

Appendix

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 exams.

American Recovery and Reinvestment Act (ARRA) - Title I School Improvement Grant (SIG) Sec 1003(g) Cohort 1

American Recovery and Reinvestment Act (ARRA) - Title I School Improvement Grant (SIG) Sec 1003(g) Cohort 1 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 funding from the ARRA Fiscal Year 2009 Title I appropriation. The District has elected to serve two schools under this SIG Cohort 1 grant (Carson Elementary and Rancho High Schools) 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

American Recovery and Reinvestment Act (ARRA) - Title I School Improvement Grant (SIG) Sec 1003(g) Cohort 2 of the Elementary and Secondary Education Act (ESEA) 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 ARRA Fiscal Year 2009 Title I appropriation. The District has elected to serve four schools under this SIG Cohort 2 grant (Hancock Elementary, Chaparral High, Mojave High, and Western High Schools) by implementing intervention strategies to improve academic achievement.

AT&T Foundation

Funds support student transportation for the Investing in Innovation Fund (i3) Pathways to Science, Technology, Engineering, and Mathematics (STEM) Initiative (PSI) program. Funding has been allocated to provide bus passes for high school students to travel to STEM summer internships and job shadowing programs and to provide transportation to STEM field trips for students throughout the calendar year. The Pathways to STEM Initiative (PSI) serve approximately 5,600 students and will target four middle schools and two high schools that are feeder-aligned and have high percentages of students underrepresented in STEM. Schools selected for services are: Garside Middle, Gibson Middle, Findlay Middle, Johnston Middle, Mojave High, and Western High Schools. Students will have access to project-based STEM coursework that uses technology and equipment embedded into the classroom curriculum; create extra-curricular opportunities for students to explore STEM concepts; and, prepare educators to deliver the coursework, with emphasis on the needs of students with learning disabilities and English language learners in a project-based environment.

Bulletproof Vest Partnership

Funding made available 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's 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

A percentage of Career and Technical Education (CTE) State funds are made available for competitive grant applications to drive change at the school or district level through the development and expansion of high school CTE programs. Competitive funds will be awarded to school districts that focus efforts to improve and develop CTE programs based on four funding purposes: 1) organize, strengthen, develop and implement programs and course sequences according to the 2012-13 State Course Catalog; 2) align programs and course sequences to the economic development priorities in the new state plan for economic development; 3) implement the new state standards for Employability Skills for Career Readiness; and 4) program innovation.

Career and Technical Education (CTE) Allocation

State funds to support Career and Technical Education (CTE) programs are directly allocated to school districts based on each high school's duplicated enrollment in six approved CTE program areas. Funds are to be used for maintenance, improvement and support of CTE programs based on the Nevada Program Quality Criteria as outlined in the Skills for Employment and Lifelong Learning Initiative. The six program areas include: Agriculture and Natural Resources Sciences; Business and Marketing Education; Family and Consumer Sciences Education; Health Science and Public Safety Education; Information and Media Technologies Education; and Skilled and Technical Sciences Education.

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

Competitive funding is made available through the Carl D. Perkins Career and Technical Education (CTE) Improvement act of 2006 for program development in key areas based on two funding purposes: 1) cultivate new and sustain recently developed high school health science programs; 2) projects that support innovative program development, expansion and improvement based on economic and workforce development needs for high-wage, high-skill or high-demand occupations. Funding was approved to develop a new Pharmacy Technician Health Science program at Chaparral High School. Approved funding will be used to fund one full-time licensed Pharmacy Technician teacher, and for instructional materials, web based instruction, and textbooks.

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

The Carl D. Perkins Career and Technical Education (CTE) Act of 2006 provides formula funding for CTE programs that are of sufficient size, scope and quality to be effective. CTE programs include a sequence of courses that provide individuals with the academic and technical knowledge and skills to prepare for further education and for careers in current and emerging employment sectors that may or may not require a baccalaureate, masters or doctoral degree. Such programs much include competency based and applied learning that contribute to the students development of academic knowledge and technical and occupational specific skills. Funds are provided to serve secondary students enrolled in a sequence of courses in a career cluster within a program area. The approved program areas include Agriculture and Natural Resources, Business and Marketing, Family and Consumer Sciences, Health Science and Public Safety, Information and Media Technology, and Skilled and Technical Sciences. Funding is also provided for professional development, support for curriculum enhancement, work based learning, and program improvement.



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 Program funded by Title II Part B of the Federal No Child Left Behind Act 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 Community Oriented Policing Services (COPS) - Secure Our Schools (SOS) program. The District's Police Department will partner with Vegas PBS and the 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's 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's Police Department will provide an additional 10 vehicles with the necessary equipment to participate in the Datacasting system through a general fund match.

Community Transformation Grant (CTG) - Center For Disease Control (CDC) - Prevention and Public Health Funds (PPHF)

The goal of this project is to increase implementation of effective moderate to vigorous physical activity and continue nutrition and tobacco-use prevention efforts to improve outcome measures in students and employees, as established by the Affordable Care Act of 2010. This will be accomplished through coordinated school health policies, programs, and practices creating a healthy school/ community environment that minimizes chronic diseases.

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. 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; 2) students will have ongoing communication, classroom observations, and activities with students and teachers in China; 3) new local partnerships will improve diversification of activities in the classroom to promote language immersion and cultural knowledge; 4) schools will also develop partnerships with other regional and national Confucius Classrooms Network schools to share best practices and resources; 5) 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; 6) 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.

Department of Homeland Security (DHS) - Urban Areas Security Initiative (UASI)

In the last quarter of 2012, the Las Vegas Urban Areas Security Initiative (UASI) and the Nevada Department of Emergency Management approved a District request for 20 UHF/700/800MHz multi-band radios and associated training to improve the immediate Emergency Communications Interoperability capabilities. Funding provides support to train staff to operate the new multiband radios, to understand the proper radio communications protocols and emergency radio communication procedures, and to effectively work with all external public safety agencies that respond to emergency situations at District property. The goal of this short-term project is to establish effective, real-time emergency communications capability between key personnel and principle public safety first-responders. The project will develop standard operating procedures (SOPs) for adoption and train an initial complement of personnel in the use of the SOPs.

Department of the Interior, National Park Service, Lake Mead National Recreation Area (LAKE)

The objective of this cooperative agreement between the Department of the Interior, National Park Service, Lake Mead National Recreation Area (LAKE) and the District is to establish equal partnership to provide transportation to the students from the schools to the LAKE and back. Examples of this transportation agreement that may be facilitated but are not limited to resource education and stewardship activities including interpretive and educational outreach, transportation of students to the park for field experiences and educational experiences, cultural, natural and scientific resource restoration and protection strategies, projects and services. These include but are not limited to wildlife habitat restoration, service learning and science and social science education programs, etc. These activities will encourage people to develop their own reasons for valuing LAKE and the water quality of Lake Mead.

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 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.



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

The goal of the Enhancing Education Through Technology (EETT) - Competitive - No Child Left Behind (NCLB) 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 the 2008-09 school year; 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 in grades 8 through 12 will have access to podcasts and online practice tests. Some training takes place online as the online coursework for teachers is expanded. A task force of teachers/educational computing strategists document engaging classroom activities for core content that integrates revised technology standards into curriculum documents.

Federal State Assessment Grant

Funds made available through the Nevada Department of Education are being used to refine and update the Nevada Growth Model to include analysis and reporting of the model through the Nevada School View site. The refinement and update of the School View data will include four components: 1) the discovery phase; 2) the implementation of outcomes from the discovery phase; 3) the refinement of Nevada Growth Model School View site to include Grade 10 data; and 4) the update of the Nevada Growth Model to include additional features.

Full-Day Kindergarten

Senate Bill 182 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 fund salary and benefits for Full-Day Kindergarten Program teachers.

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

The Fund for the Improvement of Education (FIE) - 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 9th and 10th 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) - English Language Learners (ELL)

Fund for the Improvement of Education (FIE) - English Language Learners (ELL) funds support the expansion of instructional support for ELL. Students 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 and 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 Nevada State Standards in all content areas, and credit retrieval. There are two goals: 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% of the students enrolled in the additional course sections progressing at least one achievement level on the Nevada Criterion Referenced Test (CRT) or the Nevada High School Proficiency Exam (NHSPE).

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

The Fund for the Improvement of Education (FIE) - Family Leadership Initiative (FLI) Program enables the District, in collaboration with the FLI, to coordinate, implement, monitor and evaluate the progress of the FLI in eight schools reaching no 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 Fund for the Improvement of Education (FIE) - 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 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 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 (HSPE) 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; 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. 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 Harney, Mack, and Woodbury Middle Schools received services during 2012-13.

Gifted and Talented Education (GATE) Discretionary Units

The Gifted and Talented Education (GATE) program emphasizes the development of critical thinking and problem solving skills through the implementation of curricula that focus on technology integration. Embedded technologies such as simulations and virtual science labs are promoted by both the U.S. Department of Education and the National Science Foundation as instructional tools that promote linkages between Science, Technology, Engineering, and Mathematics (STEM) education research and instructional practice. These tools further promote scientific inquiry as supported by the National Committee on Science Education Standards and Assessment. Through the GATE State Discretionary Unit Grant, the program will acquire 70 tablet computer units, accompanying software applications, and virtual microscopes for instructional use with gifted students throughout the District. These instructional resources will make possible in-depth instruction on the structure and function of individual cells, organs, and systems; students will view and manipulate three-dimensional images, performing virtual dissections. This cutting edge technology prepares students to compete in the global technology economy of the future while allowing them to build deeper interest in scientific technology and strengthen research and problem solving skills.

Google K-12 Talent Academy-Pilot Program

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

Healthcare Sector Adult Workforce Connections funds were made available to 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 their largest feeder middle school 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) Special Project - Special Education District Improvement Grant (SPDIG)

The District faces tremendous challenges in recruiting and retaining sufficient highly qualified special education teachers to provide services for students with disabilities. The research helps to understand that on-going high-quality professional development is one of the most influential factors in determining whether a special education teacher will be retained to remain in his or her teaching position. Specifically, the District has found that explicit professional development on the Individualized Education Plan (IEP) process is beneficial to special educators and to the families of students with disabilities. This type of training empowers new and experienced special educators alike to successfully assume professional responsibilities of drafting IEPs and then planning and delivering appropriate instruction aligned to each student's IEP. In order to accomplish the District's goals to retain more special education teachers and better meet the professional development needs of current special education teachers, this grant funded program will provide high-quality trainings on issues and topics specific to the educational needs of students with disabilities, including the provisions of conducting successful IEP meetings.

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

The Individuals with Disabilities Education Act (IDEA) - District Improvement Grant (DIG) is a project that seeks to ensure Districtwide systems for the assessment of student performance and growth. Training and technical support for implementation of the AIMSweb Data Management System is a significant part of this program. A project facilitator provides training and technical assistance to school based staff on the use of AIMSweb as a data-based instructional planning tool to benchmark and progress monitor student performance on general outcome measures for grades K-8.

Investing in Innovation (I3) Fund

The Pathways to Science, Technology, Engineering, and Mathematics (STEM) Initiative (PSI) serve approximately 5,600 students and will target four middle schools and two high schools that are feeder-aligned and have high percentages of students underrepresented in STEM. Schools selected for services are: Frank F. Garside Middle, Robert O. Gibson Middle, Clifford O. Findlay Middle, Carroll M. Johnston Middle, Mojave High, and Western High. Students will have access to project-based STEM coursework that uses technology and equipment embedded into the classroom curriculum; create extra-curricular opportunities for students to explore STEM concepts; and, prepare educators to deliver the coursework, with emphasis on the needs of students with learning disabilities and English language learners in a project-based environment. The PSI model allows students to discover, explore and pursue STEM by providing various levels of involvement. PSI will also provide students an opportunity to participate in various project activities. PSI activities include weekly sessions with STEM professionals, STEM Club, and STEM summer camp.

Jobs for America's Graduates (JAG)

This partnership between Jobs for America's Graduates (JAG)-Nevada, Community Services Agency, and the District aims to successfully implement and sustain the JAG Multi-Year Dropout Prevention Program by funding four licensed teacher positions as JAG-Nevada Specialists. The mission is to ensure that at-risk high school students remain in school, attain employability skills through classroom and work-based learning experiences during high school, graduate and receive twelve months of follow-up services by the JAG-Nevada Specialists. In the follow-up period, JAG-Nevada participants are successfully transitioned into a career and/or pursue a postsecondary education to enhance their career entry and advancement.

Johnson O'Malley Grant (JOM)

The purpose of the Johnson O'Malley (JOM) grant 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 throughout the District 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% 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 students with disabilities. Students with educationally, physically, mentally, emotionally, and/or social disabilities are provided programs and services to afford them an opportunity to maximize their potential. In accordance with federal regulations pertaining to the education of students with disabilities, populations of unserved and underserved children are identified.



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

Math and Science Partnership (MSP) - 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. 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 and 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: 1) develop high school and elementary teams that will provide ongoing professional development in science content knowledge and the Full Option Science System (FOSS); 2) increase science and mathematical content knowledge of elementary school teachers and improve the effectiveness of classroom instruction, thus resulting in increased student achievement in science and mathematics; and 3) 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.

Mathematics and Science Partnership Program (MSP)

The Mathematics and Science Partnership grant - Strategies to Achieve Results and the Common Core State Standards (CCSS) for Mathematics (STARs and the CCSS-M) is a collaboration between the District and the UNLV Center for Mathematics and Science Education (CSME). STARs and the CCSS-M will provide professional development to elementary teachers in elementary, private, and charter schools. Seventy teachers will be selected to participate in an online learning community to facilitate discussions regarding implementation of new content and instructional strategies; promote increased knowledge, skills and practice; and reflect upon challenges and successes related to curriculum and mathematical content during the 2013-14 school year.

McKinney-Vento Education for Homeless Children and Youth

Through the McKinney-Vento Homeless Assistance Act of 1987, amended by the No Child Left Behind Act of 2001, funds are made available through the Nevada Department of Education to support programs that facilitate the academic success of students who are homeless, guaranteeing access to all appropriate educational opportunities and services. The District's McKinney-Vento grant program contains three main components: A Place Called Homeless Outreach Program for Education (HOPE) Rooms, Middle and High School Mentor Program, and ParentLink Training for Parents. Through these projects, the Title I HOPE office will continue to improve and extend the connection between homeless students and the services they need to stay in school and succeed. The goals of the McKinney-Vento projects are aligned with A Look Ahead, which aims to raise the bar to focus on preparing students so they are "Ready by Exit." A Place Called HOPE provides resources such as food, clothing, hygiene items, and academic support to high school students in need. Licensed teachers will act as mentors. The Middle and High School Mentor Program provides opportunities for students to improve and strengthen their skills both academically and socially. Students meet weekly with an identified teacher to develop and monitor achievement toward goals in areas including academics and life and social skills. ParentLink Training for Parents will provide training for parents of students experiencing homelessness to understand and utilize the District's online student grade and attendance tracking system.

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: 1) complete college and career readiness-focused lessons; 2) create a meaningful plan based on their interests and assets; 3) articulate progress to parents and advisors through annual student-led conferences; 4) receive support from trained advisors; and 5) measure progress through online reporting.

Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Bailey

The Curriculum and Professional Development Department staff members were invited to work in partnership with UNLV on a project entitled Biology and English Language Arts: Interdisciplinary Partnerships for Achievement (BELA IPA). This project will provide assistance in designing and conducting the professional development activities of the BELA IPA project, ensuring alignment with the standards of professional development and the relevant Common Core State Standards (CCSS) in English Language Arts, including the CCSS for Literacy in History/Social Studies, Science, and technical subjects. This subaward will be used to pay for substitute teachers and extra duty pay for teachers to participate in professional development and extra duty pay for teachers to staff a Writing Center at Bonanza High School. Funds will also be used to purchase instructional materials including a non-fiction science content book for each grade nine student at Bonanza High School.

Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Dr. Giorgis - Children's Literature, Mathematics and Science (CLaMS)

The intent of the Children's Literature, Mathematics and Science (CLaMS): Creative Connections Across Content Areas, is to examine, explore, and enhance instructional strategies that will entice children to make mathematical and science related connections to literature through oral and written means. A summer institute and professional development will enable 40 teachers in teams of 2-5 in in the District to have the opportunity to further their math and science content knowledge and instructional strategies in reading and writing. These professional development activities will be conducted jointly by UNLV and the College of Southern Nevada (CSN) professors and involves teacher leaders. Participants will address the CCSS and State standards related to science, mathematics and literacy in order to further the goals and objectives of their respective schools. Using technology such as Flip video cameras and podcasts, teachers will be able to investigate the process by which children solve mathematical problems, respond to science content in literature, and generate connections both mathematical and science related to the literature that they are reading. Using the six traits of writing, teachers will further engage children in written responses that will reveal the connections they are making with science, mathematics, and literacy. Through this proposed project, reading, writing along with scientific and mathematical thinking will significantly impact instructional practice and student learning.



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

The focus of the “ 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 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. Higgins - Project Grow

The purpose of Project Grow is to provide professional development to 18 teachers at three high schools (Cheyenne HS, Liberty HS, and Mojave HS) to unwrap Biology content standards create standards-based assessments and plan instructional adaptations based on student assessment scores. The District has two primary roles in Project Grow; (a) formatively evaluating the materials created by project staff and; (b) providing opportunities for teachers to attend professional development activities during the summers of 2012 and 2013 and during the 2012-13 school year.

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 Robert Lunt Elementary and Lois Craig Elementary 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) faculty at Lunt and Craig Elementaries 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) - Nevada Partnership for Effective Mathematics and Science Teaching and Learning (N-PEMSTL)

The Curriculum and Professional Development Division staff members are working in partnership with UNLV on a project entitled Nevada Partnership for Effective Mathematics and Science Teaching and Learning (N-PEMSTL) in order to increase Grades 3-5 teachers’ mathematics and science knowledge, increase teachers’ understanding of Science, Technology, Engineering, and Mathematics (STEM) integration, and increase teachers’ capacity to effectively align instructional materials to the CCSS in the Nevada mathematics and science standards. A summer professional development, school year follow up, and professional learning communities will be used to accomplish the goals of the project.

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

Nevada Commission on Educational Technology (NCET) - State Educational Technology Implementation Funds (SETF)-Consortium provides high-quality online professional development (PD) to support the implementation of the CCSS, leading to improved student achievement. This PD is a combination of modules developed by the District, 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, Public Broadcasting Service Teacher Line and ASCD (formerly the Association for Supervision and Curriculum Development), will be examined to determine the best fit for supporting rollout of the CCSS.

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

These funds purchase library books for all District 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 State Pre-Kindergarten Program

The District 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 2013-14 and 2014-15 school years, this program will collaborate with Early Childhood Special Education and Title I to provide services at Bracken, Bunker, Cunningham, Dondero, Harris, Lake, McCaw, McWilliams, Rundle, and Warren Elementary Schools.



Prevention Advocacy Choices Teamwork (PACT) - Quannah McCall

Quannah McCall Elementary receives funding to implement evidence-based services aligned with one or more of three established coalition priorities. The priorities include: 1) developing a strong organizational infrastructure; 2) building strong community ties; and 3) prevent early onset of childhood and underage drinking/drug use. The program initiatives include after-school positive action tutoring, parenting wisely classes, summer school and Saturday family and community activities. Through this initiative the program will impact approximately 490 students and their families. The program objectives for this grant are to increase: 1) student achievement; student social skills; 2) parental awareness with positive action and parenting wisely; and 3) parent and community involvement.

Prevention Advocacy Choices Teamwork (PACT) - Safe and Drug Free

The District's Safe and Drug Free Schools program seeks to pilot the Reconnecting Youth program at Legacy High School during the 2012-13 school year as a means of reintroducing a prevention element into its programming. Reconnecting Youth is classified as an evidence-based prevention program that is intended for high-risk youth and is effective with multicultural groups from diverse racial/ethnic populations as well as monocultural groups. Reconnecting Youth program was adapted in the early 1990's to address youth at suicide-risk as well as those at risk for potential dropout and drug involvement. Efficacy tests showed that Reconnecting Youth worked to decrease suicide-risk factors, drug involvement and poor school performance. This program has been adapted by others for use in alternative high schools, juvenile correction programs, group homes and middle schools.

Program goals: 1) increased school achievement (including school bonding, attendance, GPA and credits earned); 2) decreased drug involvement (including increased drug use control and decreased adverse drug-use consequences); and 3) decreased emotional distress (including decreased suicidal behaviors and related risk factors: depression, hopelessness, anger-control problems, stress; and increased protective factors: self-esteem, personal control, and social support from peers, family, and school).

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: 1) expansion of the Safe Routes to School program for 50 elementary schools and/or middle schools; 2) expansion of the Wellness Project Facilitator salary from the tobacco cessation grant to promote wellness curriculum through a wellness webpage; 3) provision of health services for staff development; and 4) support of the purchase of body mass index equipment, and food services for the procurement of fruit cup production equipment.

Professional Development for Arts Educators (PDAE) Program

The Professional Developments for Arts Educators (PDAE) grant is designed to raise student achievement in eight at risk K-12 schools in the District through integrated instructional strategies "in" and "through" the arts. The purpose of the PDAE program is to strengthen standards based on integrated instruction through intensive professional development that makes connections between the Nevada Standards for Music and Visual Arts and the Common Core State Standards for Mathematics and English Language Arts.

Project: Mathematics Integrated with Science using Technology (MIST)

The goal of this mathematics and science 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: Mathematics Integrated with Science using Technology (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 U.S. Department of Health and Human Services Office of Refugee Resettlement provides funding to assist refugee students in the transition to American culture. The District, Catholic Charities of Southern Nevada, and the Ethiopian Community Development Council partnered to provide academic and enrichment services for elementary and secondary refugee students. This grant will support refugee students through the provision of before- and after-school tutoring, school supplies, backpacks, books and supplemental classroom materials, translation of school forms, interpreters for registration and parent conferences, clothing, personal hygiene items, physical education uniforms, and field trips to cultural and educational places of interest in the community. Del Sol High, Global Community High, Valley High, Orr Middle, and Thomas Elementary Schools are the targeted sites for comprehensive school-based programs as they have the highest populations of refugee students to be served. However, refugee students are attending many other schools districtwide. Therefore, refugee students attending other schools throughout the District will also be supported through this funding.

Safe Routes To School (SRTS) Coordinator

Safe Routes to School funds (SRTS) are used to support development and implementation of 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. This project funds a safety coordinator position to oversee/ensure implementation of SRTS initiatives.



Salary Incentives for Licensed Personnel

Funding was authorized by Assembly Bill 579 of the 2011 Nevada 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 Statute 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 the school district, as determined by the Superintendent of Public Instruction.

If a teacher or school psychologist entered into a contract or other agreement of employment with a Nevada school district before July 1, 2007, the board of trustees of the school district shall purchase one-fifth of a year of retirement credit for that employee pursuant to subsection 2 of Nevada Revised Statute 286.300 if the employee qualified under the provisions of Nevada Revised Statute 391.165. On or before August 1, 2007, the board of trustees of each school 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 Nevada Revised Statute 391.165 as that section existed on June 30, 2007.

School Nurse Strike Team Program

This program will develop a prototype model and training for School Nurse Strike Teams (SNST) for the purpose of delivering coordinated and effective care to victims of terrorism and other public health emergencies. The District is developing a prototype model for School Nurse Strike Teams to respond to public health emergencies and mass casualty incidents in the school setting. The SNSTs would be trained to respond during natural and man-made emergencies impacting the jurisdiction. As sentinels and first responders, school nurses may be called upon to coordinate or assist with the management of health and medical services on District property to reduce death and injury during emergency situations, and to help restore essential health and medical services for a disaster impact area within or overlapping the school district. By the Governor's order, school nurses may also be required to attend to the care of the public during a disaster. Education, training, certification, and exercises in the area of emergency preparedness supported by this funding will provide SNST members with the knowledge, skills, and abilities needed to perform key tasks required for specific target capabilities. If successful, this model prototype could be duplicated across the State and nationally to improve emergency preparedness and response capabilities.

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 Clark High built in 1964.

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; 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; 12) prepare all paperwork including event reports and year-end summaries; and 13) collaborate with other community agencies.



Striving Readers Comprehensive Literacy (SRCL) Program

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: 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 CCSS so that every student knows how to use reading, writing, listening, viewing, speaking, presenting, and critical thinking skills from birth through grade 12; 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 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 CRT and NHSPE milestones for SRCL schools by the end of the project in fiscal year 2016 are: elementary schools: 80%; middle schools: 65.5%; SRCL high schools: 62%; 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 through grade 12 literacy programs with students and families, including: the University of Nevada Cooperative Extension, local daycare centers, Vegas PBS, and local libraries.

Summer School Diversion Program - Justice Assistance Grant (JAG)

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

Thermal Demonstration Project

The overall 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 - Focus School Improvement

School improvement funds will be used to provide support for interventions in order to decrease the achievement gap while increasing student achievement. This program will serve the following 13 schools: Craig, Diaz, Fitzgerald, Imagine 100, Kelly, Lowman, Petersen, Paradise, Reed, Roundy, Squires, and Tom Williams Elementaries and West Preparatory Academy Secondary School for a minimum three-year period. The interventions to be implemented will enable the District to address the needs of these Title I schools through schoolwide support and school networking activities while meeting the unique needs of each focus school.

Title I Part D - Neglected or Delinquent

The Title I, Part D Neglected and Delinquent grant funds the Youthful Offender Program (YOP). The YOP is an adult high school program. Located in High Desert State Prison (HDSP), the program serves approximately 890 inmates ages 16-26 who have been adjudicated by the court system. The YOP offers general academic classes such as English, math, science, language, social studies, special education, General Education Diploma (GED) preparation, and computers. Career and technical classes including automotive, heating/ventilation/and air conditioning (HVAC) and industrial technology are conducted in vocational classrooms. A construction program is offered which includes electrical, hydraulics, machinery and tools. The program also includes a Green Technology Leadership in Energy and Environment Design (LEED) certification program and a culinary program. The instructional program at HDSP is unique in that students who are placed here are ready to be integrated back into society at the conclusion of their prison term. Those who develop their talents in the areas of communication, computational trade and social skills are successful while those who fail to develop these talents often return to the prison. The Title I, Part D Neglected and Delinquent grant has supported YOP and the goal of providing solid academic, career and technical education programs to prepare students for successful reintegration into mainstream society.

Title I - School Improvement Grant (SIG) Sec 1003(g) Cohort 3

Title I School Improvement Grant (SIG) Sec 1003(g) Cohort 3 federal flow-through funding, formula-based grant of the Elementary and Secondary Education Act (ESEA) focus is to implement intervention strategies to improve the academic achievement of persistently low achieving schools that have been identified as In Needs of Improvement, in corrective action, or restructuring. The District has elected to implement the Transformation Model as an intervention strategy at Canyon Springs High School.



Title II-A - Teacher and Principal Training and Recruiting

In accordance with educational needs and priorities, consistent with the improvement of instruction through teacher and administrative training, the District will provide professional development opportunities through the following projects: Curriculum and Professional Development Support; English Language Arts; Mathematics; Science and Health; Assessment, Accountability, Research, and School Improvement; Equity and Diversity Education; Gifted and Talented Education; Middle School Initiatives, and Leadership/New Teacher Induction. The District will also utilize a portion of this funding to continue recruitment efforts of Highly Qualified Teachers (HQT) and to provide program services including grant planning, monitoring, evaluation, and administrative guidance. Additionally, these funds based on a per pupil formula will be used to provide for equitable participation of eligible private school teachers and administrators in professional development opportunities.

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, program services, and parent involvement are the six projects.

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

Title IV-21st Century Community Learning Center (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 2012-13: 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 approximately 50 schools; 4) cultural awareness activities will be scheduled districtwide for American Indian/Alaska Native 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 focus of the Family Engagement for High School Success Initiative is to increase Nevada's high school graduation rate and levels of college and career readiness. The funds are for the purpose of promoting family engagement through support of resource centers at five identified high schools.

Clark, Eldorado, Silverado, Sunrise Mountain, and Western High Schools will each receive funding to continue implementation of a parent resource center for families allowing for an increase in engagement with school activities. Topics to be addressed through center resources involve four key areas: 1) technology/information for communication; 2) relationships/self-advocacy; 3) parental roles in promoting high school success; and 4) family economic and financial burdens.

Windsong - Pre-Kindergarten

The Windsong Trust provided a grant to the District to take the following actions to grow its 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 the Early Childhood Education Initiative, focus is 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); 2) and develop a policy brief (March-August), to inform the State Legislature of the increased need to adequately fund Early Childhood Education.

Windsong - The New Teacher Project (TNTP)

The Windsong Trust provided a grant 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 in building the capacity for lasting change and continuous improvement. TNTP staff work with the Human Resources 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 bear extensive knowledge and experience in human capital reform from working with states and school 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 specifically 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 academic and administrative leaders and stakeholders to design and implement high quality educator evaluation systems focused on student learning. Finally, TNTP supports 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, certificates, job placement, and post-secondary education. Mandatory green economy training is also provided by the Fudner Workforce Connections.

Youthbuild Program Desert Rose High School

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

Source: CCSD Grants Development Assistance

