNTP works with the academic and administrative leaders and stakeholders to design and implement high quality educator evaluation systems focused on student learning. Finally, TNTP supports the academic leaders in designing effective training and professional development for principals in human capital and performance management.

### **Workforce Investment Act (WIA) - Year-Round Youth**

The WIA Year-Round Youth Program delivers educational enhancement services for 159 eligible Desert Rose High School students. Qualified high-risk youth receive expanded opportunities for education, training, work experience, and summer school geared toward helping students secure high school diplomas, General Equivalency Diplomas (GED), certificates, job placement, and post-secondary education. Mandatory green economy training is also provided by Workforce Connections.

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### **Youthbuild Program Desert Rose High School**

The Youthbuild program provides students with basic skills in reading, writing, English, and math. The program also assists students with GED preparation and CTE curriculum. Students who are attending Desert Rose High School and are participants in the Youthbuild Program attend on-campus academic and CTE classes and participate in special projects. The program provides instruction, materials, basic infrastructure for academic, CTE programs, and classroom work areas. All CTE programs presently meet State and District standards and provide a combination of classroom instruction and hands-on experiences.

Source: CCSD Grants Development Assistance