

### **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 and hold national certification during the 2014-2015 school year.

### **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 2014-2015 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 2014-2015 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 International Baccalaureate exam fees for eligible students, based on their household socioeconomic status.

### **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: Frank F. Garside Junior High School, Robert O. Gibson Middle School, Clifford O. Findlay Middle School, Carroll M. Johnston Middle School, Mojave High School, and Western High School. 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.

### **Career and Technical Education - Allocation**

State funds are made available to school districts 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; Business and Marketing Education; Education, Hospitality and Human Services; Health Science and Public Safety; Information and Media Technologies; and Skilled and Technical Sciences.

### **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 three funding purposes: 1) develop and expand program(s) to meet state standards and to align course sequences with the 2014-15 state CTE course catalog; 2) align programs and course sequences to the economic development priorities in the state plan for economic development; 3) implement the new state standards for Employability Skills for Career Readiness.

### **Carl D. Perkins Career and Technical Education Reserve Grant**

Competitive funding is made available through the Carl D. Perkins Career and Technical Education (CTE) Improvement act of 2006 for program development, establishment of innovative programs, collaboration, and accountability to demonstrate essential outcomes. Agencies must meet the following additional guidelines relating to CTE training programs 1) development of new programs based on state, regional or local economic and workforce development needs or 2) innovation in the delivery of existing programs based on state, regional or local economic and workforce development needs. Funding was approved to develop Drafting and Design program learning labs at Advanced Technologies Academy, Chaparral HS, Coronado HS, Las Vegas HS, Mojave HS, and Southwest Career and Technical Academy.

### **Carl D. Perkins Career and Technical Education 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 bachelors, masters, or doctoral degree. Such programs must 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, Education, Hospitality and Human Services, 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.

### **Class Size Reduction - Kindergarten**

During the 77th Nevada Legislature in 2013, kindergarten class size reduction was approved for the first time through the passage of Senate Bill 522 and Assembly Bill 2. State general funds were appropriated for the 2013-2014 school year, to reduce the kindergarten class size to a ratio of 21 (no more than 25) students to one teacher in one-third of the full-day kindergarten classrooms and in all half-day kindergarten classrooms. The program resources will be allocated to schools based on need throughout the program year. Implementation will occur in collaboration with facilities and personnel availability. During the 2014-2015 school year funding will provide for 263 teachers.

### **College Board Confucius Institutes and Classrooms**

The Confucius Institute and Confucius Classroom Program supports the sustainable development of the K-12 Chinese language teaching programs. The program is guided by the belief that exposure to multilingual and multicultural education is vital to student academic and career success in the 21st century world.

### **Community Oriented Policing Services (COPS)**

Funding has been provided for the Datacasting 2.0 Project by the 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 School District Police Department will partner with Vegas Public Broadcasting and the CCSD 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 of the School District Police Department Datacasting 2.0 Expansion Project is to further the work being done to increase school safety by the original Datacast 2.0 Project by equipping nine more schools with the Milestone video management software that will allow school-based security cameras to be accessed by the laptop computers that have been installed in District police vehicles.

### **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 the District's 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 - Asia Society**

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

Through a cooperative agreement between the Department of the Interior, National Park Service, Lake Mead National Recreation Area (LAKE), and the District, funding will provide student transportation from the schools to the LAKE and back. Examples of this transportation agreement that may be facilitated are 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. Activities will include wildlife habitat restoration, service learning, and science and social science education programs.

### **Full-Day Kindergarten**

Senate Bill 522 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 positions for Full-Day Kindergarten Program teachers.

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### **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 goals of GEAR UP grant are to: 1) increase the number of low-income students who are prepared to enter and succeed in postsecondary education; 2) increase GEAR UP students' and families' knowledge of postsecondary education options, preparation, and financing; 3) increase recruitment and enrollment of GEAR UP students in postsecondary education; and 4) raise the expectations of GEAR UP middle school personnel to create a college-going culture that provides all students with the tools necessary to apply for and succeed in post-secondary education and future careers. The following middle schools will be served including Kathleen and Tim Harney, Jerome Mack, and C. W. Woodbury. High schools receiving these middle school students within this program include Chaparral, Del Sol, Desert Pines, Las Vegas, Southeast Career and Technical Academy, and Veterans Tribute Career and Technical Academy.

### **Gifted & Talented 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 United States 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. This program provides students with a broad foundation of instruction, fostering the link between STEM education research and practice. Access to cutting-edge technology prepares students to compete in the global economy while allowing them to become actively involved in their own learning process. Robotics and astronomy are inherently multi-disciplinary, covering science, technology, engineering, and mathematics. This year's funding will expand the existing robotics and astronomy programs to an estimated 1,000 additional GATE students.

### **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.

### **Growth Mindset - Crestwood Elementary School Greater Good Council - Innovation Schools Grant**

Crestwood Elementary School was awarded funding to develop a school culture to increase student motivation and achievement by using schoolwide growth mindset strategies. By implementing a research-based growth mindset model for learning, students will less often think, "I can't do this," and more often think, "I know I can be successful!" Because students at Crestwood experience hardship, oftentimes they develop a "learned helplessness" mentality. By creating a growth mindset culture at Crestwood, the intent is to foster students who exceed expectations because they take risks beyond their comfort zones, and focus on improvement rather than how smart they are perceived. Crestwood students will feel confident in their secure learning environments and know it is okay to experience mistakes because that is a normal part of the learning process.

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

This federal program supports effective, sustainable, and coordinated dropout prevention and re-entry programs in high schools with annual dropout rates that exceed the state average dropout rate. Eight high schools and the largest feeder middle school were selected for this program. Those schools are: Canyon Springs HS/Marvin M. Sedway MS, Chaparral HS/Jerome Mack MS, Cheyenne HS/Theron L. Swainston MS, Del Sol HS/Helen C. Cannon MS, Eldorado HS/Mike O'Callaghan MS, Mojave HS/Clifford O. (Pete) Findlay MS, Valley HS/John C. Fremont MS, and Western HS/Robert O. Gibson MS. The components for this dropout prevention and intervention program include: a social worker to be assigned to each targeted school to determine students at-risk for dropping out of school; the provision of social services and counseling; and referrals to community partners for wraparound services. Social workers will 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 Truancy Diversion Program is also an important component, designed to support students as they work to improve attendance and grades. Truancy court sessions will be held once a week at the school sites with both students and parents, where the presiding judge evaluates attendance records, teacher reports, and weekly grades. Social workers will assess students, 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.

**Investing in Innovation (I3) Fund -Science, Technology, Engineering, and Mathematics (STEM)**

The Pathways to Science, Technology, Engineering, and Mathematics (STEM) Initiative (PSI) serves 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 Junior High School, Robert O. Gibson Middle School, Clifford O. Findlay Middle School, Carroll M. Johnston Middle School, Mojave High School, and Western High School. 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.

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

The Johnson O'Malley grant program provides academic, college, career, and cultural programs that meet the needs of American Indian/Alaska Native students. The following objectives and activities have been established for the program: 1) The rate of Johnson O'Malley high school students on track for graduation will increase each year. Activities will include: provide experiences on post-secondary school campuses; monitor the academic progress of students using the High School Visualization Tool; and provide a customized graduation ceremony for JOM students that reinforce their cultural identity and traditions; 2) The attendance rate of Johnson O'Malley students will increase each year of the grant. Activities will include: monitor student attendance; provide attendance milestone incentives; provide interventions and resources for students identified with absentee concerns; provide additional recognition of students with perfect attendance and A/B Honor Roll through the newsletter distributed to parents; meet quarterly with the Johnson O'Malley Indian Education Committee to share community information and resources; and facilitate the Youth Spending Frenzy in partnership with the Office of Special Trustees, Bureau of Indian Affairs; 3) The percentage of students in the "meets/exceeds" category for the Criterion Referenced Test (CRT) in English language arts, mathematics, and science will increase by 2% per year. Activities will include: use CRT data to identify students who are at the "approaches proficiency" or "non-proficient" levels in English language arts, mathematics, and science; refer identified students for tutoring services; monitor teachers monthly to ensure that the tutoring program is implemented with fidelity; and provide school supplies to qualifying students; and 4) 95% of student responses to a survey will indicate that the cultural event was beneficial and enhanced their cultural identity. Activities will include field trips and cultural activities.

**Kindergarten Class Size Reduction - Portables**

Funding is provided for facilities to support the implementation of Kindergarten Class Size Reduction in Clark County through the 2014-2015 school year. These facilities will be placed according to need for projected classroom additions at schools where additional teachers are required to implement the Kindergarten Class Size Reduction. Funding is requested for the module units, delivery, set-up, siting, connectivity, finishing, permit fees, and furniture.

**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 educational, physical, mental, emotional, 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.

**Mathematics and Science Partnership Program (MSP) - Project Focusing on Crosscutting Concepts to Understand Science (FOCCUS)**

Project FOCCUS (Focusing on Crosscutting Concepts to Understand Science) is a professional development grant, funded through the Mathematics and Science Partnership Program, to increase subject matter knowledge and teaching skills of science teachers. Project FOCCUS targets 90 K-12 public, private, and charter school teachers in Clark Esmeralda, Lincoln, Mineral, Nye, and Storey Counties, and partners with the Southern Nevada Regional Professional Development Program (SNRPDP) and the University of Nevada, Las Vegas (UNLV) Center for Mathematics, Science, and Engineering Education. Goals of Project FOCCUS are: 1) Increase teacher knowledge of science content, practices, and crosscutting concepts as they are represented in the science Nevada Academic Content Standards (NVACS); 2) Develop teacher ability to integrate crosscutting concepts represented in the science NVACS into content-focused instruction; 3) Increase academic achievement of students taught by FOCCUS participants; and 4) Develop an online science educator network. Activities include: 1) The summer science institute, 2) Implementation and reflection, and 3) The Engineering Content Connections Institute. Phase 1 content will be delivered through a blended-learning approach mixing online with face-to-face sessions. K-12 participant cohorts will work through activities based on crosscutting concepts articulated in the science NVACS. Phase 2 will focus on the direct classroom implementation of the participant-developed content knowledge of topics represented in the science NVACS. In the final element of Phase 2, participants will reflect on their experiences using student assessment data and evaluate the effectiveness of their lessons. Phase 3 will concentrate on developing a deeper understanding of the content needed to support engineering and how elements and practices of engineering can be best translated into classroom practices that are supported by the science NVACS.

Project FOCCUS will be evaluated utilizing pre- and post-tests of teacher content knowledge; analysis of lesson plans and classroom observations; student achievement data; and evaluation of the online science educator network based on shared lessons, communications among teacher participants, and teacher interview data. A rigorous evaluation will measure the effectiveness of the project through science proficiency data of students who have received instruction from teachers successfully completing the training. Follow-up sessions, self-reflection exercises, and formal observations will be used to track changes in pedagogy as teachers are encouraged to adopt a more student-centered approach to instruction.

### **Mathematics and Science Partnership Program (MSP) - Project Nevada-S**

Project NEVADA-S (Networking Educators' Visions Across Distances to Advance Science), a Mathematics and Science Partnership Project, will increase subject matter knowledge and teaching skills of 150 K-3 and 6-8 grade science teachers from public, private, and charter schools in Nevada. The District will collaborate with Lincoln County School District; the Southern Nevada Regional Professional Development Program (SNRPDP); Desert Research Institute (DRI); and the University of Nevada Las Vegas (UNLV), Center for Mathematics, Science, and Engineering Education to implement Project NEVADA-S with the following goals: Goal I: NEVADA-S participants will show significant growth in content knowledge in their chosen subject areas; Goal II: NEVADA-S will connect education professionals across Nevada to build communities of practice and collegial relationships; and Goal III: To address teaching and learning needs, Project NEVADA-S will provide participants with a three-part professional development pathway: Part 1: Content Knowledge Development, Part 2: Application Development, and Part 3: Implementation Protocol. A cross-regional representation of participants will be recruited from two Nevada professional learning regions: the SNRPDP, and the Northwestern Regional Professional Development Program (NWRPDP); 25% of the total participants will be recruited from Storey and Washoe Counties. NEVADA-S will create a virtual environment conducive to asynchronous distance education opportunities for teachers and a repository of lesson plans and materials. All the lesson plans and artifacts created by teacher teams will be collected in an online repository. An online tool will be developed to share lessons and facilitate collaboration among NEVADA-S teachers. The online system will keep track of lessons shared and communications among the teachers. The data generated by the Online Science Educator Network with regard to shared lessons, communications among the teachers, and teacher interview data will be used to evaluate the project objectives for Goal III. This online tool will serve as the deliverable that is required for the project.

### **McKinney-Vento Education for Homeless Children and Youth**

Through the McKinney-Vento Homeless Assistance Act of 1987, as amended by the No Child Left Behind Act of 2001, funds are available through the Nevada Department of Education to support programs that facilitate the academic success of

students experiencing homelessness and guaranteeing access to all appropriate educational opportunities and services. The McKinney-Vento grant program includes two major components: HOPE High School Mini-Grants and the HOPE Middle School Mentoring Program, which both focus on student academic success. Through these projects, Title I HOPE will continue to improve and extend the connection between homeless students and the services they need to stay in school and succeed. The mini-grant design focuses on surrounding homeless students with support systems which include the school personnel, Food Services, Transportation, Wraparound Services, community agencies, and incorporates parent involvement. The middle school mentoring program will connect homeless students with a mentor using a one-to-one support model. Students will meet weekly with an identified licensed teacher to set goals in areas including academics, life, and social abilities.

### **Nevada Collaborative Teacher Improvement Program (NeCoTIP)-Integrating Science and Language Arts**

The program is designed in collaboration with partners from the Instructional Design and Professional Learning Division (IDPLD), University of Nevada, Las Vegas (UNLV) College of Education, and UNLV College of Sciences. This program will serve twenty-five (25) K-5 teachers in a sustained professional development program using a combination of summer institutes, school year face-to-face meetings, and classroom support. Elementary teachers who are in science leadership positions will be targeted. This program seeks to improve the ability of K-5 teachers to integrate science and language arts, provide argument-based science inquiry instruction, and translate Nevada Academic Content Standards (NACS) based on Next Generation Science Standards and Common Core State Standards in to classroom practice.

### **Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Blended English Language Learning (BELL)**

This project provides a teacher-leader professional development model to 50 middle school teachers in the area of ELA to meet the academic and linguistic needs of English Learners (ELs). Participants will develop transformative blended learning ELA activities and assessments, teach and reflect upon the delivery and success of their blended learning lessons, refine activities and assessments, and will effectively utilize formative and summative assessments tools. Lessons will be adapted for use with varying technological support and disseminated. Funds will be used for teachers extra-duty salaries and fringe for planning and professional development.

### **Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Blended Technology and Statistics Education For Conceptual Understanding (Grades 6-12)**

This project is a collaborative professional development effort between the University of Nevada Las Vegas (UNLV) Colleges of Education and Sciences, and the District. Participating teachers will work throughout the school year engaging in professional development focused on teachers' statistical knowledge, as well as their use of software programs that support conceptual understanding and dynamic representations

of statistical concepts. Participants will develop action plans for classroom engagement based on their mathematical analysis of respective software programs.

#### **Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Entry to Transformation (E2T): Implementing Blended Learning in Mathematics - Dr Olson**

The K-12 Mathematics and Instructional Technology Department, Instructional Design and Professional Learning (IDPL) Division partnered with the University of Nevada, Las Vegas College of Education and College of Sciences and the Sierra Nevada College of Education for professional development activities funded by a Nevada Collaborative Teacher Improvement Program (NeCoTIP) grant. This grant funds after-school professional development activities for 60 middle school teachers. University and college personnel provide assistance in developing and integrating activities at the District's Engage, Empower, Explore (E3) Project schools. The goal of this grant is to provide the professional development and support needed for developing lessons with varying levels of required technology, activities, and assessments to address middle school mathematics content aligned with the Common Core State Standards for Mathematics. This allows middle school mathematics teachers across the District, as well as within the E3 Project, to implement blended learning for their students.

#### **Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Integrating Science, Engineering and Language Arts-Deniz**

This program will serve 25 K–5 teachers in a sustained professional development program using a combination of summer institutes, school year face-to-face meetings, and classroom support. Elementary teachers who are in science leadership positions will be targeted. The program is designed in collaboration with the School District, UNLV's Science Education Program, and UNLV's School of Life Sciences. This program seeks to improve K–5 teachers' ability to integrate science, engineering, and language arts and ability to translate Next Generation Science Standards and Common Core State Standards into classroom practice.

#### **Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Nevada Partnership for Effective Mathematics and Science Teaching and Learning (N-PEMSTL)**

Instructional Design and Professional Learning Division (IDPLD) staff members are working in partnership with University of Nevada, Las Vegas (UNLV) on the Nevada Partnership for Effective Mathematics and Science Teaching and Learning (N-PEMSTL) project to increase grades 3-5 teachers' mathematics and science knowledge. The goals of this project are to: 1) increase teachers' understanding of Science, Technology, Engineering, and Mathematics (STEM) integration, and 2) to increase teachers' capacity in the effective alignment of instructional materials to the Nevada Academic Content Standards in Mathematics and Science. A summer professional development, school-year follow up, and professional learning communities will be used to accomplish the

goals of the project. Up to 40 teachers are invited to participate in the project. Most participants in this project were included in the 2013-2014 N-PEMSTL project; however, some turnover is expected and openings will be communicated to teachers in schools whose data indicate the need for additional support. UNLV is the applicant and the District will act as the local school district partner. Funding will be used to pay teachers to develop and attend professional development.

#### **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 Common Core State Standards (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, Public Broadcasting Service Teacher Line classes will also be used to support rollout of the CCSS.

#### **Nevada Community Prevention Coalition - Bowler ES**

Grant Bowler Elementary School (ES) applied for funding to implement two evidence based programs throughout the school year to serve approximately 150 students. The Keepin' it Real Drug Abuse Resistance Education (D.A.R. E.) program consists of officers from the Las Vegas Metropolitan Police Department providing educational training to students over a 10-week period. D.A.R.E. is a collaborative effort of the essential components of a community; students, parents, schools, law enforcement and community leaders designed to provide enhanced tools for keeping youth safe and drug free. The Media Detective School program is a media literacy education program for students in grades three, four and five. The goal of this program is to prevent or delay the onset of underage alcohol and tobacco use by enhancing critical thinking skills of students. The program consists of 10 lessons based on established models of decision-making and research on the message interpretation process.

#### **Nevada Community Prevention Coalition - Charles Arthur Hughes Middle School**

Forty-eight students and 8 adults will attend a 2-day drug and alcohol prevention leadership conference at Utah State University in Logan, Utah. Funds will be used to pay for conference fees and transportation.

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### **Nevada Community Prevention Coalition - Indian Springs**

Indian Springs Schools will implement a Brain Power program.. The program will involve students, teachers, administrators, and members of the Indian Springs community as well as parents and guardians. The 141 elementary and middle school students will attend classes held in the library where they will conduct experiments and complete lessons aligned to the core curriculum. Students will further their educational experience by providing an open house for parents to observe what the students have accomplished.

High school students will use information provided by the Foundation for a Drug-Free World to develop their own campaign for a Drug-Free School. The 79 students will research the effects of drugs and design a campaign targeting the elementary and middle school students. Students will design posters, locate speakers, and make commercials for the school broadcasting system. At that parent night, students will introduce their commercials, invite a guest speaker and display their work for parents to view. Students who have completed their campaigns will attend a field trip to the Bodies Exhibit at the Luxor Hotel. At the exhibit, students will view the effects of a healthy living versus those of unhealthy living.

### **Nevada Community Prevention Coalition - Virgin Valley**

Virgin Valley Elementary School will implement the Positive Action program to serve approximately 100 students. The Positive Action program consists of goals for student academic and behavior development which will help improve academic performance, instill students with intrinsic motivation to learn, and assist the school population and staff to reach their academic and behavioral benchmarks.

### **Nevada Comprehensive Curriculum Audit Tool for Districts**

The Nevada Comprehensive Curriculum Audit Tool for Districts (NCCAT-D) will be utilized to conduct the needs assessment to determine a district's capacity to meet the needs of its struggling schools. The purpose of the NCCAT-D is to guide the analysis of data for prioritizing needs, identify strengths and areas of concern, and convey a transparent evaluation process to all stakeholders.

### **Nevada Implementation of Curriculum Engine**

The overall purpose of the Nevada Implementation of the Curriculum Engine project is to develop the infrastructure and support systems to offer unique instance of the Curriculum Engine Web application to districts across Nevada. The benefits of this project include access to curriculum, powerful collective knowledge, and easy collaborative planning. The funds for this component of the project will pay for professional development and technical support for teachers across Nevada school districts.

### **Nevada Library Books Purchase**

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 a per pupil allocation. Funds awarded above and beyond the formulated amount are based on school need with special

consideration given to libraries at schools serving high numbers of disadvantaged students and/or English Language Learners. Schools changing the grade levels that will be served in the upcoming school year are also given special consideration for extra funding. School librarians, in cooperation with their administrators, determine school library book needs and order accordingly. 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 Clark County School 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 2013-2014 and 2014-2015 school years, this program will collaborate with Early Childhood Special Education and Title I to provide services at the elementary schools: Walter Bracken, Berkeley L. Bunker, Cynthia Cunningham, Harvey N. Dondero, George E. Harris, Robert E. Lake, Gordon McCaw, J. T. McWilliams, Richard Rundle.

### **Now is the Time Project AWARE Local Educational Agency Grants**

The purpose of this program is to assist local educational agencies to begin to support the training of school personnel and other adults who interact with youth in both school settings and communities to detect and respond to mental illness in children and youth, including how to encourage adolescents and their families experiencing these problems to seek treatment. It is required that individuals be trained in Youth Mental Health First Aid (YMHFA). By implementing this program, SAMHSA expects to achieve an increase in the mental health literacy of adults who interact with school-aged youth and increase awareness of mental health issues among school-aged youth.

### **Partnership to Improve Community Health (PICH)**

The District in partnership with the Southern Nevada Health District (SNHD) will implement the next phase of funding from the Centers for Disease Control (CDC), the Partnerships to Improve Community Health (PICH) grant award. The PICH grant funding was awarded to the SNHD by the CDC, with three years of funding, ending September 29, 2017. This project will expand the CrossFit program to 37 additional elementary, middle, and high schools, and provide support to the 11 existing CrossFit high schools, for a total of 48 schools. This project will create opt-in physical education programs at each site providing the opportunity for high-intensity activity.

**Prevention Advocacy Choices Teamwork - Quannah McCall**

Quannah McCall Elementary School receives funding to implement evidence-based services aligned with three priorities. 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 impacts approximately 490 students and their families. The program objectives for this grant are to increase: 1) student achievement; 2) student social skills; 3) parental awareness with positive action and parenting wisely; and 4) parent and community involvement.

**Prevention Advocacy Choices Teamwork - Safe and Drug Free**

The Safe and Drug Free Schools program seeks to pilot the Reconnecting Youth program at various high schools during the 2013-2014 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. Program goals include: 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).

**Professional Development for Arts Educators Program**

The Professional Developments for Arts Educators (PDAE) grant is designed to raise student achievement in eight at-risk K-12 schools in the School 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.

**Refugee School Impact**

The United States Department of Health and Human Services Office of Refugee Resettlement provides funding to assist refugee students in the transition to American culture. A refugee specialist/counselor position will be funded through this program to be the advocate for refugee students.. This program will serve newly arrived refugee students. District staff will work with both Nevada refugee resettlement agencies (Catholic Charities and the Ethiopian Community Development Council) to identify all newly arrived refugee students in its student information system and schedule an initial meeting with each student to conduct an individual needs assessment. Each student will receive clothing and basic school supplies. In addition, based on the results of the student’s needs assessment instructional materials and

referrals to available services such as tutoring, mentoring, and other supportive programs will be provided. Culturally and linguistically appropriate materials will be provided as necessary to ensure student growth in academics, high classroom attendance rates, successful graduation rates, and social integration to the new school environment and living in Nevada. The program goal is to assist newly arrived refugee children successfully transition to a new way of life and specifically help them adjust to their new school, academic expectations, and social environment.

**Safe Routes To School Coordinator**

Safe Routes to School (SRTS) funds 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 Senate Bill 522 of the 2013 Nevada State Legislature to be used for eligible school districts within the State of Nevada to apply for funds to continue an incentive program for the purchase of one-fifth of a year Public Employees Retirement of Nevada (PERS) retirement credit for designated groups of employees.

**Seismic Districtwide Gas Valves Hazard Mitigation Grant (Priority 1)**

The District will mitigate loss from natural gas line rupture, fire, and explosions due to seismic activity through the installation of seismic gas automatic shut-off valves in approximately 166 schools. Seismic gas automatic shutoff valves will be installed on each primary gas line leading into the school. This is the second phase of a three-phase project funded through FEMA’s Hazard Mitigation Grant Program to install seismic valves on all schools and facilities. Phase I was completed for High Schools and Middle Schools with Risk Management and FM Global Funding, and Phase III, funded through FEMA is targeting the remaining 48 elementary schools and other District facilities.

**Seismic Districtwide Gas Valves Hazard Mitigation Grant (Priority 2)**

The District will mitigate loss from natural gas line rupture, fire, and explosions due to seismic activity through the installation of seismic gas automatic shut-off valves in approximately 48 schools and administrative buildings. Seismic gas automatic shutoff valves will be installed on each primary gas line leading into District structures. This is the third and final phase of a three-phase project to install seismic valves on all District facilities. Phase I was completed for High Schools and Middle Schools with Risk Management and FM Global Funding; Phase II targeting 166 elementary schools is currently underway through the first FEMA-funded Hazard Mitigation grant program; and Phase III is targeting the remaining elementary schools and District facilities.

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### **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 primary objectives of this grant are: 1) to continue to foster the development of a comprehensive Special Olympics program that services special education students with developmental disabilities with a cognitive delay during the school day; and 2) to provide transportation and teacher support to students who participate in the Special Olympics program.

### **SRI Partnership**

The District is partnering with SRI International, an education research organization, on a two-year grant entitled A Researcher-Practitioner Partnership to Promote English Language Learners' Science Learning in the Elementary Grades. SRI International is the primary recipient (the research partner) and the District is a sub-awardee (the practitioner partner) of SRI International. The objectives of the program are: (1) To identify key factors associated with high science learning outcomes for English Learners (ELs) in the elementary grades; (2) To use data about what works to inform professional development and instructional approaches in science for the elementary grades; and (3) To formulate a research plan to investigate the issue at greater depth, which will be the topic of a future proposal. A group of six to eight schools will be selected for the study based upon the following: the percentage of ELs at the school; the percentage of ELs meeting or exceeding the standard for the science CRTs; the gender gaps among ELs with respect to their mean science CRT scores; principal tenure at the school; and the number of science extra-curricular activities at the school.

### **State Funded Curriculum Engine Implementation**

The purpose of the Common Core Curriculum Engine project is to continue support for the Statewide Implementation of Curriculum Engine project. The initial project provided seed money to develop the infrastructure and support systems, necessary to offer unique instance of the Curriculum Engine Web application to school districts throughout Nevada. The benefits of this project include the following: 1) Access to Curriculum, 2) Powerful Collective Knowledge, 3) Easy Collaborative Planning. The additional state funding is to support ongoing costs of project staff salaries.

### **Striving Readers Comprehensive Literacy Program**

The Striving Readers Comprehensive Literacy (SRCL) Program serves children from birth through grade twelve. 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. Phase I, II, and III SRCL schools are targeted in this fourth year of the project; schools were selected based upon academic need. All schools 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 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; 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 Instruction (RTI) framework and maintain a purposeful, respectful environment in which data can be collected, analyzed, and used to continually improve literacy achievement. All proposed SRCL activities align with the Nevada State and CCSD literacy plans. Program activities, designed to ensure that the above-stated goals are achieved, include the following: Striving Readers literacy coaches will be placed at each of the targeted school sites to increase capacity through coaching, mentoring, and training; District level and site level DBDM literacy teams will review student data, support teachers in making evidenced-based instructional decisions, and provide ongoing progress monitoring. High quality, job embedded professional development, as well as summer academies, will be provided to all teachers and administrators at targeted school sites; assessments, interventions, and materials will be provided to supplement instruction at the schools sites, 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, and local libraries.

### **Technical Assistance Grant**

Funding has been allocated from the Nevada Department of Education administrative School Improvement Grant (SIG) to provide technical assistance with the implementation of the Priority schools plans. This funding will provide support to the following schools: Del Sol, Canyon Springs, Desert Pines, and Valley High School. Funding will ensure a seamless continuum of learning experiences and refinement of educational practices aimed at collegial thinking, communication, implementation, and examination of progress/results for these schools.

**Title I - Focus School Improvement Section 1003(a)**

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: Lois Craig Elementary School (ES), Ruben P. Diaz ES, H. P. Fitzgerald ES, Imagine 100 ES, Matt Kelly ES, Mary and Zel Lowman ES, Dean Petersen ES, Paradise Professional Development ES, Doris M. Reed ES, Dr. C. Owen Roundy ES, C. P. Squires ES, Tom Williams ES, and West Preparatory Academy Secondary School for a minimum three-year period. Funding will enable districts to address the needs of Title I schools through schoolwide support and school networking activities.

**Title I Part A**

Title I, Part A of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academics. The purpose of Title I is to ensure that all students have an equal opportunity to reach academic standards as adopted by the State of Nevada. Title I is intended to help close the gap in academic achievement between students in different ethnic and income groups.

**Title I Part D Neglected or Delinquent Program**

The Title I, Part D Neglected and Delinquent grant provides funding to support the Youthful Offender Program (YOP), an adult high school program located in the High Desert State Prison (HDSP). The program serves approximately 890 inmates ages 16-26 who have been adjudicated by the court system to serve prison sentences in a medium security environment. The YOP offers: 1) General academic classes such as English, math, science, language, social studies, special education, General Equivalency Diploma (GED) preparation, and computers; and 2) Career and Technical Education classes, including automotive, culinary, heating ventilation and air conditioning (HVAC), industrial technology including construction, electrical, hydraulics, machinery, tools, and a green technology program that is inclusive of Leadership in Energy and Environmental Design (LEED) certification. Funding supports teacher salaries, curricular supplies, software, books, upgrades to technology, and fees for certification programs.

**Title I School Improvement Grant (SIG) Sec 1003(g) Cohort 3 Canyon Springs**

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 I School Improvement Section 1003(g)-Priority Schools-Cohort 4 Desert Pines**

The Priority School Improvement Grant Under Title I, Sections 1003(g) and 1003(a) of the Elementary and Secondary Education Act (ESEA) will provide support through school improvement activities in persistently low-achieving schools by implementing one of four United States Department of Education (USDOE) school intervention models. The project goals for Desert Pines High School are to increase the number of students successfully participating in advanced coursework and to ensure all students experience success in school and are ready by exit.

**Title I SIG sec 1003(g)-Cohort 5**

The Priority School Improvement Grant under Title I, Sections 1003(g) and 1003(a), of the Elementary and Secondary Education Act (ESEA) supports school improvement activities in persistently low-achieving schools that have the greatest need for the funds and demonstrated the strongest commitment to raise student achievement. The United States Department of Education (USDOE) appropriated the federal flow-through, formula-based funding for this grant under the Consolidation Appropriations Act of 2010 to the Nevada Department of Education (NDE). The focus of the project is to implement intervention strategies to improve the academic achievement of identified Title I In Need of Improvement schools. Funding has been made available to school districts that have one or more Title I-served or Title I-eligible Tier I, Tier II, Priority, or Tier III schools identified as In Need of Improvement.

**Title IIA 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: Instructional Design and Professional Learning Division (IDPLD) Support; English Language Arts; Mathematics; Science and Health; Assessment, Accountability, Research, and School Improvement; Equity and Diversity Education; Middle School Initiatives, Leadership, and Employee Onboarding. 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**

Funding is provided to assist all second language learners at all grade levels in becoming proficient in English. The six projects are: Professional development, elementary education, secondary education, program services, pre-kindergarten, and parent involvement.

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

The 21st Century Community Learning Center (CCLC) program provides academic and enrichment activities, before and after school, designed to help children in high-need schools succeed academically while enhancing their physical, cultural, social, and economic lives. The program is guided by four state goals: 1) improve student academic success; 2) provide enrichment opportunities, including civics education, and Science,

Technology, Engineering, and Mathematics (STEM) activities; 3) facilitate family and community engagement by providing support for literacy and related educational services to families of program youth; and 4) promote student health and fitness, including participation in activities that support drug and alcohol prevention. The program must operate 12 hours per week, for a minimum of 120 days, and serve at least 100 regular attendees who participate 30 or more days in the program.

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

The Indian Education Program provides funding through Title VII to support supplemental education services for American Indian/Alaska Native students. The program is developed in partnership with the District and the Clark County Indian Education Parent Committee. The following academic supports and cultural activities will be provided during the 2014-2015 school year: 1) Identify American Indian and Alaska Native students throughout the county; 2) Identify students from elementary, middle, and high schools who are determined to be in need of tutorial services in accordance with established selection criteria; 3) Provide after-school tutoring in reading, mathematics, and science for an estimated 75 students from approximately 50 schools districtwide; 4) Schedule cultural awareness activities districtwide for American Indian and Alaska Native students that enhance and support academic achievement; 5) Provide a local college tour for qualifying students; and 6) Provide opportunities for parents and guardians of American Indian and Alaska Native students to provide input into the development, operation, and evaluation of the program 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. Funding is provided to promote family engagement through support of resource centers at four identified high schools. Clark High School (HS), Eldorado HS, Silverado HS, and Sunrise Mountain HS, will each receive funding to continue implementation of a parent resource center to increase family 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; 4) family economic and financial burdens.

### **Windsong - Pre-Kindergarten**

The Windsong Trust provided additional funds to the District for the 2014-2015 school year to continue its Early Childhood Education Initiative by: 1) sustaining five Windsong sponsored pre-kindergarten general-education classrooms; and 2) expanding the partnership 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, the District is focused on enhancing programmatic support for Early Childhood Education teachers.

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

Youthbuild Program at 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. Participating students 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.

### **Zoom Schools**

Zoom School funding provides extended services for elementary students and was approved initially by the 77th Nevada Legislature in 2013 through the passage of Senate Bill 504. The Legislature appropriated funding to expand school-wide services in certain elementary schools during the 2013-2014 and 2014-2015 school years. These funds will be utilized to offer the following services free of charge to families of identified schools: 1) pre-kindergarten children; 2) full-day kindergarten to students; 3) operate a reading skills center; and 4) Summer Academy or Intersession Academy.

Sixteen elementary schools have been identified as follows: Arturo Cambeiro, Manuel J. Cortez, Lois Craig, Ollie Detwiler, Ruben P. Diaz, Ira J. Earl, Fay Herron, Robert Lunt, Reynaldo Martinez, Paradise Professional Development, Dean Petersen, Bertha Ronzone, C.P. Squires, Myrtle Tate, Rose Warren, and Tom Williams.

Source: CCSD Grants Development and Administration