

# The Nevada Plan

"All Children Can Succeed"



Consolidated Plan for the Implementation of the  
"No Child Left Behind Act"  
June, 2002

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## GLOSSARY OF ACRONYMS

AYP	Adequate Yearly Progress
BADA	Bureau of Alcohol and Drug Abuse
BDR	Bill Draft Request
CASAS	Comprehensive Adult Student Assessment System
CCD	Common Core of Data
CCLC	Century Community Learning Centers
COE	Certificates of Eligibility
CPS	Commission on Professional Standards
CRT	Criterion Referenced Test
CSR	Comprehensive School Reform
EETT	Enhancing Education Through Technology
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ETS	Educational Testing Service
GED	General Educational Development
HSPE	High School Proficiency Examination
IDEA	Individuals with Disabilities Education Act
LAS	Language Assessment Scale
LEA	Local Educational Agency
LEP	Limited English Proficient
MEP	Migrant Education Program
NAC	Nevada Administrative Code
NAEP	National Assessment of Educational Progress
NCATE	National Council for Accreditation of Teacher Education
NCES	National Center for Educational Statistics
NCLB	No Child Left Behind Act
NDE	Nevada Department of Education
NEP	Non-English Proficient
NERA	Nevada Education Reform Act
NOTIS	Nevada Online Technology Information Survey
NREA	Nevada Reading Excellence Act
NRT	Norm Referenced Test
ON*TRAC	Online Nevada Technology Resource
PLC	Professional Learning Communities
QED	Quality Education Development
RFA	Request for Application
RFP	Request for Proposals
RPDP	Regional Professional Development Programs
SAHE	State Agency for Higher Education
SBE	State Board of Education
SCAAN	Skills and Competencies Alternate Assessment of Nevada
SDFSC	Safe and Drug-Free Schools and Communities
SEA	State Educational Agency
SMART	Statewide Management Automated Record Transfer
TABE	Test of Adult Basic Education
UMIRS	Uniform Management Information and Reporting System
USDOE	U.S. Department of Education

**ESEA PROGRAMS INCLUDED  
IN THE CONSOLIDATED STATE APPLICATION**

CHECKLIST

The State of Nevada requests funds for the programs indicated below:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part B, Subpart 3: Even Start Family Literacy
- Title I, Part C: Education of Migrant Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title I, Part F: Comprehensive School Reform
- Title II, Part A: Teacher and Principal Training and Recruiting Fund
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
- Title IV, Part A, Subpart 2: Community Service Grants
- Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers
- Title V, Part A: Innovative Programs
- Title VI, Part A, Subpart 1, Section 6111: State Assessment Program
- Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments Competitive Grant Program
- Title VI, Part B, Subpart 2: Rural and Low-Income Schools

## **TIER I CROSS-CUTTING CRITICAL CRITERIA**

(References in parenthesis are to the Consolidated State Application sections)

1. State acceptance of all 5 ESEA Performance Goals and the corresponding 12 performance indicators. (Part I) **Adopted in cover letter, Assurances (p. 4), and in Introduction (p.17).**
2. Descriptions of State competitive subgranting processes, including timelines, selection criteria and how they promote improved academic achievement, and priorities and how they promote improved academic achievement. (Part II, 2)
  - **Title I, Part B, Even Start, pp. 65-72**
  - **Title I, Part C, Migrant, pp. 72-78**
  - **Title I, Part D, Neglected and Delinquent, pp. 76-78**
  - **Title I, Part F, Comprehensive School Reform, pp. 79-80**
  - **Title II, Part A, Subpart 3, pp. 80-84**
  - **Title II, Part D, pp. 84-87**
  - **Title IV, Part A, Section 4112, pp. 87-88**
  - **Title IV, Part B, pp. 89-95**
3. Timelines of major milestones for adopting challenging academic content standards in reading, math, and science. (Part II, 1a and b)
  - **Information on standards development process, pp. 40-45**
4. Timelines of major milestones for developing and implementing assessments in the required grades for reading, math, and science and description of how the State will use formula funds for the development and implementation of State assessments. (Part II, 1c)
  - **Information on Assessment development process, pp. 46-48**
  - **Information about how State will use funds for development of assessments, p. 156**
5. Plan for how the State will implement a single accountability system that uses the same criteria for determining whether a school has made adequate yearly progress. (Part II, 1h)
  - **Information on single accountability system, pp. 60-61**
6. Description of activities in which the State will engage to ensure that all teachers are highly qualified and that paraprofessionals have or will attain the required qualifications. (Part II, 5b and c)
  - **Information on highly qualified teachers and paraprofessionals, pp. 100-104**
7. Evidence that beginning no later than the 2002-2003 school year LEAs will provide for annual assessments of English proficiency. (Part II, 1i and j)
  - **Annual assessment of English proficiency, pp. 62-63**
8. Description of State's efforts to establish standards and measurable achievement objectives related to the attainment of English proficiency by limited English proficient students. (Part II, 1k)
  - **LEP Standards and measurable achievement objectives, pp. 63-65**

9. State acceptance of all cross-cutting and program specific assurances and State certification of compliance with the Unsafe School Choice option requirements. (Part III)
  - **Signed Assurances, pp. 4-10**

## **TIER II INFORMATION:**

(References in parenthesis are to the Consolidated State Application sections)

### **Title I Part A**

1. Procedures for allocating school improvement funds to LEAs (Part III, 1b)
2. Plans for informing LEAs about distribution of funds for supplemental services (Part III, 1d)
  - **Allocation of school improvement funds to LEAs, p. 112**
  - **Distribution of funds for supplemental services, p.112-113**

### **Title I Part B**

1. Description of how the SEA will use its indicators of program quality (Part III, 2a,b)
  - **Use of indicators of program quality, pp. 114-116**

### **Title I Part C**

1. Description of priorities for the use of migrant education program funds in order to have migrant students meet the State's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students), and how they relate to the State's assessment of needs for services (Part III, 3a,b)
  - **Priorities for use of migrant education funds, pp. 118-121**
2. Description of how State will promote continuity of education and the interstate and intrastate coordination of services for migrant children (Part III, 3d)
  - **Continuity of education for migrant students, pp. 122-123**

### **Title I Part D**

1. State assistance to State agencies and LEAs for facilitating transition services from correctional facilities to locally operated programs (Part III, 4b)
  - **Transition services from correctional facilities to locally operated programs, pp. 126-127**

### **Title II Part A**

1. If not fully addressed in the State's response to the information on performance goals, indicators, and targets in Part I, describe the remainder of the State's annual measurable objectives under section 1119(a)(2). (Part III, 6a)
  - **All Title II performance goals and indicators addressed in Part I, pp. 29-37**
2. Describe how the SEA will hold LEAs accountable both for (1) meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA, and (2) ensuring that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of "professional development" in section 9101(34). (Part III, 6b)
  - **Achievement of measurable objectives and professional development, p. 131**

### **Title III Part A**

1. Describe how the SEA will hold LEAs accountable for meeting all annual measurable achievement objectives for limited English proficient children, and making adequate yearly progress that raises the achievement of limited English proficient children. (Part III, 8b)
  - **LEA accountability for progress of LEP children, pp. 141-142**
2. Describe the process that the State will use in making subgrants under section 3114 (d) to LEAs that have experienced a significant increase in the percentage or number of immigrant children or youth. (Part III, 8e)
  - **Emergency immigrant subgrant process, pp. 143-146**
3. Specify the number of limited English proficient children in the State. (Part III, 8f)

- **Number of LEP children in State, p. 147**
- 4. Provide the most recent data available on the number of immigrant children and youth in the State. (Part III, 8g)
  - **Number of immigrant children in State, p. 147**

#### **Title IV Part A**

1. Governor's decision about reservation of funds for this allocation (Part III, 10a)
  - **Governor's reservation of funds, p. 152**
2. The designation of the recipient for the Governor's award (Part III, 10b)
  - **Designation of recipient of Governor's award, p. 152**

#### **Title IV Part B**

1. Description of the technical assistance and training to local programs to ensure implementation of effective strategies at the LEA level (Part III, 3)
  - **Title IV Technical assistance and training, pp. 148-149**
2. Description of the plan for evaluating local programs (Part III, 7)
  - **Title IV evaluation, pp. 148-149**

#### **Title V**

1. In accordance with section 5112(a)(1) of the ESEA, provide the SEA's formula for distributing program funds to LEAs. Include information on how the SEA will adjust its formula to provide higher per-pupil allocations to LEAs that have the greatest numbers or percentages of children whose education imposes a higher-than-average cost per child, such as –
  - a. Children living in areas with concentrations of economically disadvantaged families;
  - b. Children from economically disadvantaged families; and
  - c. Children living in sparsely populated areas. (Part III, 13a)
  - **Title V information, pp. 154-155**



**SEA Contacts for ESEA Programs**

ESEA Program Title	SEA Program Contact		
	Name	Phone	E-Mail address
Title I, Part A	<b>KATHY ST. CLAIR</b>	<b>(775) 687-9185</b>	<a href="mailto:kstclair@nsn.k12.nv.us">kstclair@nsn.k12.nv.us</a>
Title I, Part B, 3	<b>FAWN LEWIS</b>	<b>(775) 687-9214</b>	<a href="mailto:flewis@nsn.k12.nv.us">flewis@nsn.k12.nv.us</a>
Title I, Part C	<b>SHARYN PEAL</b>	<b>(775) 687-9212</b>	<a href="mailto:speal@nsn.k12.nv.us">speal@nsn.k12.nv.us</a>
Title I, Part D	<b>SHARYN PEAL</b>	<b>(775) 687-9212</b>	<a href="mailto:speal@nsn.k12.nv.us">speal@nsn.k12.nv.us</a>
Title I, Part F	<b>JACQUIE MOORE</b>	<b>(775) 687-9248</b>	<a href="mailto:jmoore@nsn.k12.nv.us">jmoore@nsn.k12.nv.us</a>
Title II, Part A	<b>LESLIE JAMES</b>	<b>(775) 687-9134</b>	<a href="mailto:ljames@nsn.k12.nv.us">ljames@nsn.k12.nv.us</a>
Title II, Part D	<b>MARK KNUDSON</b>	<b>(775) 687-9137</b>	<a href="mailto:mark@nsn.k12.nv.us">mark@nsn.k12.nv.us</a>
Title III, Part A	<b>SHARYN PEAL</b>	<b>(775) 687-9212</b>	<a href="mailto:speal@nsn.k12.nv.us">speal@nsn.k12.nv.us</a>
Title IV, Part A (SEA)	<b>MICHAEL FITZGERALD</b>	<b>(775) 687-9168</b>	<a href="mailto:mfitzgerald@nsn.k12.nv.us">mfitzgerald@nsn.k12.nv.us</a>
Title IV, Part A (Governor)	<b>MICHAEL FITZGERALD</b>	<b>(775) 687-9168</b>	<a href="mailto:mfitzgerald@nsn.k12.nv.us">mfitzgerald@nsn.k12.nv.us</a>
Title IV, Part A, Subpart 2	<b>MICHAEL FITZGERALD</b>	<b>(775) 687-9168</b>	<a href="mailto:mfitzgerald@nsn.k12.nv.us">mfitzgerald@nsn.k12.nv.us</a>
Title IV, Part B	<b>SHARYN PEAL</b>	<b>(775) 687-9212</b>	<a href="mailto:speal@nsn.k12.nv.us">speal@nsn.k12.nv.us</a>
Title V, Part A	<b>BOB EDDY</b>	<b>(775) 687-9132</b>	<a href="mailto:reddy@nsn.k12.nv.us">reddy@nsn.k12.nv.us</a>
Title VI, Part A, Subpart 1, 6111	<b>PAUL LAMARCA</b>	<b>(775) 687-9180</b>	<a href="mailto:plamarca@nsn.k12.nv.us">plamarca@nsn.k12.nv.us</a>
Title VI, Part A, Subpart 1, 6112	<b>PAUL LAMARCA</b>	<b>(775) 687-9180</b>	<a href="mailto:plamarca@nsn.k12.nv.us">plamarca@nsn.k12.nv.us</a>
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# INTRODUCTION

## **I. ASSURANCES AND CERTIFICATIONS**

The State of Nevada agrees to the following sets of assurances, the crosscutting certification, and the requirements of GEPA, Section 427.

### **GENERAL AND CROSS-CUTTING ASSURANCES**

In accordance with Section 9304(a), --Nevada assures that:

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
3. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law;
4. The State will adopt and use proper methods of administering each such program, including—
  - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and
  - c. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs;
5. The State will cooperate in carrying out any evaluation of each such program conducted by or for the Secretary or other Federal officials;
6. The State will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the State under each such program;
7. The State will—
  - a. Make reports to the Secretary as may be necessary to enable the Secretary to perform the Secretary's duties under each such program; and
  - b. Maintain such records, provide such information to the Secretary, and afford such access to the records as the Secretary may find necessary to carry out the Secretary's duties; and
  - c. Before the plan or application was submitted to the Secretary, the State afforded a reasonable opportunity for public comment on the plan or application and considered such comment;
8. The State has adopted the five Elementary and Secondary Education Act (ESEA) Goals and the related indicators, and will identify performance targets and submit baseline data for the targets when requested in 2003.

### **Certification**

#### Certification of compliance with Unsafe School Choice Option Requirements

The State certifies that it has established and implemented a statewide policy requiring that students attending persistently dangerous public elementary or secondary schools, as determined by the State pursuant to Nevada Revised Statutes (NRS) 392 as outlined in performance indicator 4.1 [in consultation with a representative sample of local educational agencies (LEAs)], or who become victims of violent criminal offenses, as determined by State law, while in or on the grounds of public elementary and secondary schools that the students attend, be allowed to attend safe public elementary or secondary schools within the LEA, including a public charter school.

### **ESEA Program Specific Assurances**

The State assures that it will comply with all requirements of the ESEA programs included in our consolidated application, whether or not the program statute identifies these requirements as a description or assurance that states would address, absent this consolidated application, in a program-specific plan or application. The State will maintain records of compliance with each of those requirements. (Note: For the Safe and Drug Free Schools programs, the State must have all appropriate assurances from the Governor on record.)

Through the general assurance and assurance (1) in section 9304 (a), the State agrees to comply with all requirements of the ESEA and other applicable program statutes.

### **1. Title I, Part A – Improving Basic Programs Operated By LEAs**

Assurance that —

- a. The State plan for the implementation of Title I, Part A was developed in consultation with LEAs, teachers, principals, pupil services personnel, administrators, other staff and parents and that the plan for Title I, Part A coordinates with other programs under this Act, the Individuals with Disabilities Education Act (IDEA), the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.
- b. The State has a plan for assisting LEAs and schools to develop capacity to comply with program operation and for providing additional educational assistance to students needing help to achieve State standards, including:
  - i. the use of schoolwide programs;
  - ii. steps to ensure that both schoolwide program- and targeted assisted program schools have highly qualified staff (section 1111);
  - iii. ensuring that assessments results are used by LEAs, schools, and teachers to improve achievement (section 1111);
  - iv. use of curricula aligned with State standards (section 1111);
  - v. provision of supplemental services, including a list of approved service providers and standards and techniques for monitoring the quality and effectiveness of services (section 1116);
  - vi. choice and options (section 1116);
  - vii. the State support system under section 1117; and
  - viii. teacher and paraprofessional qualifications (section 1119).
- c. The State has a strategy for ensuring that children served by Title I, Part A will be taught the same knowledge and skills in other subjects and held to the same expectations as all children.
- d. The State will implement the accountability requirements of section 1116(f) regarding schools identified for improvement prior to the passage of No Child Left Behind (NCLB) Act.
- e. The State will implement the provisions of section 1116 regarding LEAs and schools in improvement and corrective action.
- f. The State will produce and disseminate an annual State Report Card in accordance with section 1111(h)(1) and will ensure that LEAs that receive Title I, Part A funds produce and disseminate annual local Report Cards in accordance with section 1111(h)(2).
- g. The State will ensure that LEAs will annually assess English skills for all limited English proficient (LEP) students.
- h. The State will coordinate with other agencies that provide services to children, youth and families to address factors that have significantly affected the achievement of students.
- i. The State will ensure that assessment results are promptly provided to LEAs, schools, and teachers.
- j. The State will participate in State academic assessments of 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics under the National Assessment of Educational Progress (NAEP) if the Secretary pays the cost of administering such assessments, and will ensure that schools drawn for the NAEP sample will participate in all phases of these assessments, including having results published.
- k. The State, in consultation with the Governor, will produce a plan for carrying out the responsibilities of the State under sections 1116 and 1117, and the State's statewide system for technical assistance and support of LEAs.
- l. The State will assist LEAs in developing or identifying high-quality curricula aligned with State academic achievement standards and will disseminate such curricula to each LEA and local school within the State.
- m. The State will carry out the assurances specified in section 1111(c).

### **2. Title I, Part B – Even Start Family Literacy**

Assurance that —

- a. The State will meet its indicators of program quality developed in section 1240.
- b. The State will help each project under this part to fully implement the program elements described in section 1235, including the monitoring of the projects' compliance with staff qualification requirements and usage of instructional programs based on scientifically based reading research for children and adults.
- c. The State collaborated with early childhood specialists, adult education specialists, charter schools, PTA members, Nevada State Library, Legislators and other policy makers at the State and local level with interests in family literacy in the development and implementation of this plan.

### **3. Title I, Part C – Education of Migrant Children**

Assurance that —

In addition to meeting the seven program assurances in Section 1304(c), the State will ensure that —

- a. Special educational needs of migratory children, including preschool migratory children, are identified and addressed through – (a) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs; (b) joint planning among local, State, and Federal educational programs serving migrant children, including language instruction educational programs under part A or B of title III; (c) the integration of services available under this part with services provided by those other programs, and (d) measurable program goals and outcomes.
- b. State and its local operating agencies will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan as specified in section 1306 (a).
- c. State will provide for educational continuity through the timely transfer of pertinent school records in a manner consistent with procedures the Secretary may require.

### **4. Title I, Part D – Children and Youth Who Are Neglected, Delinquent or At-Risk**

Assurance that the State —

- a. Will ensure that programs will be carried out in accordance with the State plan.
- b. Will carry out the evaluation requirements of section 1431.
- c. Has collaborated with parents, correctional facilities, LEAs, public and private business and other State and federal technical and vocational programs in developing and implementing its plan to meet the educational needs of neglected, delinquent, and at-risk children and youth.
- d. Conducts a process to award Subpart 2 subgrants to programs operated by LEAs and correctional facilities.
- e. Will integrate programs and services for neglected, delinquent, and at-risk children and youth with other programs under this Act or other Acts.

### **5. Title I, Part F – Comprehensive School Reform**

Assurance that the State will —

- a. Fulfill all requirements relating to the competitive subgranting of program funds.
- b. Awards subgrants of not less than \$50,000 and of sufficient size and scope to support the initial costs of the program.
- c. Award subgrants renewable for 2 additional one year periods if the school is making substantial progress.
- d. Consider the equitable distribution of subgrants to different geographic regions in the State, including urban and rural areas and to schools serving elementary and secondary students.
- e. Reserve not more than five (5) percent of grant funds for administrative, evaluation, and technical assistance expenses.
- f. Use funds to supplement, and not supplant, any other funds that would otherwise be available to carry out these activities.
- g. Report subgrant information, including names of LEAs and schools, amount of award, and description of award.
- h. Provide a copy of the State's annual program evaluation.

### **6. Title II, Part A – Teacher and Principal Training and Recruiting Fund**

Assurance that —

- a. The State will take steps to ensure compliance with the requirements for “professional development” as the term is defined in section 9101(34).

- b. All funded activities will be developed collaboratively and based on the input of teachers, principals, administrators, paraprofessionals, and other school personnel.
- c. The State will implement the provisions for technical assistance and accountability in section 2141 with regard to any LEA that has failed to make adequate yearly progress (AYP) for two or more consecutive years.

**7. Title II, Part D – Enhanced Education Through Technology**

Assurance that the State —

- a. Will ensure that each subgrant awarded under section 2412 (a)(2)(B) is of sufficient size and duration, and that the program funded by the subgrant is of sufficient scope and quality, to carry out the purposes of this part effectively.
- b. Has in place a State Plan for Educational Technology that meets all of the provisions of section 2413 of State.

**8. Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement**

Assurance that —

- a. Subgrantees will be required to use their subgrants to build their capacity to continue to provide high-quality language instruction educational programs for LEP students once the subgrants are no longer available.
- b. The State will consult with LEAs, education-related community groups and non-profit organizations, parents, teachers, school administrators, and researchers in developing annual measurable student achievement objectives for subgrantees.
- c. Each subgrantee will include in its plan a certification that all teachers in a Title III language instruction educational program for LEP children are fluent in English and any other language used for instruction.
- d. In awarding subgrants to eligible entities that have experienced a recent significant increase in the percentage or number of immigrant students, the State will equally consider eligible entities that have limited or no experience in serving immigrant children and youth, and consider the quality of each local plan.
- e. Subgrants will be of sufficient size and scope to support high-quality programs.
- f. Subgrantees will be required to provide for an annual reading or language arts assessment in English of all children who have been in the United States for three or more consecutive years.
- g. Subgrantees will be required to assess annually the English proficiency of all LEP children.
- h. A subgrantee will not be in violation of any State law, including State constitutional law, regarding the education of LEP children.
- i. Subgrantee evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.
- j. Subgrantee evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children no longer participate in a Title III language instruction educational program.
- k. A subgrantee that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the subgrantee meets those objectives.
- l. Subgrantees will be required to provide the following information to parents of LEP children selected for participation in a language instruction educational program:
  - 1) How the program will meet the educational needs of their children;
  - 2) Their options to decline to enroll their children in that program or to choose another program, if available;
  - 3) If applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children.
- m. In awarding subgrants, the State will address the needs of school systems of all sizes and in all geographic areas within the State, including school systems with urban and rural schools.

**9. Title IV, Part A – Safe and Drug-Free Schools and Communities**

Assurance that —

- a. The State has developed a comprehensive plan for the use of funds by the State educational agency (SEA) and the chief executive officer of the State to provide safe, orderly, and drug-free schools and communities through programs and activities that complement and support activities of LEA under section 4115(b), that comply with the principles of effectiveness under section 4115(a), and that otherwise are in accordance with the purpose of this part.
- b. Activities funded under this program will foster a safe and drug-free learning environment that supports academic achievement.
- c. The application was developed in consultation and coordination with appropriate State officials and others, including the Governor, the State Superintendent of Public Instruction, the head of the State alcohol and drug abuse agency, the heads of the State health and mental health agencies, the president of the State child welfare agency, the head of the State Board of Education (SBE), or their designees, and representatives of parents, students, and community-based organizations.
- d. Funds reserved under section 4112(a) will not duplicate the efforts of the SEA and LEAs with regard to the provisions of school-based drug and violence prevention activities and that those funds will be used to serve populations not normally served by the SEAs and LEAs and populations that need special services, such as school dropouts, suspended and expelled students, youth in detention centers, runaway or homeless children and youth, and pregnant and parenting youth.
- e. The State will cooperate with, and assist, the Secretary in conducting data collection as required by section 4122.
- f. LEAs in the State will comply with the provisions of section 9501 pertaining to the participation of private school children and teachers in the programs and activities under this program.
- g. Funds under this program will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this program, and in no case supplant such State, local, and other non-Federal funds.
- h. A needs assessment was conducted by the State for drug and violence prevention programs, which shall be based on ongoing State evaluation activities, including data on the incidence and prevalence of illegal drug use and violence among youth in schools and communities, including the age of onset, the perception of health risks, and the perception of social disapproval among such youth, the prevalence of protective factors, buffers, or assets and other variables in the school and community identified through scientifically based research.
- i. The State will develop and implement procedures for assessing and publicly reporting progress toward meeting the performance measures.
- j. The State application will be available for public review after submission of the application.
- k. Special outreach activities will be carried out by the State and the chief executive officer of the State to maximize the participation of community-based organizations of demonstrated effectiveness that provide services such as mentoring programs in low-income communities.
- l. Funds will be used by the State and the chief executive officer of the State to support, develop, and implement community-wide comprehensive drug and violence prevention planning and organizing activities.
- m. The State will develop a process for review of applications from LEAs that includes receiving input from parents.

#### **10. Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers**

Assurance that the State will —

- a. Write the State application in consultation and coordination with appropriate State officials, including the chief state school officer, and other State agencies administering before and after school programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations.
- b. Award subgrants of not less than three years and not more than five years that are of not less than \$50,000 and of sufficient size and scope to support high quality, effective programs.
- c. Fund entities that propose to serve students who primarily attend schools eligible for schoolwide programs under section 1114 or schools that serve a high percentage of students from low-income families, and the families of such students.

- d. Require local applicants to submit a plan describing how community learning centers to be funded through this grant will continue after the grant period.
- e. Require local applicants to describe in their applications how the transportation needs of participating students will be addressed.

**11. Title V, Part A – Innovative Programs**

Assurance that —

- a. The State has set forth the allocation of funds required to implement section 5142 (participation of children enrolled in private schools).
- b. The State has made provision for timely public notice and public dissemination of the information concerning allocations of funds required to implement provisions for assistance to students attending private schools.
- c. Apart from providing technical and advisory assistance and monitoring compliance with this part, the State has not exercised, and will not exercise, any influence in the decision making processes of LEAs as to the expenditure made pursuant to the LEAs' application for program funds submitted under section 5133.

\_\_\_\_\_  
Signature  
Nevada Superintendent of Public Instruction

\_\_\_\_\_  
Date

## II. PUBLIC PARTICIPATION REQUIREMENTS:

Section 9304(a)(7) of the ESEA provides for public comment on the State application by requiring, as one of the SEA's general assurances, that "before the [consolidated application] was submitted to the Secretary, the State afforded a reasonable opportunity for public comment on the application and considered such comment." We believe that the procedures under which SEAs would secure adequate public participation are to be determined under State law.

***In order to comply with Section 9304(a)(7) of the ESEA which requires as one of the SEA's assurances that "before the consolidated application was submitted to the Secretary, the State afforded a reasonable opportunity for public comment on the application and considered such comment," the Nevada Department of Education (NDE) undertook the following activities:***

- ***The SBE had an opportunity to consider various components of the plan at both their April and May meetings.***
- ***Final SBE action approving the plan occurred May 18, 2002.***
- ***The completed draft version of the plan was submitted to the Board members on April 18<sup>th</sup> for official review at the May 18<sup>th</sup> Board Meeting.***
- ***The NDE conducted a public comment period from April 18, 2002 - May 10, 2002.***
- ***The completed draft version of the plan was also mailed to an "interested parties" list maintained by the SBE. This list contains the names of constituents from throughout the State.***
- ***NDE Staff consulted with the Governor's Office, through his Chief of Staff.***
- ***A meeting of the group that completed Nevada's Consolidated Application was held on May 13, 2002, to incorporate changes resulting from comments received during the public comment period.***
- ***A final meeting of the group that completed Nevada's Consolidated Application was held on June 6, 2002, to incorporate all technical amendments required by the final rulemaking issued May 7, 2002.***

## III. CONSOLIDATED LOCAL PLANS OR APPLICATIONS:

Section 9305(a) of the ESEA authorizes LEAs to receive funding from the SEA under more than one "covered program" through consolidated local plans or applications. Sections 9305(c) and (d) requires the SEA, in consultation with the Governor, to collaborate with LEAs in establishing procedures for submission of these plans or applications, and to require "only descriptions, information, assurances, and other material that are absolutely necessary for the consideration of the [LEA] plan or application."

These provisions closely mirror provisions in section 9302 of the ESEA that govern the content and procedures for consolidated State applications. Consistent with the statutory language, we believe that SEAs have wide discretion in fashioning (in consultation with the Governor and LEAs) procedures and content for these plans or applications that make sense in terms of the student achievement and other goals imbedded in the ESEA. We stress that LEAs submitting consolidated local plans or applications must still implement all of the requirements—including record-keeping.

***The NDE, in cooperation with the Governor's Office, will collaborate with the seventeen Nevada districts in establishing procedures for submission of the consolidated local plans and applications. These plans or applications will require—as they have in the past—only the descriptions, assurances, and other materials that are absolutely necessary for the consideration of the district's plans or applications. These plans or applications will have as their goals the achievement of students, as based upon the five goals of ESEA.***

***Districts that submit consolidated plans or applications shall, as they have in the past, still implement all of the requirements of ESEA, including record-keeping.***

**IV. NARRATIVE**

**A. Organization of the Nevada Department of Education**

NRS 385.010 created the State Administrative Organization for Education. Pursuant to this statute the NDE consists of the SBE, the State Board for Occupational Education and the Superintendent of Public Instruction.

The SBE is currently comprised of eleven members. Members are elected on a non-partisan ballot for four-year terms and are limited to three consecutive terms.

The Superintendent of Public Instruction, hired by the SBE has the following general duties per NRS 385.175:

1. Execute, direct or supervise all administrative, technical and procedural activities of the NDE in accordance with policies prescribed by the SBE.
2. Employ personnel for the positions approved by the SBE and necessary for the efficient operation of the NDE.
3. Organize the NDE in a manner which will assure efficient operation and service.
4. Maintain liaison and coordinate activities with other State agencies performing educational functions.
5. Perform such other duties as are prescribed by law.

The NDE employs 125.03 full-time employees (FTE) and operates two offices located at:

700 E. Fifth Street  
Carson City, NV 89701

1820 E. Sahara, Suite 200  
Las Vegas, NV 89104

The SBE adopted a Strategic Plan for 2002-2006 with the following mission:

"As the primary leader of education in Nevada, the SBE is dedicated to ensuring that excellent educational opportunities are provided to all learners by sustaining a coherent, aligned system of instruction and support in partnership with stakeholders."

The Plan adopted the following goals:

1. All learners will achieve high levels of academic proficiency and/or career preparation; achievement gaps between population groups will be eliminated.
2. Every learner will receive quality instruction and be served by teachers who are well prepared.
3. Excellence in education in all Nevada classrooms and schools and in programs provided by the NDE will be ensured through state-of-the-art student assessment, accountability, information and support systems.
4. A funding level that supports maximum achievement and educational opportunities for all students will be pursued.

The SBE's Strategic Plan exemplifies Nevada's commitment to the principles of the "No Child Left Behind Act" (NCLB Act) that all children can achieve to the same high standards and must be provided the education they need to reach those standards. It recognizes that successful student academic performance depends upon the opportunity to attend schools that—

- Provide instruction that, based on the findings of solid research, will lead to gains in achievement for all students;
- Have highly qualified teachers and principals;
- Provide a learning environment that is safe and drug free and conducive to learning; and
- Are accountable to the public for results.

The following is a description of the demographics of Nevada which will enable readers to understand the context and challenges we face in moving forward with our plan to implement NCLB and the SBE's Strategic Plan.

## **B. FACTS ABOUT NEVADA'S SCHOOLS AND CHILDREN**

### Numbers

The 2000 census indicates that 561,501 children age 18 and under live in Nevada. Of that total 145,817 are under age 5. Of the 87,525 pre-kindergarten children (three-four-five year olds), 27,271 are accounted for in pre-kindergarten programs or private schools. The remainder of the pre-kindergarten aged children may not be in a preschool environment but most will enter Nevada kindergartens. The remainder of the 561,501 children 18 years of age and under consists of 325,610 in public schools, 15,789 in private schools, and 74,285 not attending public schools in 2000. Those not attending include the students who have graduated and those who are involved in home school programs.

In the 2001-2002 school year, 356,762 children are enrolled in the K-12 public school system. An estimated 16,500 are enrolled in private schools and an unknown number are home schooled. In 2005, projections show almost 400,000 students will be in Nevada K-12 public education.

### Diversity

The 2000 Census data show that Nevada's children reflect a greater diversity than the nation as a whole. Nevada's K-12 student body makeup in the 2000-2001 school year was White, 56.71%; Black, 10.15%; Asian/Pacific Islander, 5.66%; American Indian/Alaska Native, 1.74%; and Hispanic, 25.74%. Nevada's student population is becoming more ethnically and racially diverse, especially with regard to Hispanic students who went from 11.3% in 1990 to 25.7% of the student population in 2001. In 2005, it is estimated that 150,000 Hispanic students will attend Nevada K-12 public schools.

### Families

Nevada children come from families with a median income of \$44,900--only slightly below the national average of \$45,600. Twenty-eight percent live in female-headed families receiving child support or alimony—below the national average of 34%. Twelve percent live in working-poor families without a telephone at home—above the national average of 9%. Five percent of Nevada children live in extreme poverty—below the 8% national average. Twenty-six percent of children under 18 live in working-poor families—above the 23% national average.

### Growth

From 1984 to 1999, Nevada's public school enrollment grew by 115% compared to the nation's 19% growth; in each five-year period, Nevada's student growth ranged from 24% to 34%. The percentage of resident population under 28 in Nevada is 25.8%--12<sup>th</sup> highest among the 50 states.

### Limited English Proficient (LEP) Students

The number of Nevada LEP students—students whose first language is not English—grew by 682% from 1988-89 (5,175) to 1999-2000 (40,469). It is estimated that the number will grow to 75,000 students by 2005. The majority of Nevada LEP students speak Spanish (87%) with 4% speaking Asian languages and 9% speaking a language other than Spanish or any of the Asian languages. As a result, conversing with LEP students and teaching them academic subjects is a daunting challenge not only linguistically but culturally as well. Research on LEP instruction suggests that using a child's native language at first helps the student make the transition more quickly to functional use of English and development of academic skill levels. Of the 34,470 LEP students enrolled in Nevada schools during the 1998-99 school year, 5,808 were involved in instruction that incorporated the student's native language while 28,404 were not. In required testing, LEP students' performances across the grades in reading and science were extremely low.

Size of Districts and Schools

In the 2001-2002 school year, Nevada's 356,762 K-12 students attended 506 schools in 17 county school districts ranging in student population from 89 to 245,604. Sizes by county for 2001-2002 and estimations for 2007-2008 are:

	Size of Nevada Districts, 2001-2008	
	2001-2002	Projected 2007-2008
Carson City	8,763	12,195
Churchill	4,724	5,326
Clark	245,604	330,023
Douglas	6,989	9,133
Elko	9,847	10,370
Esmeralda	89	83
Eureka	285	434
Humboldt	3,616	3,616
Lander	1,357	1,357
Lincoln	1,014	1,023
Lyon	7,046	9,031
Mineral	774	1,076
Nye	5,279	5,279
Pershing	898	1,391
Storey	480	465
Washoe	58,533	67,888
White Pine	1,464	1,077
TOTAL	356,624	459,761

The average size of schools varies dramatically throughout the State with the smallest being four students at Currie Elementary in Elko County and the largest being 3,434 attending Centennial High School in Clark County. The average size of a Clark County high school in the Las Vegas metropolitan area is 2,336. One hundred and sixteen schools are on partial or full year-round schedules. Nevada has ten charter schools.

Teachers

In 2000-2001, Nevada's 340,706 students were taught by 18,408 teachers. Teachers who have degrees beyond bachelor degrees are 8,171 (39%); the national average is 47%. Nevada has 64 National Board Certified Teachers and 67 teachers who have received the Milken Family Foundation National Educator Award.

The number of licensed personnel working in Nevada five years or less is 10,034 (47%). Nevada has hired an average of 2,168 new teachers every year for the past five years. The combined number of teachers graduated in 2000-2001 from teacher education programs at UNLV and UNR was 725—34% of the new teachers hired by the State of Nevada in 2001. Sixty-six percent of all the new teachers hired in 2000-2001 came from out-of-state.

Nevada's teachers earn, on an average, 94.4% of what the nation's teachers earn. Rankings regarding Nevada's average teacher salary differ. In 1998-1999, Nevada ranked 20<sup>th</sup> in the CG survey, 21<sup>st</sup> on the National Education Association survey, and 8<sup>th</sup> on the Western State Comparison survey comparing teacher salaries to annual earning in the private sector. Nevada's average teacher salary (\$39,390) in 1999-2000 was below the U.S. average teacher salary (\$41,724). In constant dollar value, U.S. teachers gained about 1% in average salary from 1989-

1990 to 1999-2000. Nevada's average teacher salary lost 2.3% during the same time, ranking Nevada 38<sup>th</sup> among the 50 states and the District of Columbia.

### High School Completion Rates/Dropout Rates

The National Center for Education Statistics (NCES) of the U.S. Department of Education (USDOE) will soon release a document entitled, ***Public High School Dropouts and Completers from the Common Core of Data: School Years 1991-92 Through 1997-98***. In this document, the NCES reports a formula for calculating high school completion rates that emulates a true cohort method. The number of high school completers are divided by completers + dropout numbers from individual grades 9-12 using the present year's twelfth grade dropout numbers, the previous year's eleventh grade dropout numbers, the two years ago tenth grade dropout numbers, and the three years ago ninth grade dropout numbers.

Using this formula, NCES reported Nevada's overall high school completion rate to be 64.5% for the senior class of 1998, with 62.9% receiving a diploma. Of the 33 states reporting both completion and dropout numbers, only Louisiana's completion rate was lower. The completion rates for race/ethnic groups were 70.7% for Asians/Pacific Islanders; 69.4% for whites; 56.8% for blacks; 54% for American Indians/Alaskan Natives; and 49.4% for Hispanics. During the same 1997-98 school year, Nevada's grade 9-12 dropout rate was 10.1%, a fairly high number.

Over the last two years, Nevada's overall dropout rates for grades 9-12 have dropped. Nevada's overall dropout rates were 7.8% for 1998-99 and 6.1% for 1999-2000. For the 1999-2000 school year, Hispanics, American Indians/Alaskan Natives, and African Americans have the highest dropout rates at 9.2%, 8.3%, and 8.0%, respectively. Asians/Pacific Islanders and whites have the lowest rates at 4.6% and 4.9%, respectively. The percentage of dropouts receiving special education services was 11.7% in 1999-2000.

### **C. NCLB Goals**

Cognizant of the challenges faced by Nevada schools in light of the statistics and demographics outlined in the Introduction, the SBE and the NDE, in addition to various statewide groups, have joined to aim toward the same goals for the academic achievement of all Nevada children. In administering the above programs, the NDE will strive toward achievement of the five goals for NCLB accountability, all of which are encompassed in the new SBE Strategic Plan for 2002-2006.

**NCLB Goal #1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

In February of 2002, Dr. Jack McLaughlin, Superintendent of Public Instruction for the State of Nevada, presented a report to the Governor's Task Force on Tax Policy in Nevada. In that report, he made the following observations regarding the achievement of Nevada's students:

"The NAEP, sometimes referred to as the Nation's Report Card, has four classifications of student achievement: Below Basic, Basic, Proficient, and Advanced. Achievement levels for Nevada schools show 47% of our fourth grade students scoring Below Basic in reading on the 1998 NAEP. Of the 44 states represented in the 1996 NAEP, Nevada was 35<sup>th</sup> in the percent of fourth grade students at or above the Proficiency level. NAEP scores also show 31% of Nevada's 8<sup>th</sup> graders scoring Below Basic on the NAEP writing assessment compared to 17% nationally. Very few Nevada students score at the Advanced level.

When NAEP scores are disaggregated by race, Nevada's African American and Hispanic students score considerably lower than White or Asian American students.

Of thirty-one states reporting, Nevada ranks 22<sup>nd</sup> in the percentage of high school students taking chemistry by graduation and 29<sup>th</sup> in the percentage of high school students taking Algebra II by graduation. A lower percentage of Nevada 12<sup>th</sup> grade students takes Advanced Placement examinations in mathematics (3%) and science (4%) than is true in the nation (5% and 6% respectively).”

In light of statistics such as these, when writing its Strategic Plan for 2002-2006, the Nevada Board of Education set forth the goal that:

*All learners will achieve high levels of academic proficiency and career preparation; achievement gaps between population groups will be eliminated.*

To meet this goal, the following are some of the strategies outlined:

*Academic proficiency and skill attainment achievement growth targets established for all population groups will be met.*

*The number of students in advanced placement courses will increase in all population groups.*

*All school districts will achieve third grade reading targets established for all population groups.*

*All Nevada four year olds will have the opportunity to have a public school preschool experience for all population groups.*

*All students enrolled in kindergarten will have the opportunity to receive academic instruction in reading, writing and mathematics.*

**NCLB Goal #2. All LEP students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

Once again, in light of the huge increase in the numbers of LEP students in Nevada, when writing its Strategic Plan for 2002-2006, the SBE set forth four goals, one of which is as follows:

*All learners will achieve high levels of academic proficiency and career preparation; achievement gaps between population groups will be eliminated.*

To meet this goal, the following strategy is stated:

*Academic proficiency and skill attainment achievement growth targets established for all population groups will be met.*

In addition the SBE has proposed a Bill Draft Request (BDR) for the next Legislative session which requests an allocation per year of the biennium to establish effective research based English language and subject area instructional demonstration projects to address the achievement of State standards by LEP students.

**NCLB Goal #3. By 2005-2006 all students will be taught by highly qualified teachers.**

In its Strategic Plan for 2002-2006, the SBE set forth the goal that:

*Every learner will receive quality instruction and be served by teachers who are well prepared.*

The following strategies are outlined under this goal:

*All teachers will be well trained in instructional processes.*

*All teachers will be involved in ongoing professional development using Nevada Standards.*

*Every classroom will have a teacher fully licensed in the subject areas being taught.*

*All colleges and universities in Nevada will prepare teachers using Nevada standards.*

*The teacher preparation programs over which the Department has program review responsibilities will produce elementary teachers with the capacity to have all third grade students reading by the end of third grade.*

**NCLB Goal #4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.**

**NCLB Goal #5. All students will graduate from high school.**

Under the SBE's Goal #1, *All learners will achieve high levels of academic proficiency and career preparation; achievement gaps between population groups will be eliminated*, can be found the following two strategies:

*The high school completion rate will be significantly increased for all population groups.*

*College matriculation will increase for all population groups.*

#### **D. MEASUREMENT OF PROGRESS**

In order to evaluate the progress of the State of Nevada toward the NCLB goals, the State has adopted the performance goals and indicators of the USDOE, while defining and adopting its own performance targets in the future:

NCLB Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 1.1. Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111 (h)(1)(C)(i).)
- 1.2. Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111 (h)(1)(C)(i).)
- 1.3. Performance indicator: The percentage of Title I schools that make AYP.

NCLB Goal #2: All LEP students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.1 Performance indicator: The percentage of children identified as LEP who have attained English proficiency by the end of the school year on a cohort basis.
- 2.2 Performance indicator: The percentage of LEP students, who are at, or above, the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 Performance indicator: The percentage of LEP students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

NCLB Goal #3: By 2005-2006, all students will be taught by highly qualified teachers.

- 3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers, as the term is defined in section 9101 (23) of the ESEA, in the aggregate and in "high poverty" schools.
- 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development.
- 3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

NCLB Goal #4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

NCLB Goal #5: All students will graduate from high school.

- 5.1 Performance indicator: The percentage of students who graduate from high school each year with a regular diploma,  
--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;  
--calculated in the same manner as used in National Center of Education Statistics (NCES) reports on Common Core of Data (CCD).
- 5.2 Performance indicator: The percentage of students who drop out of school,  
--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;  
--calculated in the same manner as used in NCES reports on CCD.

# REQUIRED CONTENT

# **SECTION A - Principal Goal Indicators**

## STUDENT ACHIEVEMENT

- I. Provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all students.

NCLB Goal #1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 1.1 *Performance indicator:* The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111 (h)(1)(C)(i).)

**Percentage of students who are at or above the proficient level in reading on the State's assessment:<sup>1</sup>**

<b>American Indian/ Alaskan Native</b>	<b>36.9%</b>
<b>Asian/Pacific Islander</b>	<b>53.9%</b>
<b>Hispanic</b>	<b>30.3%</b>
<b>Black</b>	<b>29.8%</b>
<b>White</b>	<b>59.6%</b>
<b>Low SES</b>	<b>31.4%</b>
<b>Students with Disabilities</b>	<b>8.9%</b>
<b>Limited English Proficient</b>	<b>7.2%</b>
<b>Migrant</b>	<b>9.8%</b>
<b>Male</b>	<b>47.8%</b>
<b>Female</b>	<b>52.1%</b>
<b>All Students</b>	<b>51.4%</b>

- 1.2 *Performance indicator:* The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111 (h)(1)(C)(i).)

<sup>1</sup> Data in charts from the Fall 2000 administration of the Terra Nova. "Proficient" performance denotes performance at the 50th percentile or above.

**Percentage of students who are at or above the proficient level in mathematics on the State's assessment:<sup>2</sup>**

<b>American Indian/ Alaskan Native</b>	<b>41.3%</b>
<b>Asian/Pacific Islander</b>	<b>66.7%</b>
<b>Hispanic</b>	<b>40.8%</b>
<b>Black</b>	<b>34.9%</b>
<b>White</b>	<b>61.3%</b>
<b>Low SES</b>	<b>39.7%</b>
<b>Students with Disabilities</b>	<b>10.2%</b>
<b>Limited English Proficient</b>	<b>24.9%</b>
<b>Migrant</b>	<b>31.7%</b>
<b>Male</b>	<b>55.1%</b>
<b>Female</b>	<b>53.6%</b>
<b>All Students</b>	<b>55.8%</b>

1.3 *Performance indicator:* The percentage of Title I schools that make AYP in reading and mathematics.

**Eighty-five (85) of 104 Title I Schools statewide made AYP during the 2000-2001 school year. This means 82% of Title I schools made AYP.**

NCLB Goal #2. All LEP students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 *Performance indicator:* The percentage of children identified as LEP who have attained English proficiency by the end of the school year **is currently 15% - 20% per year.**

2.1.1 State Performance Target: The number of LEP students who have attained English proficiency by the end of the school year is currently 15% - 20% per year. Based on the results of the LAS, within one (1) year of entry in to Nevada's education system, 80% non-English proficient (NEP) students will be reclassified as LEP.

2.1.2 State Performance Target: Based on the results of the LAS, within one (1) year of being classified as LEP, 25% of all LEP students will be classified as English proficient. Within two (2) years of being classified as LEP, 75% of all LEP students will be classified as English proficient.

2.1.3 State Performance Target: A study will be conducted in both urban and rural locations in Nevada to track cohorts of NEP and LEP students to establish baseline data to determine the transition rate from NEP to LEP to fully proficient.

2.2 *Performance indicator:* The percentage of LEP students who are at, or above, the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.2.1 State Performance Target: In previous years, large numbers of LEP students were excluded from testing, but of those LEP students that were tested 7.2% were proficient in reading/language arts. However, this figure is

<sup>2</sup> Data in charts from the Fall 2000 administration of Terra Nova. "Proficient" performance denotes performance at the 50th percentile or above.

not responsive to the performance indicator because of the large number not tested and also because there was no distinction made regarding the amount of time an LEP student was in a school. Accurate performance data will be obtained after an analysis of the 2002-2003 testing data is completed.

2.3 *Performance indicator:* The percentage of LEP students who are at, or above, the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

2.3.1 State Performance Target: In previous years, large numbers of LEP students were excluded from testing, but of those LEP students that were tested 24.9% were proficient in mathematics. However, this figure is not responsive to the performance indicator because of the large number not tested and also because there was no distinction made regarding the amount of time an LEP student was in a school. Accurate performance data will be obtained after an analysis of the 2002-2003 testing data is completed.

NCLB Goal #5. All students will graduate from high school.

5.1 *Performance indicator:* The percentage of students who graduate from high school each year with a regular diploma, —disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; —calculated in same manner as used in NCES reports and CCD.

5.2 *Performance indicator:* The number of students who drop out of school, —disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; —calculated in same manner as used in NCES reports and CCD.

***Each year, the NDE collects the actual numbers of students who have dropped out of Nevada's public schools, and reports an event rate based upon those numbers. These numbers are also submitted to the CCD universe collection at the NCES for inclusion in a national database of public school dropout rates. Currently, 37 states and the District of Columbia are submitting dropout information to the CCD. Of these 38 participants, only 26 are adhering exactly to the standard definition and collection procedures. The State of Nevada is one of the 26 that is participating fully.***

***During the last ten years, Nevada has consistently had one of the highest dropout rates in the nation. Over the past thirteen years, the American Indian/Alaskan Natives dropout rates have ranged from a high of 13.8% to a low of 6.1%. Asian/Pacific Islanders dropout rates ranged from a high of 8.8% to a low of 4.3%. The black students have a dropout range of 12.8% to 6.3%. During the thirteen years Nevada has been gathering dropout data, the Hispanic students dropout rate has been the highest of all the ethnic groups. Their dropout rate range has been as high as 16.4% to a low of 7.9%. The white student dropout rate has ranged from 8.6% to 3.9%. The lowest rates for each ethnic group cited above were recorded for the 2000-2001 school year.***

***Over all, the last five years have shown a statewide reduction in the dropout rate dropping from 9.9%, to 9.8%, to 7.8%, to 6.1% to 5.0% for the school year 2000-2001. Males dropped out at a 5.5% rate and females dropped out at a 4.5% rate in the 2000-2001 school year. Nevada collects dropout data by grade, race/ethnicity, and gender as***

*required in CCD reporting. Dropout data has not been broken out by the other demographic factors noted above.*

*The credit for these lowered rates belongs to the effort of Nevada's school districts. Nevada's largest school district, Clark County, experienced a dramatic decrease in its dropout rate for the second straight school year. Comparing school year 2000-2001 with school year 1998-99, the district increased enrollment by 7,281 high school students and at the same time reduced the dropout total by 1,340 students. The district has implemented a number of specific programs and services aimed at lowering the dropout rate.*

*Nevada's second largest school district, Washoe County, continues to lower its dropout rate. Comparing the last two years, Washoe County had 410 fewer students drop out of school even though the high school enrollment increased by 977 students in the 2000-2001 school year.*

#### **Graduation Rates**

*High school completion rates go hand-in-hand with dropout rates. Staff from the NCES reviewed several formulas through which the CCD data could be used to give an estimate of high school completion. With State input, a completion rate based on counts of high school completers and dropouts was agreed upon. This rate represents the proportion of students who leave high school with some completion credential compared to all students who leave school. Nevada follows the procedures that NCES recommends. Under CCD definitions, a school completer is "an individual who has graduated from high school or completed some other education program that is approved by the State or LEA." Under the CCD, the LEA Universe Survey recognizes three categories of high school completion: regular diploma recipients, other diploma recipients, and other high school completers. These counts do not include General Educational Development (GED) credential recipients.*

*In order to differentiate between a high school completion rate and a high school graduation rate, the completion rate discussed above can serve as a foundation for the derivation of a graduation rate. The denominator of the formula for the graduation rate would remain the same as the completion rate, since it would continue to represent all students who leave school (completers and dropouts), but the numerator of the calculation would be limited to those students who received a high school diploma, and would not include certificate of attendance recipients.*

*The first year that all the data for dropout, graduation and completion rate computation was available was for the Class of 1991. This class had a graduation rate of 68.6% and completion rate of 68.9%. For the next five years these rates continued to decline, reaching a low with the Class of 1996. This class had a graduation rate of 62.8% and a completion rate of 64.1%.*

*For the next five years, the graduation and completion rates have continued to rise. For the Class of 2001, the graduation rate was 70.1% and the completion rate was 73.2%. This represents the highest level of both the graduation rate and the completion rate in the eleven years*

*of gathering data. Graduation and completion rates have not been calculated by the demographic factors noted above.*

*The rapid growth of the service industry in the State has a tremendous impact on a school district's effort to lower dropout rates and increase graduation and completion rates. According to the Nevada Department of Employment, Training and Rehabilitation's statistics, Nevada's top six growth positions by quantity are janitorial; cashier; retail salespersons; waiters/waitresses; general office clerks; and maids/room cleaners. The annual growth of these six jobs is predicted to be approximately 14,000 vacancies annually. The top twenty positions in number of employees needed annually do not require any more education than short-term, on-the-job training; medium-term, on-the-job training; or long-term, on-the-job training. Significant job needs for the State in the coming decade include three categories requiring a college degree: elementary teachers, registered nurses and secondary teachers.*

*With the availability of many jobs that require little education, Nevada school districts will continually face the prospect of high dropout rates, as well as low graduation rates and completion rates.*

## TEACHER QUALITY

- I. Have highly qualified teachers and principals.

NCLB Goal #3. By 2005-2006, all students will be taught by highly qualified teachers.

3.1 *Performance indicator:* The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111 (h)(1)(c)(viii) of the ESEA).

3.1.1 *The State performance target* is 100% of classes will be taught by "highly qualified teachers" by 2005-2006.

### **Overview of Teacher Education and Licensing Authority in Nevada**

*The responsibility to regulate teacher education programs and teacher licensure requirements in Nevada is divided among two entities – the SBE and the Commission on Professional Standards (CPS) in Education.*

1. *The eleven member elected SBE is responsible for teacher education program regulations including the approval of all programs being offered by both public and private institutions of higher education operating within the State.*
2. *The CPS, comprised of nine members appointed by the Governor, is responsible for all regulations governing teacher licensure including the competency tests required for initial licensure.*

*The State Superintendent of Public Instruction is charged with issuing all educational licenses authorized by the Commission through the offices of teacher licensure maintained as part of the NDE. NDE staff work with both the SBE and the Commission to carry out their respective responsibilities.*

**The SBE has revised the regulations governing teacher education programs in Nevada. As part of this revision, a move towards performance based programs was established through the adoption of new program standards. The SBE adopted the Interstate New Teacher Assessment and Support Consortium core standards as the basis for all teacher education programs, along with the National Council for Accreditation of Teacher Education (NCATE) 2000 standards that provide the specific standards expected of the teacher education programs offered at our institutes of higher learning in Nevada. The CPS has agreed to conduct a comprehensive review of all teacher licensure standards in Nevada to assure alignment with the new program standards adopted by the SBE. It is anticipated there will be full alignment with requirements by December 2002.**

**For the past three years a Teacher Quality Enhancement Grant has been funded by Title II of the USDOE which was directed by the Administrator of the Teacher Licensure Office. The goal of the project is to bring NCATE standards to our teacher preparation and inservice programs utilizing mentors and research-based models of effective professional development.**

**Nevada's Status in Terms of the Performance Indicator Considering the Definition of "Highly Qualified Teacher"**

**Elementary Teachers:**

**All elementary teachers in Nevada meet the definition of "highly qualified" because these requirements have been in effect for an initial license [Nevada Administrative Code (NAC) 391.095]. To receive an elementary teaching license, a person in Nevada must:**

- A. hold a bachelor's degree from an accredited college or university;**
- B. have completed a program of preparation for teaching in the elementary grades which is approved by the SBE; and**
- C. (NAC 391.036) pass a rigorous State test which is the Praxis series consisting of:  
Praxis I - Pre-Professional Skills Tests in reading, mathematics and writing or the California Basic Educational Skills Test; Praxis II - Curriculum, Instruction, Assessment and Specialty Area Tests.**

**Secondary Teachers:**

**To receive a secondary teaching license, a person in Nevada must (NAC 391.120 - 391.1301):**

- A. hold a bachelor's degree from an accredited college or university in a recognized teaching field which is the endorsement. A secondary license must be endorsed for a recognized field of teaching. The endorsement is based upon an applicant's field of specialization or concentration, usually designated as his/her major or minor;**
- B. have completed a program of preparation for teaching in the secondary grades approved by the SBE; or,**
- C. have required courses for a teaching major from a regionally accredited institution; and**
- D. have 22 semester hours of courses in professional secondary or occupational education;**
- E. (NAC 391.036) pass a rigorous State test which is the Praxis series consisting of:**

**Praxis I - Pre-Professional Skills Tests in reading, mathematics and writing or the California Basic Educational Skills Test; Praxis II - Curriculum, Instruction, Assessment and Core Subject Assessments.**

**To renew a teaching license all teachers must complete 6 semester hours of:**

- college or university credit related to their teaching area or to enhance their ability to teach; or
- Nevada approved inservice credit which is specialized training determined by the needs of the LEA or school.

**Currently Nevada allows secondary teachers to teach outside of their subject area on a limited basis for not longer than two school years for which they must receive approval from the Superintendent of Public Instruction (NAC 391.152). A request for an exception from the superintendent of a school district must include a statement demonstrating that extenuating circumstances exist which justify an exception. These circumstances may include:**

- A. The number of pupils enrolled in the school;
- B. The unavailability of teachers holding the required endorsement;
- C. Unusual temporary conditions such as double sessions or problems with the facilities of a school; and
- D. The unavailability of an endorsement for a teaching license in the area being taught.

**The request must be accompanied by evidence that all reasonable alternatives have been explored and include a plan outlining how the district will eliminate future requests for the same exception. This policy will be reviewed as part of the Commission's review of all licensing.**

**For the 2000-2001 school year, 102 out of 5842 secondary teachers (reported October 2000) were teaching out of field in a core area for a total of 247 periods which equaled 1% of the total number of secondary classes taught (35,052 based on a six period day). The total number of licensed teachers was 18,014 so the Performance indicator: The percentage of classes being taught by "highly qualified teachers" (as the term is defined in section 9101 (23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C) (viii) of the ESEA) is based on 107,837 periods out of a total of 108,084 (6 periods x 18,014 for elementary and secondary) which = 99.77% of classes being taught by "highly qualified teachers" in the "core academic areas" (English, reading, or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography). While the exact figures are not yet available for the 2001-2002 school year, the percentage will be about the same.**

#### **Provisional License**

**Regarding the definition of "highly qualified" as the term is defined in section 9101 (23) (A)(ii) of the ESEA stating the teacher has not had certification or licensure requirements waived on a "provisional basis..." As part of the Title II procedures development process, the State has agreed to adopt the definitions of all terms identified by the Department in Appendix B, Glossary, of the "Reference and Reporting Guide (OMB Control No.: 1840-0744)." That document states that "...in states that grant only provisional licenses initially, states must exclude from the number of waivers they report those individuals who receive an initial credential (often called "provisional") but are required by**

*the State to teach for a specified period (or to meet other additional requirements) before being fully certified or licensed.” NAC 391.055 (1) states the superintendent of public instruction may issue a provisional one year license or endorsement to a person who holds a renewable license issued in this State if he otherwise meets the requirements for licensure, but: (a) has a deficiency in credits of six semester hours or less; (b) is a teacher, licensed and practicing in this State, applying for an additional license. NAC 391.056 states the superintendent of public instruction may issue a provisional nonrenewable license to an applicant which is valid for three years from the date of issuance of the initial license (NAC 391.057(3)(c)) if he otherwise meets the requirements for a license but (a) has a deficiency in credits of six semester hours or less for all areas of licensure or endorsement; (b) has not completed the courses or passed the examination required by NAC 391.030 covering Nevada school law, the Nevada constitution and the Constitution of the United States; (c) has not passed the competency testing required by NAC 391.036.*

**The Goal/Plan For Any Change (considering the definition of "highly qualified teacher")**

*The CPS has formed a task force which met in May 2002 to ensure the teaching standards align with the student academic standards. For example, the student academic standards require a section on economics, and yet the current teaching license for social studies only requires teachers to have three credits in economics.*

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (See definition of “professional development” in section 9101(34)).

3.2.1. Performance target to be determined.

**Nevada Education Reform Act of 1997 (NERA)**

*The 1997 Nevada Legislature, in conjunction with the Governor, enacted a comprehensive education reform bill targeted at strengthened school accountability, increased rigor in content and performance standards, improved student achievement, increased availability of technology to students, enhanced remediation programs, and stronger legislative/executive oversight of education. NERA also set out the adoption of content standards in reading, language arts, math, science, social studies, fine arts, health and physical education, as well as foreign languages.*

**Regional Professional Development Program (RPDP)**

*Nevada’s statewide RPDP was established in 1999 by the State Legislature under Senate Bill 555. By law, the RPDP carries out its work through four regional programs located in Elko, Washoe, Douglas and Clark County School Districts. Each program is responsible for:*

- *A training model;*
- *Assessing professional development needs of teachers and administrators;*
- *Providing professional development in the areas of standards, assessment, content and basic skills;*
- *Maintaining a list of successful professional development programs; and*

- *Following up on professional development, including helping schools meet the needs of pupils with disabilities and those whose primary language is not English.*

*Special project funds have been established to accommodate unique professional development needs of small, rural schools.*

*The program has created and supported a statewide cadre of 24 regional trainers and 789 school-based site trainers. The site trainers assume leadership roles in facilitating on-site professional development activities.*

*The planning and implementation of professional development services in each region must be overseen by a governance board consisting of superintendents in the respective regions, master teachers appointed by the superintendents, and representatives of Nevada’s higher education system and the SBE. While the overall RPDP effort is regionally configured and governed, the individual programs have worked collaboratively as a statewide network of professional development service providers addressing the needs not only of their respective regions, but of the State as a whole.*

*Each regional program must evaluate its success and submit an annual report to the SBE, the CPS, the Legislative Committee on Education, and the Legislative Bureau of Educational Accountability and Program Evaluation. WestEd, a non-profit educational research, development and service agency, was retained to conduct the independent evaluation of the collective efforts of the programs. During the initial funding period for the overall RPDP effort, from August 1999 to November 2000, records show 17,293 of the State’s teachers and administrators have participated in a full range of RPDP sponsored professional development activities. These have varied in duration and intensity. RPDP full time regional trainers led activities for 4,554 of these teachers and administrators. The rest of the teachers and administrators participated in activities conducted by 789 site trainers who were full time teachers at the school sites, by external consultants, or by faculty members at University of Nevada, Reno, and other institutes of higher education within the context of a college course or summer institute. The regional evaluation reports for 2001 will be turned in to WestEd in July 2002.*

*The statewide council, as required by legislation, adopted uniform standards for use by the governing body of each regional program to ensure that the professional development provided in the areas of standards, assessment, content and basic skills is of high quality. These standards for required professional development were based on the National Staff Development Council standards.*

**Title II Eisenhower Professional Development Grant**

*For the 2000-01 school year the following data were reported.  
Number of participations in activities supported with LEA subgrants:*

*From schools classified as low poverty (<35%) = 3249  
From schools classified as medium poverty (36-49%)= 429  
From schools classified as high poverty (51%-74%)= 819  
From schools classified as very high poverty (>75%)= 53*

*One day or less = 2135  
More than one day, but within a single week = 1126  
More than one week, but within one month = 593*

<b>More than one month, but less than 3 months</b>	<b>= 147</b>
<b>More than 3 months</b>	<b>= 1246</b>
<b>&lt; 3 hours</b>	<b>= 78</b>
<b>3-6 hours</b>	<b>= 2119</b>
<b>7-18 hours</b>	<b>= 1867</b>
<b>19-30 hours</b>	<b>= 759</b>
<b>31-40 hours</b>	<b>= 25</b>

**Following is the progress reported by fifteen LEAs in meeting professional development standards and targets embedded in their “performance indicators.” The data is primarily self-reported information from the participant surveys.**

- 1. High quality professional development is aligned with State content and student performance standards.**
  - 1.1 Over 50% of activities will be aligned with State content and student performance standards. 100% reported by LEAs; 92% reported by Clark County (Clark County is the largest district)**
  - 2. Professional development is sustained, intensive, and high quality, and has a lasting impact on classroom instruction.**
    - 2.1a Over 50% of activities will reflect “best practices.” 80-100% reported by LEAs.**
    - 2.1b: Over 50% of activities will focus on offering ongoing opportunities for professional development. 58-100% reported by LEAs.**
    - 2.1c: Larger percentages of teachers are engaged in intensive, sustained professional development designed to enable them to teach to State standards. 88-100% reported by LEAs; 72% of 16 participants in Nye County.**
    - 2.1d: Larger percentages of teachers show evidence that participation has resulted in an improvement in their knowledge and skills. 90-100% reported by LEAs; 68% of 16 participants in Nye County.**
    - 2.1e: Larger percentages of teachers show evidence that participation has improved their classroom instruction. 90-100% of teachers in LEAs reported instruction was improved; 62% of 16 participants in Nye County.**
    - 2.1f: Larger percentages of teachers show evidence that participation has improved their involvement in networking opportunities and has helped them understand/use comprehensive reform strategies. 91-100% reported by LEAs; 32% of 50 participants in Carson City School District; 15% of 16 participants in Nye County.**
  - 3. High quality professional development is provided to target populations (i.e., minorities and underserved/under-represented).**
    - 3.1 Maintain or increase the number of participants in activities from schools with high percentages of students from target populations. 52% of participants (2,282) in Clark County are from schools with high percentages of students from target populations (an increase of 4% over last year) 60% of 16 participants in Nye County. Other school districts simply reported this goal has been achieved.**
    - 3.2 Maintain or increase the number of participants from Title I schools. Twenty-one percent in Clark County; 35% in Carson City; 60% participate in Nye County. Other school districts simply reported this goal has been achieved.**
  - 4. Support systemic reform at the State and local levels.**
    - 4.1 Develop a district professional development plan based on new State standards. Includes planning and conference time for developing new district curriculum and/or assessments. Carson City School District is**

*in the process of developing a professional development plan that includes both site-specific and districtwide professional development activities. In Clark County, the largest school district, there are professional development plans for elementary mathematics and science and secondary mathematics and science. While the plans do not contain "benchmarks" as such, they do include benchmarks for accomplishing certain things by certain dates. No efforts have been made to develop a districtwide professional development plan across all grades and disciplines. Elko County reports all schools are participating in the district curriculum alignment process. Planning and conference time is scheduled both by the school district and individual school. Lyon County, a small rural school district, reported each school will have plans to meet State and local initiatives based on student achievement. Site improvement plans include professional development plans for staff to teach the standards to their students more effectively. Student achievement on the standards is the primary focus. Nye County plans to develop a district wide plan in the coming year incorporating all grants and projects.*

**Closing the Achievement Gap: Professional Development Data Summary 1999-2002**

*The NDE, Office of Special Education and Diversity Programs collects data regarding professional development activities offered through the leadership of program consultants. Data represent activities that were coordinated and/or taught by special education, Title I, cultural diversity, and early childhood staff members. Professional development activities were offered at local, regional, and State levels, and provided education to general and special education teachers, bilingual/ESL teachers, administrators, related service providers (counselors, speech therapists, etc.), family members, university faculty, and policy makers. For the most part, professional development activities were designed to ensure that the needs of ALL learners are considered in educational reform initiatives, and that student achievement gaps are reduced across diversity groups (special education, limited English proficiency, poverty, homeless, migrant, culturally diverse).*

*1999/2000 School Year: 1199 Total Participations - 28 Total Professional Development Activities*

*2000/2001 School Year: 1667 Total Participations - 25 Total Professional Development Activities*

*2001/02 (through 3/02): 692 Total Participations - 32 Total Professional Development Activities*

*Summary for past three years: 7011 Total Participations - 73 Total Number of Professional Development Activities Offered*

**Class Size Reduction Federal Grant**

*Data on the number of teachers receiving professional development from this funding source was not required to be collected during the 2001-2002 school year. The amount of funds used for professional development out of the FY02 Class Size Reduction appropriation of \$7,605,781 is \$489,982.*

*During the 2002-2003 school year the NDE will:*

- a. **set up a transmittal process for the components of quality professional development that tracks to the definition outlined in section 9101(34) so there is a common definition used by the NDE, districts, schools, four RPDs, and external providers;**
- b. **build a database for professional development;**
- c. **set up a consistent format for a standard evaluation of professional development.**

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

**3.3.1 100% of existing paraprofessionals will be qualified by January 8, 2006.**

***At the current time all paraprofessionals in the State meet the requirements. Those who were hired since January 8, 2002, have two years of college or the equivalent coursework. Current paraprofessionals have been notified of the new requirements and are fully prepared to meet them. The NDE is working collaboratively with districts to devise a statewide paraprofessional test. At this time, there are a couple of options we are considering. One is the test under development by Educational Testing Service (ETS). The Department's goal is to have a test in place by fall 2002. We are 100% compliant with the January 8, 2002 paraprofessional requirements, since all new hires are meeting the new requirements and current employees have until 2005-2006 to meet the new qualifications.***

## LEARNING ENVIRONMENT

III. Provide a learning environment that is safe and drug free, and conducive to learning.

NCLB Goal #4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 *Performance indicator:* The number of persistently dangerous schools, as defined by the State.

### ***PERSISTENTLY DANGEROUS SCHOOLS NDE Definition***

***For the purpose of this Act, a Nevada public elementary or secondary school shall be deemed to be “persistently dangerous” if the following conditions exist for three consecutive school years:***

***The school has suspended or expelled students under NRS 392.466 for any of the following offenses:***

- ***battery of an employee of the school, resulting in bodily injury;***
- ***selling or distributing any controlled substance on school property, school sponsored activity, or on any school bus;***
- ***possession of a firearm or a dangerous weapon while on school property, school sponsored activity, or on any school bus;***
- ***habitual disciplinary status pursuant to NRS 392.4655.***

***The number of suspensions/expulsions for these offenses must exceed one of the following rates:***

- a) ***for a school of fewer than 300 enrolled students, three expulsions;***
- b) ***for a school of 300 or more enrolled students, one expulsion for every 100 enrolled students or fraction thereof.***

# **SECTION B - State Activities to Implement ESEA Programs**

## STATE ACTIVITIES

1. Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA.
  - a. In the June 2002 submission, provide a timeframe of major milestones, for either:
    - adopting challenging content standards in reading/language arts at each grade level for grades 3 through 8, consistent with section 1111 (b) (1).
    - disseminating grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.

***The process whereby Nevada developed its content standards has already been approved by the USDOE. What follows is a brief history of how standards were developed in Nevada.***

### **History of Nevada's State Standards**

***The following information, published in the 1999 Legislative Report outlined the establishment, duties, and subsequent products of the Nevada Academic Standards Council.***

***Specifically, the Council was charged with establishing standards of content and performance in English (including reading, writing, composition, listening, and speaking), mathematics and science. The Council was required to submit the content and performance standards to the SBE on or before September 1, 1998.***

***In addition, the Council was required to submit written recommendations to the SBE on the type of student examinations to be administered statewide that may be used to measure the achievement of pupils in the standards of content and performance established by the Council. The recommendations were required to be submitted to the SBE on or before November 1, 1998.***

***The Council was also required, as stipulated in Subsection 6(a)1 of Senate Bill 482, to "submit to the Governor, the Senate Standing Committee on Finance and the Assembly Standing Committee on Ways and Means, written reports regarding the standards adopted by the SBE." The Council was required to submit the written report to the Governor and the legislature as soon as practicable but not later than April 1, 1999.***

***Senate Bill 482 also required the Council to submit to the director of the Legislative Counsel Bureau for transmission to the 70th session of the Nevada Legislature any recommendations for legislation that the Council deems are necessary to incorporate into the public schools the standards that it established. The Council was required to submit the recommendations to the Legislature as soon as practicable but not later than April 1, 1999.***

### **Formation of the Council**

***Senate Bill 482, as approved by the 1997 Legislature, created the nine member Council and identified the representation requirements for membership. The Governor appointed four of the nine members to include two members who are parents of pupils attending public schools in Nevada (Debbie Smith and Johnnie Rawlinson) and two members representing licensed educational personnel within the State (Brandon Swain and Yvette Estrada). Two members were appointed by the Senate Majority Leader to include one member representing the Nevada Senate (Senator Ann O'Connell) and one member representing private business or industry (Elaine Wynn). Two members were appointed by the Speaker of the Assembly to include one member representing the Nevada Assembly (Assemblywoman Vonne Chowning) and one member representing private business or industry (Scott Craigie). The SBE President, David Sheffield, also served as a member of the Council. Debbie Smith was selected by the Governor to serve as the Council Chairperson through June 30, 1999.***

### **Preliminary Activities**

***The first four meetings of the Council (September, 1997 through January, 1998) were used to provide general information on academic standards to Council members and to set the guidelines to be followed for the future work of the Council. During the first four meetings, the following activities occurred: rules of practice for the Council were established; a mission statement was approved; a Council meeting schedule was adopted through December 1998; a review of State and national standards was completed including a presentation on standards established by the State of Virginia; a Request for Proposal was developed and approved to hire a Consultant as a technical advisor to the Council and to facilitate standards writing teams; consolidation of all academic standards activities taking place within the State was identified as the responsibility of the Council; standards document formats were approved; benchmark grades for standards were adopted to include grades 2, 3, 5, 8 and 12; the development of indicators of progress were approved for kindergarten and grades 1, 4, 6 and 7; and a Request for Proposal was developed and approved to hire a Consultant to assist the Council in public engagement activities.***

***In addition, six focus group meetings were conducted in March by the public engagement consultant hired by the Council. The focus groups included parents, teachers and business representatives and were used to collect general information from a sampling of Nevada citizens on a variety of standards issues.***

## **ADOPTION OF CONTENT AND PERFORMANCE STANDARDS**

### **Content Standards**

***The first step in the process of establishing content standards was to identify writing team members to develop standards in English language arts (ELA), mathematics and science. A Subcommittee of the Council was established to select the members of the three***

*writing teams. Appendix A provides a listing of the membership categories used by the Subcommittee to select the members of the writing teams. As can be seen from the membership categories, the Council tried to include participants from all entities having a direct interest in establishing the standards.*

*The writing teams first met for three days in January of 1998 at which time rough drafts of the content standards were developed. The writing teams continued to meet through the month of April to develop and refine the draft content standards. Five meetings were held by the Council to take public input and comments regarding the draft content standards during the months of May, June and July. Public input meetings were held in Elko, Las Vegas (2), Reno and Tonopah. At the July 14, 1998 meeting of the Council, the draft content standards were revised and approved for possible adoption during the August meeting of the Council.*

*On August 20, 1998, a joint meeting of the Council and the SBE was held in Reno. The main purpose of the meeting was for the Council to approve the content standards for ELA, mathematics and science and for the SBE to adopt the standards approved by the Council. Appendix B provides a copy of the minutes of the joint meeting. Agenda Item 6 in the Minutes provides a summary of the discussion and activities that took place during the meeting related to the adoption of the content standards including the required public hearing. The SBE unanimously passed the motion to adopt the content standards as revised during the meeting. Since the standards regulations were adopted during the temporary regulation period established by the State, the content standards had to be brought back for one more public hearing for permanent adoption after the temporary regulation period ended in 1999. Some minor revisions to the temporary regulations adopted by the SBE needed to be made by the Council to address input received on the standards during the temporary regulation period. The Council approved the establishment of standards for Grades 2, 3, 5, 8 and the end of high school as well as indicators of progress for kindergarten and grades 1, 4, 6 and 7. In addition, the Council approved a glossary of terms for each of the three content areas.*

*It is noted that in a review conducted by the American Federation of Teachers of Nevada's newly adopted academic standards, all three content areas received high marks for clarity, specificity, and depth of content from the group. The ELA standards were identified as being particularly strong in providing more guidance on writing forms than most State standards. The only area of the standards that did not receive high marks was in the area of elementary science which was noted as being vague in the life science area only.*

### **Performance Standards**

*Senate Bill 482 required that both content and performance standards be established by the Council prior to September 1, 1998. As noted earlier, the content standards were approved by the Council on August 20, 1998. The standards development process approved by the Council required that the content standards be established before development of the performance standards*

*could begin. It was agreed upon by Council members that in order to ensure that adequate time was available to develop quality performance standards and to provide for appropriate public input, approval of the performance standards could not be made within the time constraints of Senate Bill 482.*

*The timeline approved by the Council to develop the performance standards remained on track. The performance standards writing teams established by the Council first met in October of 1998. Draft performance standards were developed and revised by the writing teams during the months of October, November and December. Public input meetings were held on January 6th in Reno and on January 7th in Las Vegas. Revised Draft performance standards were reviewed by the Council at the January 7, 1999 meeting. Approval of the performance standards for ELA, mathematics and science occurred during the February 16, 1999 meeting of the Council held in Carson City. The SBE adopted the performance standards at their March, 1999 meeting. A copy of the performance standards adopted by the SBE was made available to Legislative Counsel Bureau for transmission to the 70th session of the Nevada Legislature.*

#### **Phase II Activities of the Council**

*Phase II activities of the Council included the establishment of content and performance standards in the areas of social studies, health and physical education, computer education and technology, and the arts. Content standards writing teams were selected by the Writing Team Selection Subcommittee of the Council in November of 1998. Each of the four writing teams met in Las Vegas for four days on January 5-8, 1999 to begin the development of the content standards. First drafts of the content standards were developed by the writing teams and reviewed by Council at the February 16, 1999, meeting.*

*Final drafts of the content and performance standards in social studies, health and physical education, computer education and technology, and the arts were approved by the Academic Standards Council in January, 2000 and adopted into regulation by the SBE in March 2000.*

#### **Phase III Activities**

*The 1999 Legislature required the Academic Standards Council to develop grade-by-grade standards in ELA and mathematics in grades K through 8. Previous to this requirement, the Standards Council had adopted standards in ELA and mathematics in 1998 for grades 2, 3, 5, 8 and 12. The new grades for which standards have been developed include Kindergarten, and grades 1, 4, 6 and 7.*

*The Standards Council reviewed and approved the revised standards in ELA and mathematics in grades K through 8 at their March 6, 2001 meeting in Carson City. The new standards were formally adopted into regulation by the SBE at their April 2001 meeting.*

- b. In the June 2002 submission, provide a timeline of major milestones, for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

***Content standards are in place but the process by which they were developed will need to be approved by USDOE. Please see above account of the standards development process for information on how Nevada content and achievement standards in science were developed. NDE will submit evidence outlining the process whereby the science standards were developed in the State when requested to do so.***

- c. In the June 2002 submission, provide a timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels.

#### **Assessment Model**

***NCLB introduces new testing requirements for states receiving Title I assistance. Reading/language arts and math assessments aligned to a state's challenging content and achievement standards are required to be administered annually in grades 3 through 8 and at least in one grade within the 9 to 12 grade range. Barring failure of the federal government to allocate specified funding to states and/or a significant state hardship, states are required to have implemented the reading and math tests no later than the 2005-2006 school year. States are also required to develop and implement science assessments by the 2007-2008 school year. Science tests must be administered in at least one grade within the 3 to 5, 6 to 9, and 10 to 12 grade ranges.***

***Nevada currently uses a mixed assessment model that includes norm-referenced assessment, criterion-referenced assessment, and performance assessments. Norm-referenced tests in Nevada are composed entirely of selected choice items while the criterion-referenced tests, in grades 5 and 8, have a mixed format including both selected response items and short answer or constructed response items. The State also employs an extended response writing assessment. Table 1 provides an outline of the current assessment system including those assessments that are fully implemented and those currently being developed.***

**Table 1. Current State assessment system**

<b>Grade</b>	<b>Type</b>	<b>Subjects</b>	<b>When Administered</b>	<b>Implementation Status</b>
3	CRT	R and M	Spring	2001-2002
4	NRT Direct Writing	R, L, M, and S L	Fall Fall	2001-2002 2001-2002
5	CRT CRT	R and M S	Spring Spring	2001-2002 2003-2004
6				
7	NRT	R, L, M, and S	Fall	2001-2002*
8	Direct Writing CRT	L R, M, and S	Fall Spring	2001-2002 2003-2004
10	NRT HSPE** HSPE**	R, L, M, and S R and M S	Fall Spring Spring	2001-2002 2001-2002 2002-2003
11	HSPE**	W (L)	Spring	

R = reading, L = language, W = writing, M = math, S = science, HSPE = exit exams

\* An Norm Referenced Test (NRT) has been used at grade 8 since 1996-1997. 2002-2003 will be the first administration in grade 7. Moreover, the State is in the process of adopting a new NRT and will no longer be using the instrument that has been used for the past 6 years.

*Not shown in Table 1 is the LAS nor the Skills and Competencies Alternate Assessment of Nevada (SCAAN) assessment which can be described in general terms as an electronic portfolio assessment. The LAS is administered to LEP students and is designed to measure oral, reading, and writing proficiency in English while the SCAAN is an alternate assessment for students with relatively severe cognitive deficits.*

*Beginning in the 2002-2003 school year, states are required to test LEP students annually in reading/language arts determining oral, reading, and writing proficiency. For several years, Nevada has required the use of the LAS for this very purpose. Currently in Nevada, depending on the level of performance on the LAS scales, LEP students can be exempted from participation in the State's large scale achievement assessments. The State anticipates a modified continuation of this model. First, the level of performance leading to "exemption" will be reconsidered and possibly re-established pending an alignment study (to be conducted in December/January 2002/2003). Second, performance on LAS will no longer be used to exempt students from the assessment process but can be used to exempt students from participation on State mandated tests. If students are exempted from participation on the State mandated tests, appropriate and meaningful district assessments will have to be administered in turn. As indicated elsewhere, the period in which district level assessment is an alternative is for 3 years after the student has been in the United States with the possibility of case by case exceptions.*

*In implementing the State's comprehensive assessment system states must comply with IDEA. In part the State complies with the requirements of IDEA by its use of the SCAAN assessment. The State developed alternate assessment is designed only for students with severe cognitive deficits that prevent their meaningful participation on the State's large scale assessments. Currently in*

***Nevada, students with IEPs must either participate on the State's large scale assessments with or without accommodations or on SCAAN. No exemptions from testing are permitted.***

***Tables 2 and 3 outline two plausible options of how Nevada can build upon its current assessment system to comply with the new ESEA assessment provisions (this is not an exhaustive set of options). Given the current model both options can be achieved within the timelines outlined in NCLB and both can be built in such a way as to meet all the technical requirements for NCLB assessment.***

***As noted in Table 1, the State's current assessment system only lacks assessment in the 6<sup>th</sup> grade. However, alignment criteria outlined in NCLB and recent draft regulation provided by USDOE in support of the assessment provisions of NCLB require that NRTs be augmented for purposes of alignment. Arguably, either model presented below would comply with those provisions. Option 1 employs a fully aligned Criterion Referenced Test (CRT) assessment model in grades 3 through 8 adding to this NRT assessment in grades 4 and 7. Option 2 would move the NRTs in grades 4 and 7 to the spring, adding a third NRT in grade 6, augmenting them to provide the necessary standards-based coverage.***

**Table 2. Option 1 to comply with NCLB**

<b>Grade</b>	<b>Type</b>	<b>Subjects</b>	<b>When Administered</b>	<b>Implementation Status</b>
3	CRT	R and M	Spring	2001-2002
4	NRT Direct Writing CRT	R, L, M, and S L R and M	Fall Fall Spring	2001-2002 2001-2002 2004-2005*
5	CRT CRT	R and M S	Spring Spring	2001-2002 2003-2004
6	CRT	R and M	Spring	2004-2005*
7	NRT CRT	R, L, M, and S R and M	Fall Spring	2001-2002 2004-2005*
8	Direct Writing CRT	L R, M, and S	Fall Spring	2001-2002 2003-2004
10	NRT HSPE HSPE	R, L, M, and S R and M S	Fall Spring Spring	2001-2002 2001-2002 2002-2003
11	HSPE	W (L)	Spring	

\* Pending legislative approval in 2003

**Table 3. Option 2 to comply with NCLB\***

<b>Grade</b>	<b>Type</b>	<b>Subjects</b>	<b>When Administered</b>	<b>Status</b>
3	CRT	R and M	Spring	2001-2002
4	NRT/CRT** Direct Writing	R, L, M, and S L	Spring Fall***	2003-2004**** 2003-2004****
5	CRT CRT	R and M S	Spring Spring	2001-2002 2003-2004
6	NRT/CRT**	R, L, and M	Spring	2003-2004****
7	NRT/CRT**	R, L, M, and S	Spring	2003-2004****
8	Direct Writing CRT	L R, M, and S	Fall*** Spring	2003-2004 2003-2004
10	NRT HSPE HSPE	R, L, M, and S R and M S	Fall Spring Spring	2001-2002 2001-2002 2002-2003
11	HSPE	W (L)	Spring	

\* The LAS and SCAAN assessments are not shown in the planned systems but will continue to be part of the comprehensive model.

\*\* Augmented NRT survey battery to include standards-based items.

\*\*\* The movement of the direct writing assessment from fall to spring will be considered. If moved, implementation would be consistent with NRT/CRT.

\*\*\*\* Pending legislative approval in 2003.

*States are asked to provide a detailed timeline of the assessment implementation schedule by May 1, 2003. As noted in tables 2 and 3, Nevada's final assessment system requires input from the 2003 Legislative session which ends on May 31, 2003. Only after that date can a detailed timeline be provided. It is anticipated that a timeline can be provided by June 15<sup>th</sup>, 2003.*

- d. In the June 2002 submission, provide a timeline of major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

### **Achievement Standards**

***NCLB and the supporting draft regulations build on the content related alignment criteria indicating that assessments must align to the State's challenging achievement standards. More specifically, test specific achievement standards or cut-points must be established and be aligned to the State's content specific achievement standards. Content specific and test specific achievement standards must include at a minimum 4 levels or 3 cut-points defining an achievement standard above proficiency, a proficient standard, and a basic standard. The fourth level of achievement would be below basic.***

***To comply with NCLB and Nevada's current waiver agreement with USDOE, achievement standards will be set for the grade 3 and grade 5 CRTs in the summer following the spring 2002 administration. A firm decision has not been made on what standard setting methodology will be used with both Bookmarking and Modified Angoff approaches being considered. In setting standards for all instruments emphasis is placed on what students need to know and be able to do in order to demonstrate proficient achievement. Impact data will be used to support the system and to "calibrate" judges but is a secondary consideration.***

***If and when achievement standards will be set for the NRT will be heavily influenced by what assessment option the State exercises to comply with NCLB. This decision is expected to be made during the State's 2003 Legislative Session which should expire on May 31, 2003. If a decision is made to adopt option 1 outlined in Table 2, achievement standards could be set in the summer of 2003 taking into consideration performance results from the fall 2002 administration but this may not be necessary. If option 2 is adopted, achievement standards will not likely be set on the augmented NRT until the summer following the 2004-2005 school year.***

***The direct writing assessment currently being used in grades 4 and 8 primarily performs a diagnostic function. This is especially true in grade 4 but is also the case in grade 8. At this time, consideration is being made to include the 8<sup>th</sup> grade writing assessment in the State's AYP model. The tentative plan would utilize the achievement standards defined in NAC in setting baseline performance. No later than the end of the summer 2003 achievement standards would be set on the writing test using a judgmental approach. It is likely that the 4<sup>th</sup> grade writing assessment will continue to be administered but with no plan to include it in the AYP model given its stated purpose. The assessment in its current form, which proves to be a valuable instructional tool, cannot provide valid and reliable achievement comparisons as required by NCLB.***

***For the remaining assessments outlined above, achievement standards aligned to the State's content related achievement standards will be set during the summer following the first live administration.***

### **Defining Proficiency**

**The State will define what it means to be proficient. More specifically, the State will define two categories of proficiency at and above proficiency and at least a third category of performance akin to basic performance or what the State currently refers to as "approaching standard." The State has multiple resources at its disposal to inform this decision including challenging achievement standards (performance standards), performance results based on the current assessment system, and performance results from NAEP. The State will effectively use this information by bringing together educators to set performance standards on the various current assessments.**

**Defining levels of performance is key to the overall AYP plan. Achievement standards arguably are most appropriately set based on an evaluation of content standards and test content and answering the question, "what do students need to know and be able to do in order to demonstrate proficiency on this instrument?" There are a variety of research based methods available to undertake such a definitional process. No matter what method is selected, the process can lead to unintended consequences. From a practical perspective standards could be too liberal (too many students pass) or too conservative (too few students pass), either of which can undermine school improvement efforts.**

**To avoid these practical pitfalls, standard setting committees and policy boards with ultimate responsibility for adopting standards will be presented with student level impact data. Usually impact data is confined to actual performance on the specific test instrument under consideration. In Nevada, it may be useful to complement this information with consideration of NAEP performance as well as past NRT performance.**

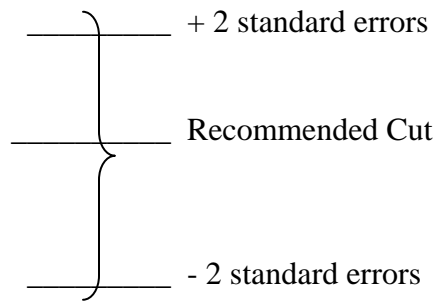
**NAEP performance sets an upper limit of expectation and the NRT, as traditionally used in the State, sets a lower limit of performance expectation. As indicated above, NAEP participation is now required by the federal government. The importance of NAEP as a validation of state performance is likely to grow. NAEP has been criticized for having overly demanding achievement standards. Although it may not be prudent for Nevada to adopt a proficiency definition strictly aligned to NAEP, in defining proficiency within the State, recognition of NAEP as a validation tool will be considered.**

**By contrast, the State of Nevada has based school accountability on NRT performance for several years. In doing this, State statute has defined "adequate" achievement for each test subject at the 26<sup>th</sup> national percentile. Adequate achievement may be more akin to "basic" achievement, as described in NCLB, and not proficient achievement. However, the motivational structure currently in place within the State is somewhat dependent on the definition of adequacy. Therefore, NRT performance must also be considered as the State sets achievement standards relative to its test instruments.**

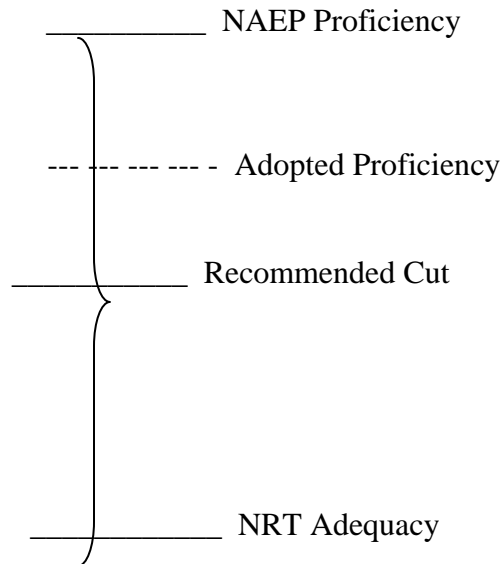
**In order to have information from NAEP and NRT inform the process, the State will evaluate past frequency distributions for**

**State level performance on the respective instruments and their cut-points and compare those to the frequency distributions of current performance relative to the recommended cut-points (those standards recommended by the standard setting committees). Because of the high performance demands being placed on schools, districts, and the State, a paradigm shift with respect to how assessments are used and, more specifically, our expectations for student achievement must occur. The State will define rigorous achievement standards to motivate this shift. The following is a schematic of how recommended cut-points might be contextualized and adjusted based on statistical information.**

Traditional Statistical Context



Expanded Statistical Context



**Based on the presentation of the recommendations of the standard setting committees and the statistical information used to contextualize those recommendations, the SBE will adopt the achievement standards. The SBE is familiar with this process having used it for the State's high school exit examinations.**

- e. By January 31, 2003, describe how the State calculated its starting point as required for AYP consistent with section 1111 (b)(2)(E), including data elements and procedures for calculations.

**Establishing a State Level Baseline**

***The starting point for establishing the baseline is the definition of proficiency and the other achievement levels (i.e. advanced, basic, novice). Using the definition of proficiency, the State will establish a baseline level of achievement consistent with the provisions in NCLB. At a minimum, the State anticipates using performance results from the 2001-2002 NRT, 8<sup>th</sup> grade Direct Writing assessment, CRT, and High School Proficiency Examination (HSPE) assessments.***

***NCLB provides two methods for developing the baseline with a requirement that based on the two methods, the less rigorous, or the method resulting in the greater number of proficient students, be used. In establishing the baseline, the State will determine the percentage of students within a school and by subpopulation that meets or exceeds proficiency. The state level baseline will ultimately be set understanding fully that the performance among subpopulations of students, schools, and LEAs will vary relative to the single state baseline.***

***Nevada will wait for results from the 2001-2002 spring CRT administrations before it can set a formal baseline. Thus far Nevada has estimated a baseline using results from the fall NRT administration in grade 4, 8, and 10 using multiple percentiles as the “proficiency” cutoff (see Table 4).***

***The school option determines proficiency by ranking schools by percentage of proficient students. Based on this ranking, the percent proficient corresponding to the school positioned wherein 20% of the total State population of students is represented is selected. The subgroup option determines proficiency by determining, at the State level, the percentage of proficient students disaggregated by ethnicity, IEP and LEP status.***

***For each subject area, a “low” proficiency definition set at the 26<sup>th</sup> national percentile, a “mid” proficiency definition at the 51<sup>st</sup> national percentile, and a “high” definition set at the 76<sup>th</sup> national percentile was explored for the respective subject area composite scales. For presentation purposes, only the mid-definition is used.***

***Percentage of proficient students in all cases is determined by including performance for students testing under any testing condition. Students who did not test were not included in the denominator. Including these students in the denominator will lower the percentage of proficient students in almost all cases. However, before including these students in the denominator, the State requires regulation regarding the 95% participation requirements.***

Table 4. Summary of estimated baseline percentages of proficient students using 2001-2002 Terra Nova performance and the 51<sup>st</sup> percentile as the proficiency cut-score.

<b>4<sup>th</sup> Grade</b>		
	<b>School Option</b>	<b>Subgroup Option</b>
<b>Reading</b>	Lake Elementary 27.5%	IEP 10.2%
<b>Language</b>	Silver Lake Elementary 35.1%	LEP 9.5%
<b>Math</b>	Bell Elementary 41.4%	LEP 13.6%
<b>8<sup>th</sup> Grade</b>		
<b>Reading</b>	Fremont Middle School 33.0%	IEP 5.6%
<b>Language</b>	Cortney Middle School 36.0%	LEP 6.2%
<b>Math</b>	Orr Middle School 36.3%	LEP 7.7%
<b>10<sup>th</sup> Grade</b>		
<b>Reading</b>	Cheyenne High School 36.9%	IEP 3.6%
<b>Language</b>	Washoe High School 40.3%	LEP 4.9%
<b>Math</b>	Washoe High School 36.0%	LEP 7.6%

- f. By January 31, 2003, provide the State's definition of AYP. The definition must include:
- i. For the percentage of students meeting or exceeding the State's proficient level, provide for reading/language arts and for mathematics.

**Defining Adequate Yearly Progress (AYP)**

***Based on the percentage of students at or above proficiency at baseline and the ultimate goal of 100% proficiency after 12-years, the State will establish intermediate thresholds of performance for two years after baseline, 5 years after baseline, 8 years after baseline, and 11 years after baseline. As prescribed in NCLB, the 5, 8, and 11 year thresholds will be equidistant apart taking into consideration current State performance and the 12 year 100% threshold. In establishing the general growth trajectory for the State to meet the overarching goal of 100% proficiency by the end of the 2013-14 school year, the State recognizes that the growth trajectory among subpopulations of students, schools, and LEAs will vary.***

***In moving to a single statewide system of designating schools, districts, and the State relative to AYP, Nevada will have to address potential changes in Nevada's 2003 Legislative Session. To achieve the goals of NCLB it is paramount that the State receive as much flexibility in defining AYP as possible. In this spirit, two options for how the AYP formula may be defined are presented. Both options include the ultimate goal of 100% proficiency after the 12 year period but differ to some extent on the treatment of growth on an annual basis.***

***Additionally, Nevada will be adding assessments over time to reach full compliance with NCLB. Because of this, the baseline set based on 2001-2002 data is difficult to justify or defend. If provided flexibility, Nevada will define growth targets prior to full implementation based on the 2001-2002 baseline but would re-adjust growth targets after full implementation by re-calculating a baseline after the first year in which assessment results are available for all tests. It is anticipated that the re-adjusted baseline will be set after the 2004-2005 school year. Nevada will still require that growth targets be defined to reflect 100% proficiency by the end of the 2013-2014 school year.***

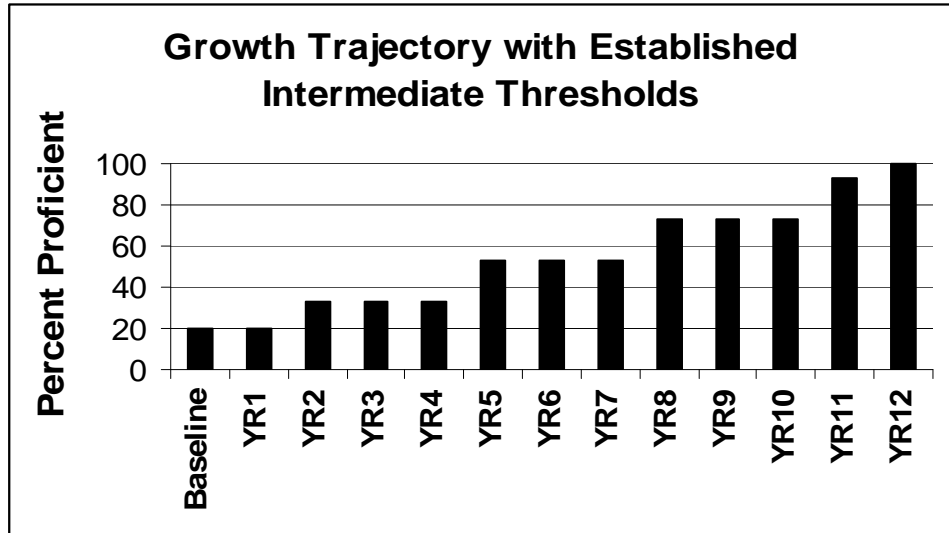
#### **Option 1**

***Understanding that all students, subpopulations of students, and schools will have different growth trajectories as a consequence of their performance level relative to the State's baseline, the AYP system for schools will on an annual basis consider both annual growth toward proficiency, as well as absolute thresholds of performance using successive groups comparisons.***

***For example, assuming that the State baseline is set at 20% of the population being proficient, in 12 years the State would need to move the remaining 80% of the population to proficient or above. The initial two year threshold (2003-2004) could be set at  $20 + (100 - 20)/6$  or 33.33% proficiency. The subsequent 3 year increments could be set at  $33.33 + ((100 @ 33.33)/10) * 3$  or 53.33 for 2006-2007,  $53.33 + ((100 - 53.33)/7) * 3$  or 73.33 for 2009-2010, and  $73.33 + ((100 @ 73.33)/4) * 3$  or 93.33 for 2012-2013.<sup>3</sup> Of course 100% proficient would be the goal for 2013-2014.***

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<sup>3</sup> Note that the described method for determining the intermediate performance thresholds has each equidistant apart relative to the baseline and ultimate goal of 100% proficiency. Although the latter 3 thresholds must be equidistant apart, this requirement does not hold for the first and second thresholds. It is assumed that this discrepancy takes into consideration that the full assessment model is not required to be implemented until 2005-2006. Once fully implemented, the state will have a better sense and more accurate picture of the growth required to move all students to proficiency by the 2013-2014 school year.



*Classification of schools could be based on an indexing system which allows differential weighting of growth and threshold over time. Ultimately schools could be given an AYP classification having one of five levels (Exceeds standard or exemplary status, Standard or high achievement, Maintenance or adequate achievement, Approaches standard or probationary status, and Below standard or school improvement). The leveling of classifications beyond a yes/no “school improvement” designation is predicated on two assumptions. First, moving to a tiered system of designation related to a continuum of achievement provides more information for schools that are not teetering at the yes/no cutoff. From a motivational perspective this is a superior system. Second, from the lens of State and LEA capacity to effectively serve schools, it is important to have a system that provides more specificity regarding what schools are in greatest need.*

*Absolute threshold weights might be as follows: Year 1 = 30%, Year 2 is 30%, year 3 is 30%, year 4 is 30%, year 5 is 40%, year 6 is 45%, year 7 is 50%, year 8 is 60%, year 9 is 70%, year 10 is 80%, year 11 is 90%, year 12 is 100%.*

*Growth weights might be: Year 1 = 70%, Year 2 is 70%, year 3 is 70%, year 4 is 70%, year 5 is 60%, year 6 is 55%, year 7 is 50%, year 8 is 40%, year 9 is 30%, year 10 is 20%, year 11 is 10%, year 12 is 0% .*

*The static relationship between threshold and growth rates during the first four years after implementing the system is in part due to the timing of a fully implemented state assessment system. The State anticipates full implementation of its assessment system during the 2004-2005 administration which essentially means that the “baseline” for performance will be reset after the 2004-2005 administrations. Additionally, as required by NCLB the 2005-2006 school year constitutes the second year in which an intermediate threshold for performance must be set. Given these obstacles the*

***State hopes to emphasize achievement growth during the initial time-frame. From that point forward, the balance of emphasis begins to shift from achievement growth to performance relative to an achievement threshold.***

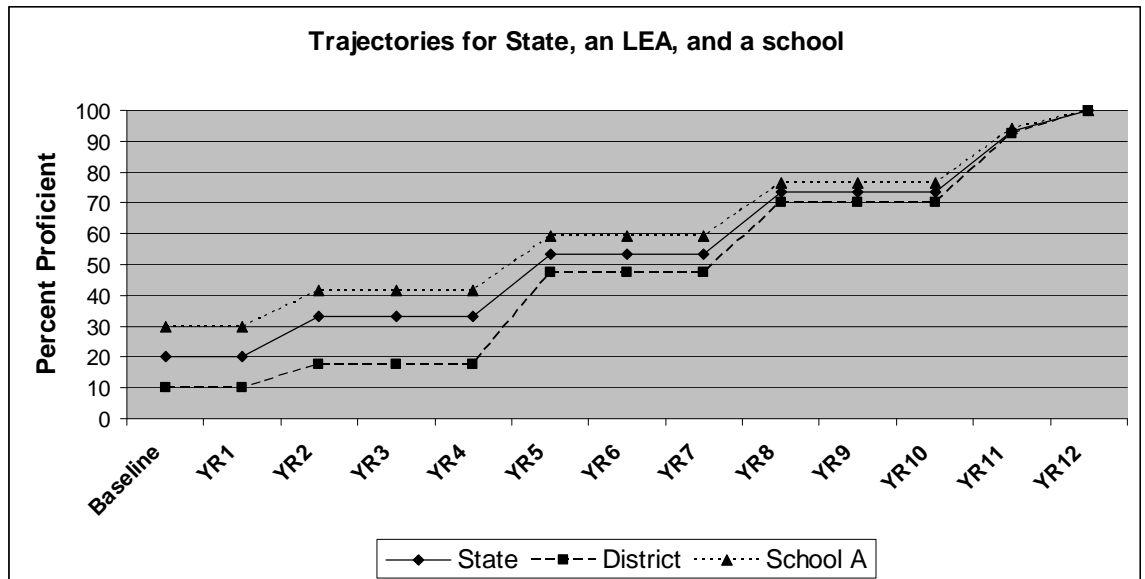
***The index score range itself is somewhat arbitrary. However, the absolute achievement threshold weight would probably entail a yes/no decision. The growth weight might be based on a range of performance including no gain or decline, positive gain but not statistically significant, statistically significant gain, and significant and substantive gain.***

***The benefit of this sort of system would be in the strategic allocation of assistance. For example, it best serves State interest to focus attention on schools well below the achievement threshold and who are failing to demonstrate performance gains. Moreover, it might be the case that the State's resources would better serve students within a school that is at or near threshold but that is demonstrating no gain or achievement decline as opposed to students within a school making substantive growth even though their absolute performance threshold is still below the State target.***

**Option 2**

To support the State's ability to meet its growth targets, a successive groups' comparison model will be applied to schools and school districts. As is done with the state trajectory, for each school and school district, intermediate thresholds will be developed with the expectation that growth on an annual basis within an intermediary time period is equidistant. Schools and school districts will be categorized as having made AYP by either reaching or exceeding the intermediate baselines or by having the percent not proficient from the previous school year (or average of up to three previous school years) minimized by 10% or more for all possible groupings of students.

Option 2 is very similar to the current provisions of NCLB with one specific difference. A pure status model using the "state" absolute threshold target can be criticized for a variety of reasons. In particular, it arguably fails to effectively motivate very low performing schools and schools already above the State thresholds in any given school year. By adjusting threshold targets specifically to schools and districts, the system appropriately re-emphasizes growth toward 100% proficiency, which appears to be the spirit of the NCLB legislation.



### Other Indicator

**Nevada will use graduation rates at the high school level and attendance rates at the grade 3-8 level as "other" indicators of academic achievement. At this time, no other indicators are contemplated for use in the AYP system.**

**Regardless of option 1 or 2 outlined previously, the "other" indicators, as outlined by NCLB, seem to constitute conjunctive 3<sup>rd</sup> factors. In the AYP system, "other" indicators can only be used to identify additional schools as needing improvement and they cannot be used to change the schools that would be identified otherwise. If an index system were used, Nevada would consider weighting "other" indicators equaling up to 10% of the total points. If the successive groups option were used, Nevada might seek to allow performance on assessments to compensate for performance relative to the "other" indicator.**

- ii. The definition of graduation rate (consistent with section 1111 (b)(2)(c)(vi) and final regulations).

**The reported high school graduation rate will be the four-year cohort estimation rate used by the National Center for Education Statistics. For the Class of 2001, the graduation rate was 70.1%, but rates have not been broken down by the significant demographic factors and appropriate AYP has not been determined. A process has been established for meeting with representatives of the NDE, school districts, and legislative counsel over the summer months that will result in a definition of AYP being submitted to the USDOE by September 15, 2002. In keeping with NCES practice, one aspect of graduation rate is considering graduation as the student's receipt of a diploma. Certificates of Attendance will not be considered as fulfilling graduation. The target rate at the end of 12 years is for 100 percent of students receiving a diploma.**

- iii. One academic indicator for elementary schools and for middle schools.

**The other academic indicator that will be used is attendance rate. At present, attendance rates for the State have been determined for all schools, not particular school types or grade ranges, and have not been broken down by the significant demographic factors, such as race/ethnicity, that could be used to establish a baseline and to determine what percentages of growth would be appropriate for AYP. It is not reasonable to set a target rate of 100 percent for attendance rates since students will miss school for unavoidable reasons such as sickness. The baseline rate, rate increases for adequate yearly growth, and the ultimate target rate will be submitted to the USDOE by September 15, 2002.**

- g. By January 31, 2003, identify the minimum number of students that the State has determined, based on sound statistical methodology, to be sufficient to yield statistically reliable information for each purpose for which disaggregated data are used and justify this determination.

***Will be submitted by January 31, 2003 deadline.***

- h. In the June 2002 submission, provide a plan for how the State will implement a single accountability system that uses the same criteria. Provide evidence that the State has a single accountability system that uses the same criteria, based primarily on assessments consistent with section 1111 (b), for determining whether a school has made AYP, regardless of whether the school receives Title I, Part A or other federal funds.

***Nevada has a statewide system of accountability in place at the current time, but statutory changes will be required to bring the current system into alignment with the federal requirements outlined in the NCLB Legislation. Currently, the classifications of schools that result from an analysis of statewide assessment results are based on only one assessment, a norm-referenced test that is given in grades 4, 8, and 10. The accountability statute will need to be changed to allow for inclusion of all statewide assessments in these calculations. The statute also outlines how the current identifications of schools are made: any school where 40% or more of the students score at or below the 25<sup>th</sup> percentile on the NRT is identified as being in school improvement. This statute will need to be changed to reflect the language of ESEA as the method for determining school classifications.***

***The necessary changes have already been previewed in the form of a BDR to be considered at the next session of the Nevada Legislature. However, the Nevada Legislature meets only in odd numbered years, so the bill cannot even be considered until early 2003. The NDE has been working closely with the Legislative Counsel Bureau—the State agency that serves as staff to the legislature—to ensure that they understand the necessity for the changes to Nevada’s school accountability law. They are fully aware of the necessity for these changes, and have conveyed this need to key members of the Legislative Committee on Education which does meet between full sessions of the Legislature. The next session of the Nevada Legislature will begin in February of 2003. Since the session may only last for 120 days under the provisions of State law, the NDE is hopeful that the changes in statute can be accomplished by the May, 2003 deadline.***

***To achieve the goals of NCLB it is paramount that the State receive as much flexibility in defining AYP as possible. Nevada’s system will include the ultimate goal of 100% proficiency after the 12 year period and will recognize both status of academic performance and growth in academic performance. Nevada, as is true for many states, will be adding assessments over time to reach full compliance with NCLB. Because of this, the baseline set based on 2001-2002 data is difficult to justify or defend. If provided flexibility, Nevada would define growth targets prior to full implementation based on the 2001-2002 baseline but would re-adjust growth targets after full implementation by re-calculating a baseline after the first***

*year in which assessment results are available for all tests. It is anticipated that the re-adjusted baseline would be set after the 2004-2005 school year. Nevada would still require that growth targets be defined to reflect 100% proficiency by the end of the 2013-2014 school year.*

*As is required by NCLB, the current accountability system is already applicable to every public school in the State, and it provides for a system of rewards and sanctions to schools. The rewards, however, are not monetary, but rather public recognition of achievement in either the "exemplary" or "high-performing" category, while the sanctions require a progressively more stringent set of consequences for low-performing schools, up to and including possible reconstitution. The current accountability system identifies schools in various performance categories, such as "Exemplary," "High-Performing," "Adequate," and "In Need of Improvement." This aspect of the accountability law will be compliant with NCLB; it is simply the methodology for identifying low-performing schools that will need to be adjusted.*

- i. In the June 2002 submission, identify the languages present in the student population to be assessed, languages in which the State administers assessments, and languages in which the State will need to administer assessments. Use the most recent data available and identify when the data was collected.

*Data from the 2000 Home Languages Survey shows that a total of 54 different languages are spoken by students in Nevada, according to data collected during the 2000-2001 school year. There was a total of 38,844 students who were considered as "limited English proficient" in the State. Spanish was by far the language most often spoken by LEP students, with a total of 35,575 Spanish speaking students. The next most mentioned language was Tagalog, with a total of 529 speakers. Assessments in Nevada are administered only in English, and the State has no current plans to develop assessments in other languages. The reasons behind this decision are threefold:*

- (i) *Nevada has very few bilingual programs. The few that exist are located in the Clark County School District. If a student is not being taught in another language, it makes very little sense to assess that student in that language. Since virtually all our instruction in the State is in English, it is not appropriate to assess students in a language other than English; and*
- (ii) *State law requires that students demonstrate proficiency in reading and writing by passing a graduation proficiency examination that is, by law, administered in English. Since this is the culminating requirement for a student to receive a standard diploma in Nevada, it seems logical that all assessments that are part of the system leading up to this culminating assessment should also promote proficiency in English; and*
- (iii) *the NDE has adopted a wide menu of accommodations available on the statewide CRTs which allows for meaningful participation of LEP students without administering these tests in languages other than English.*

- j. In the June 2002 submission, provide evidence that, beginning not later than the school year 2002-2003, LEAs will provide for an annual assessment of English proficiency that meets the requirements of section 1111 (b)(7) and 3116 (d)(4), including assessment of English proficiency in speaking, listening, reading, writing, and comprehension. Identify the assessment(s) the State will designate for this purpose.

***The statewide administration of the LAS is already mandated in Nevada, thus bringing the State into compliance with section 1111 (b)(7) of the NCLB Act of 2001. However, work remains to be done in this area. First, NDE will make certain that every district will administer the LAS on a yearly basis, and that they will administer all portions of the LAS, including the oral portion and the reading and writing portions. All districts will be notified of these requirements, and districts will be required to sign assurances that they will administer LAS as prescribed by law in order to qualify for Title I, Migrant, and Title III funding. NDE will also notify the districts of how it intends to collect LAS performance data during the 2002-2003 school year.***

- k. In the June 2002 submission, describe the status of the State's effort to establish standards and annual measurable achievement objectives under section 3122 (a) of the ESEA that relate to the development and attainment of English proficiency by LEP children. These standards and objectives must relate to the development and attainment of English proficiency in speaking, listening, reading, writing, and comprehension, and be aligned with the State academic content and student achievement standards as required by section 1111 (b)(1) of the ESEA. If they are not yet established, describe the State's plan and timeline for completing the development of these standards and achievement objectives.

***The efforts of the State to establish standards and annual measurable achievement objectives under section 3122 (a) of the ESEA that relate to the development and attainment of English proficiency by LEP students have occurred systemically over the past four years.***

***Since the formal adoption of ELA State standards by the Council to Establish Academic Standards during the summer of 1998 and the subsequent implementation of these standards statewide, it is evident that Nevada is well underway in the process of accounting for the progress of achievement of all children, including LEP students. The NDE began to train all teachers to address these standards with the focus of tailoring curriculum and instructional strategies to the needs of LEP students, focused professional development courses, and symposiums that addressed the linkages to State standards, in both urban and rural settings.***

***The SEA also instituted a Bias Review Process of the State assessment program to ensure that our tests, in both pre-and post development stages, have been reviewed for bias related to LEP concerns.***

***During the summer of 2000, an Ad Hoc Working Group to Address Achievement of Standards by LEP Students convened in Las***

***Vegas, Nevada. One major outcome from this meeting was a task assigned to the NDE to begin a project of developing a curriculum matrix with a detailed guide of ESL skills and performance activities. This set of skills and activities is directly linked to the ELA Standards, with the express purpose of not losing the integrity of maintaining high standards for all students. The NDE staff then began this research and development process by being actively involved with the LEP States' Collaborative on Assessment and Standards of Council of Chief State School Officers and with the institutes sponsored by the Office of English Language Acquisition of the USDOE.***

***Then, SEA focused its efforts on three fronts: Assessment and Accountability, Professional Development (Licensure), and Setting High Standards by ensuring that these ELA standards are achievable, and that teachers will have a set of guidelines, skills and performance activities, for infusion into the curriculum.***

***We have fully implemented our bias review process in our assessment program, and our professional development initiative of preparing all teachers to serve LEP students is an on-going priority of capacity building which includes ensuring that more teachers in our schools have the additional endorsement in TESL.***

***The SEA with the cooperation of the LEAs developed and completed an aligned set of ESL Skills and Performance Activities. This document or curriculum guide is the result of engaging collaboration of a team of over 20 teachers, administrators, consultants and SEA staff representing cross disciplines, content areas, ESL and language arts communities. The completed working draft is currently in the process of being reviewed by our district ESL directors and other experts for a scheduled adoption in July or August of 2002.***

***The next step in this comprehensive process is to bring this invaluable tool for teachers statewide through technical assistance training initiative for LEA consultants, teacher trainers of our Regional Professional Development Centers, university and college instructors in teacher education programs, and to mentors or new teacher induction program trainers. These trainer-of-trainers workshops will enable capacity building and bring this invaluable resource to teachers in the classroom.***

***We will also provide workshops on sheltered instructional observation protocol, a protocol designed to bolster the capability of school leaders, mentors, and teacher supervisors to better monitor, coach and improve teacher performance in the teaching of second language students. This protocol will provide an additional important mechanism for these instructional leaders to utilize in evaluating program improvement and teacher performance in the classroom. Our administrators also need to be updated with the most current information on standards, and how standards are tied to the achievement of LEP students as well as others, and how best to measure the progress these students are expected of making on the objectives of the annual yearly performance and the measurable objectives of English language proficiency. These efforts, strategically implemented, will bring about real systemic change.***

**Additionally, the State has entered into an agreement with the Office for Civil Rights in the USDOE to study whether or not LEP students are failing our State examinations at an inordinately high rate. Once this study is complete, the districts will be required to demonstrate how they will change their curricula to better serve the needs of LEP students. NDE will set annual measurable achievement objectives for LEP students during the 2002-2003 school year by conducting the following activities:**

- 1. Conduct an alignment study to determine degree of alignment between LAS and Nevada English/language arts (ELA) standards.**
  - 2. Determine if and where the LAS will need to be augmented to provide alignment to ELA standards.**
  - 3. Set performance levels on LAS so that scores may be reported on State assessments. Determine what annual measurable objectives LEP students will need to meet on LAS.**
  - 4. Complete this procedure during the 2002-2003 school year.**
2. In the June 2002 submission, describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the State will address the related statutory requirements:
- a. timelines,
  - b. selection criteria and how they promote improved academic achievement,
  - c. priorities and how they promote improved academic achievement.

•Even Start Family Literacy (Title I, PartB).

**Annually, the NDE establishes a review panel to review and approve local subgrant applications for both State and federally funded Even Start. This panel consists of one early childhood professional, one adult education professional and one individual with expertise in family literacy. Additionally, one or two others having experience in other educational areas (i.e., Title I, a community-based family literacy organization, Head Start director) may serve on the review panel. The review panel evaluates local applications in accordance with the statutory selection criteria and priorities outlined in the Even Start section of the ESEA, including the effective implementation of the 16 required program elements, as listed below. The NDE gives priority to applications that target services to areas of the State showing a high percentage or larger number of children and families in need of Even Start services. These need related factors include high levels of poverty, unemployment, limited English proficiency, and illiteracy, as well as projects that are located in areas designated as empowerment zones or enterprise communities. In addition, the NDE utilizes the following selection criteria and priorities to award competitive subgrants to Even Start projects to ensure that they promote academic achievement. Each of the following criteria listed below is assigned a point value. Within the criteria are individual questions that each program must address. Points are assigned based on the response to each question.**

**The first of the selection criteria found in the State's Even Start application is "Likelihood of success in effectively implementing the**

**following program elements.” (70 points) Within this category 16 items are considered.**

- 1. Will include the identification and recruitment of families most in need of Even Start services, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators; (5 points)**
- 2. Will include screening and preparation of parents, including teenage parents and children, to enable those parents and children to participate fully in the activities and services provided. This will include testing, referral to necessary counseling, other developmental and support services, and related services; (5 points)**
- 3. Will be designed to accommodate the participants’ work schedule and other responsibilities, including the provision of support services, necessary for participation in Even Start activities when such services are unavailable from other sources, such as**
  - a. scheduling and locating of services to allow joint participation by parents and children;**
  - b. child care for the period that parents are involved in the program provided;**
  - c. transportation for the purpose of enabling parents and their children to participate in these programs; (5 points)**
- 4. Will include high-quality intensive instructional programs that promote adult literacy, empower parents to support the educational growth of their children, provide developmentally appropriate early childhood educational services, and prepare children for success in regular school programs; (5 points)**
- 5. Will, with respect to the qualification of staff whose salaries are paid, in whole or in part, with Federal Even Start funds provided, ensure that—**
  - (1) not later than December 2004 -**
    - (a) a majority of the individuals providing academic instruction—**
      - (i) will have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education; and**
      - (ii) if applicable, will meet qualifications established by the State for early childhood education, elementary or secondary school education, or adult education provided as part of an Even Start program or another family literacy program;**
    - (b) the individual responsible for administration of family literacy services under this part has received training in the operation of a family literacy program; and**
    - (c) paraprofessionals who provide support for academic instruction have a high school diploma or its recognized equivalent; and**

- (2) All new personnel hired to provide academic instruction—**

  - (a) have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education; and**
  - (b) if applicable, meet qualifications established by the State for early childhood education, elementary or secondary school education, or adult education provided as part of an Even Start program or another family literacy program. (5 points)**
  
- 6. Will include special training of staff, including child care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered; (3 points)**

7. *Will provide and monitor integrated instructional services to participating parents and children through home-based programs; (3 points)*
8. *Will operate on a year-round basis, including the provision of some program services, including instructional and enrichment services, during the summer months; (3 points)*
9. *Will be coordinated with—*
  - (a) *programs assisted under this Act, such as Title I, Part A, Early Reading First, Reading First, Migrant Education, 21<sup>st</sup> Century Learning Centers (CCLC);*
  - (b) *any relevant programs under the Adult Education and Family Literacy Act, the IDEA, and Title I of the Workforce Investment Act of 1998; and*
  - (c) *the Head Start program, volunteer literacy programs, and other relevant programs; (3 points)*
10. *Will use instructional programs based on scientifically-based reading research for children and adults, to the extent that research is available; (5 points)*
11. *Will encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals; (3 points)*
12. *Will include reading readiness activities for preschool children based on scientifically based reading research, to the extent available, to ensure children enter school ready to learn to read; (5 points)*
13. *Will, if applicable, promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes; (5 points)*
14. *Will ensure that the programs will serve those families most in need of the Even Start activities and services provided; (5 points)*
15. *Will provide for an independent evaluation of the program to be used for program improvement; (5 points)*
16. *Will utilize performance and quality indicators adopted by NDE to measure success and progress. (5 points)*

*The second part of the selection criteria of the grant is “Need for the project in the area to be served.” Projects must demonstrate that the area to be served has a high percentage or large number of children and families in need of Even Start services, as indicated by high levels of poverty, illiteracy, unemployment, limited English proficiency, or other need-related indicators. (15 points)*

- *High percentage of children to be served by the program who reside in a school attendance area served by a LEA eligible for participation in programs under Title I, Part A. (5 points)*

- ***A high number or percentage of parents who have been victims of domestic violence; or (5 points)***
- ***A high number or percentage of parents who are receiving assistance under a State program funded under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.). (5 points)***

***The third selection criteria addresses the need to provide services for at least a 3-year age range, which may begin at birth. (5 points)***

***The degree to which “Cooperation and Coordination” occur is the fourth area addressed. Programs must show cooperation and coordination efforts in all phases of the proposed project among a variety of relevant service providers. (20 points)***

- ***A survey of all relevant providers, including adult education; (5 points)***
- ***Firm agreements with various providers for specific cooperative activities; (5 points)***
- ***A plan of operation including specific provisions for additional cooperative efforts with other service providers (5 points); and***
- ***Services offered by projects that build upon, but not duplicate, those already being provided to project participants. (5 points)***

***Next, programs must demonstrate “Cost Effectiveness of their Budget.” Programs must show how the entire cost of the project is cost effective, given the scope of their projects. They must also show how major costs of the proposed project align with the project objectives, as well as demonstrate how they will be able to provide for the non-Federal share required. (5 points)***

***Each project must show “Promise as a model.” Projects must demonstrate how their program elements could be implemented to serve as an effective model that could be transferred to other projects. They must prepare a matrix inclusive of benchmarks and timelines by which a determination of progress will be made, including a description of any objective data to be collected through local evaluation. (10 points)***

***Additionally, each applicant must include documentation, satisfactory to the NDE, that they have the qualified personnel needed to develop, administer, and implement an Even Start program and to provide access to the special training necessary to prepare staff. (10 points)***

***Also, each program must include a plan of operation and continuous improvement for the program, which includes (50 points) –***

- ***a description of the program objectives, strategies to meet those objectives, and how they are consistent with the program indicators established by the State; (10 points)***
- ***a description of the activities and services that will be provided under the program, including a description of how the program will incorporate the 16 program elements (listed under A); (10 points)***

- *a description of the population to be served and an estimate of the number of participants to be served; (5 points)*
- *as appropriate, a description of the applicant's collaborative efforts with institutions of higher education, community-based organizations, the SEA, private elementary schools, or other eligible organizations in carrying out the program for which assistance is sought; (5 points)*
- *a statement of the methods that will be used to ensure that the programs will serve families most in need of the activities and services provided by Even Start; to provide services to individuals with special needs, such as individuals with limited English proficiency and individuals with disabilities; and to encourage participants to remain in the program for a time sufficient to meet the program's purpose; (5 points)*
- *a description of how the plan is integrated with other ESEA programs; (5 points) and*
- *a description of how the plan provides for rigorous and objective evaluation of progress toward the program objectives described above and for continuing use of evaluation data for program improvement. (10 points)*

*Federal Even Start programs that have demonstrated successful implementation and operation of a project for 4 years can receive a maximum of ten points.*

*The Peer Review Panel looks carefully at successful applicants to ensure grant recipients represent both urban and rural areas of the State.*

*The NDE State and Federal Even Start projects use the following assessments:*

- *Early Childhood Assessment Instruments*

*Preschool Language Scale-3 (PLS-3)*

*Birth until they enter kindergarten (when they enter the program and again at the end of the program year, or when the children exit the program).*

*Peabody Picture Vocabulary and Expressive Test*

*Kindergarten through grade 3 (when they enter the program and again at the end of the program year, or when the children exit the program).*

*All instruments will be administered as a pre- and post-test to establish gains. A participant must be in the program a minimum of four months prior to a post-test. All tests will be administered in the child's primary language until the child obtains level 3 on the Language Assessment Scale (LAS).*

- *Adult Assessment Instruments*

*All adults will be given pre-and post-tests using the Comprehensive Adult Student Assessment System (CASAS) to demonstrate achievement in reading, writing, English language acquisition, problem solving and numeracy.*

▪ **Parenting Education Assessment**

*All projects will assess their parenting education component with an assessment that is aligned with the project's parenting curriculum.*

*The timeline for awarding the competitive subgrants for this current year was dramatically altered due to the state's inability to issue the Consolidated LEA Application to the districts. It was felt that Nevada could not issue the Consolidated LEA Application until we had reviewed the final guidelines required for the State's Consolidated NCLB Application. Because of these factors, the timeline for this year included the following:*

*June 2002: Consolidated LEA Application distributed to all districts*  
*June 2002: Stand alone or individual program applications distributed to districts*  
*July 1, 2002- June 30, 2003: Period of Subgrant*  
*July 15, 2002: Due date for all applications*  
*August 1, 2002: District notified of proposed amount of subgrant*  
*August 1–15, 2002: Negotiation with individual districts regarding subgrant*  
*August 15, 2002: Finalization of issues related to budget, performance objectives, timelines, etc.*  
*September 1, 2002: Official, signed Notification of Subgrant Award document sent to each district*

*In future years, the following timeline will be observed:*

*May: Consolidated LEA Application distributed to all districts*  
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*June 15<sup>th</sup>–25<sup>th</sup>: Negotiation with individual districts regarding subgrant*  
*June 25<sup>th</sup>: Finalization of issues related to budget, performance objectives, timelines, etc.*  
*July 1<sup>st</sup>: Official, signed Notification of Subgrant Award document sent to each district*  
*July 1<sup>st</sup>– June 30<sup>th</sup>: Period of Subgrant*

•Education of Migrant Children (Title I, Part C).

*As discussed in the Key Program Requirements of this application the process used to provide subgrants to LEAs will change from a formula based system where funding relied solely on the number of migrant children reported on Certificates of Eligibility's (COEs) by a school district to a system where the applicants must demonstrate the need for*

**services and then present a coordinated program to address the identified needs. The migrant education funds will be awarded to those districts submitting an application that demonstrates an unmet educational need among migrant youth. The need identified in the individual applications will be compared with the need for that geographic area as identified in the statewide needs assessment. Each applicant will have to confirm that the proposed program is based on scientific research and that the program will enhance the academic achievement of migratory youth. In order to prevent duplication of services, applicants will be required to identify the various sources of educational assistance and social services programs available to migrant youth and their families in the geographic area of the State. There will also be a minimum subgrant amount of \$5,000, because it is believed that any lesser amount would not make a significant impact on the educational process for identified migrant children.**

**In order to be approved for funding, applicants will be required to demonstrate how the proposed services will meet the identified needs of the migratory children. In addition, the application will require the district to identify specific performance goals and objectives for the program. After the first year of funding under this new process, progress in meeting identified goals and objectives will be a key factor in determining the distribution of subgrant awards. Since all applicants will be required to establish goals and objectives based on the Nevada accountability system previously described in this application, all migrant education programs (MEPs) in Nevada will be evaluated on the progress of migratory children in meeting the State's challenging academic standards.**

**Nevada's seventeen school districts are the only entities eligible to apply for MEP funds, and all applicants will be required to complete an application following the guidelines identified in a RFA. The following identifies the sections of the RFA as well as the maximum number of points an applicant can achieve on each section:**

- **Section: Cover Page/Signature**  
**Maximum Points: 5 points**  
**Brief Description of Section: The cover page provides verification of the applicant's authority to submit an application, demographic information, contact information and the number of migrant students to be served.**
  
- **Section: Budget Forms and Budget Narrative**  
**Maximum Points: 25 points**  
**Brief Description of Section: Applicants use these forms to identify the proposed use of requested funds and the budget narrative identifies how each line item will be used. Reviewers evaluate the appropriateness of the budget in general as well as making recommendations related to specific items. Budget items that do not support the goals of the MEP are not approved for funding. All budget requests are reviewed and evaluated for compliance with state and federal funding requirements.**
  
- **Section: Number of Identified Migrant Students and Description of Services to be Provided**  
**Maximum Points: 10 points**

**Brief Description of Section:** Applicants identify the total number of migrant students by sex and grade level as well as the number of those students who will receive services. In this section, applicants identify all supplemental services received by migrant students regardless of funding source and thus includes services provided by federal funds from programs such as Title I, Part A and Title III. Reviewers compare these numbers to the number of students identified on the COEs and other reports such as the number of ESL students in the district.

- **Section: Individual School/Program Budgets and Specific MEP Activities**

**Maximum Points: 5 points**

**Brief Description of Section:** The total of this form must match the total budget requested in the application, and in this section applicants identify those services funded by MEP grants. With academic services, reviewers verify the proposed services are based on scientific research and that such services are appropriate to meet the educational/academic needs of migrant students.

- **Section: Needs Assessment of Services for Migratory Youth and Their Families**

**Maximum Points: 30 points**

**Brief Description of Section:** Applicants are required to submit an analysis of the services available in the local community as well as identify the unmet needs of migratory youth. Reviewers verify the accuracy of this data and funding recommendations are based on the provision of services to migrant youth and their families with the greatest unmet needs. Applicants are required to identify the measurable goals and objectives of the proposed program with priority being given to those applications proposing services that promote academic achievement of migrant youth. In future years, applicants will submit verification of progress in meeting identified goals and objectives and these results will be considered when making future funding decisions and recommendations.

- **Section: District Plan Narrative**

**Maximum Points: 25 points**

**Brief Description of Section:** This section requires the applicant to provide a narrative that identifies how the applicant will comply with all identified federal and state requirements related to the receipt of MEP funds. Failure to adequately describe compliance will result in an application being either rejected or returned requesting additional information. Only those applicants who demonstrate compliance with all requirements are eligible to receive funds.

- **Section: Assurances**  
**Maximum Points: Zero points**  
**Brief Description of Section:** *This section requires the signature of the authorized person to commit the district to identified state and federal assurances. In addition to specific MEP assurances, applicants are required to sign general assurances such as those related to drug-free workplace requirements.*

*A panel of educators with experience working with migrant students will review all applications. A standard review form is used by panel members for all applications, and scoring guidelines are included as part of the review form. Each panel member is aware of total available funding and members are not permitted to allocate more funding than is available. Panel recommendations are the primary factor in determining individual funding, but the state reserves the right to modify recommendations to best serves all migrant students.*

*The timeline for awarding the competitive subgrants for this current year was dramatically altered due to the State's inability to issue the Consolidated LEA Application to the districts. It was felt that Nevada could not issue the Consolidated LEA Application until we had reviewed the final guidelines required for the State's Consolidated NCLB Application. Because of these factors, the timeline for this year included the following:*

*June 2002: Consolidated LEA Application distributed to all districts*

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*August 1, 2002: District notified of proposed amount of subgrant*

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*August 15, 2002: Finalization of issues related to budget, performance objectives, timelines, etc.*

*September 1, 2002: Official, signed Notification of Subgrant Award document sent to each district*

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**July 1<sup>st</sup>–**  
**June 30<sup>th</sup>:** **Period of Subgrant**

•Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk—Local Agency Programs (Title I, Part D, Subpart 2).

***In many ways the process to award competitive subgrants to local agency programs for the Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk will mirror many of the features used in the subgrant process for Title I, Part A. Applicants for these funds will be limited to school districts which provide educational programs in collaboration with locally operated youth correctional facilities. In order to obtain these funds the LEA must submit a subgrant application that provides the following:***

- ***A description of the educational program to be used.***
- ***Verification that the proposed program is scientifically based on research.***
- ***Description of the cooperative working relationships or agreements between the school district, the institution, referral sources, and transition agents after client discharge.***
- ***An explanation of how the program presented is comparable to programs provided in local schools and verification that the program meets the academic standards established by Nevada.***
- ***A description of the special needs exhibited by students attending the institution's program and the accommodations the program will make to meet these needs.***
- ***A description of the coordination activities between the program, the school district, other funded programs such as Title I Part A, other juvenile justice agencies, and existing community-based social/health programs.***
- ***A description of the community partnerships between the institution and the community and how such partnerships benefit the students.***
- ***A description of parental involvement.***
- ***A description of the role of juvenile parole officers in the treatment/education process and the transition from institution to community.***
- ***A description of how a child's existing individualized education program will be incorporated into the child's participation in the program.***
- ***A description of how alternative placements will be coordinated for students interested in continuing their education but who are unable to participate in a regular public school program.***
- ***Demographic information of students participating in the program to include information related to prior academic success of students, achievement levels, follow-up data on prior students, student access to supplement mental health/counseling services, dropout rates of former students, etc.***

***These funds are awarded to districts based on the number of identified students. Although Nevada does not award these funds on a competitive basis, all applicants must respond to a standard RFA that requires the following information:***

- **Section: Cover Page/Signature**  
*Brief Description of Section: The cover page provides verification of the applicant's authority to submit an application, demographic information, contact information and the number of students to be served.*
- **Section: Budget Forms and Budget Narrative**  
*Brief Description of Section: Applicants use these forms to identify the proposed use of requested funds and the budget narrative identifies how each line item will be used. Budget items that do not support the goals of the program are not approved for funding. All budget requests are reviewed and evaluated for compliance with state and federal funding requirements.*
- **Section: Student Demographic Information and Description of Services to be Provided**  
*Brief Description of Section: Applicants identify the number of students by enrollment in each institution on a specified date. In this section, applicants identify services to be provided with federal funds and they must also demonstrate that such services are based on scientific research and that they promote educational achievement with the identified population(s).*
- **Section: District Plan Narrative**  
*Brief Description of Section: This section requires the applicant to provide a narrative that identifies how the applicant will comply with all identified federal and state requirements related to the receipt of funds. Failure to adequately describe compliance will result in an application being either rejected or returned requesting additional information. Only those applicants who demonstrate compliance with all requirements are eligible to receive funds.*
- **Section: Assurances**  
*Brief Description of Section: This section requires the signature of the authorized person to commit the district to identified state and federal assurances. In addition to program specific assurances, applicants are required to sign general assurances such as those related to drug-free workplace requirements.*

*The timeline for awarding the subgrants for this current year was dramatically altered due to the State's inability to issue the Consolidated LEA Application to the districts. It was felt that Nevada could not issue the Consolidated LEA Application until we had reviewed the final guidelines required for the State's Consolidated NCLB Application. Because of these factors, the timeline for this year included the following:*

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*of subgrant*

**August 1–15, 2002:** *Negotiation with individual districts regarding subgrant*

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**July 1<sup>st</sup>– June 30<sup>th</sup>:** *Period of Subgrant*

•Comprehensive School Reform (Title I, Part F).

*The NDE makes competitive subgrant awards for the Comprehensive School Reform Demonstration (CSR) program based on how well the school addresses the nine components (now eleven components under the NCLB Act of 2001) of comprehensive school reform (CSR). The scoring rubric used by the peer reviewers of these grants requires that all schools adequately address all nine components outlined in the law. The scoring rubric, which is shared with eligible schools before they submit their grant applications, clearly outlines exactly what the school must do in order to score maximum points in each area. So that reviewers may confirm that each of the required elements of CSR is addressed in the school's application, the scoring guide gives separate ratings for each of the nine CSR components: use of an effective research-based model, comprehensive design for effective school reform, professional development, measurable goals, school support, family and community involvement, external support, evaluation, and use of other resources to support reform plan. For CSR-eligible schools that will be applying for program funds during the 2002-2003 school year, the application and scoring rubric will be revised to add the two new components of CSR identified in NCLB: the requirement that the comprehensive reform program must provide support to teachers, administrators and other staff, and the provision that the CSR models chosen must have been found, through scientifically based research, to result in significant improvement in academic achievement. The addition of these two components will focus attention even more consistently on improving student performance through this grant.*

***Additionally, student achievement is the centerpiece of CSRD. When schools write their grants, they are advised to focus on increased student achievement. In other words, increased student achievement is at the very heart of CSRD, and the peer reviewers are reminded that they should only fund grant applications that have convinced them that the school will focus these funds on raising student performance. The external evaluation of Nevada's CSRD schools also focuses on increased student achievement.***

***The timeline for making subgrant awards to LEAs is as follows:***

***April or May –conduct technical assistance sessions in both Northern and Southern portions of the State to advise LEAs of CSR program components and the pre-application process.***

***July—review pre-applications; determine finalists for that year's CSR competition***

***August—finalists are notified***

***August—November—time for finalists for prepare CSR applications***

***December 1—final applications due to NDE***

***December—final applications reviewed; CSR grant recipients determined***

***January 1—grant recipients notified; subgrant awards made to LEAs.***

***Priorities have been established for Title I schools, especially those in school improvement. Every effort is also made to ensure that a wide diversity of schools is represented geographically, with both urban and rural recipients identified.***

***•Teacher and Principal Training and Recruiting Fund—subgrants to eligible partnerships (Title II, Part A, Subpart 3).***

***The SEA will work in conjunction with the State Agency for Higher Education (SAHE) to write the Request for Proposal (RFP) in order to meet the federal requirements and to define the priorities the State will use to award competitive subgrants.***

***A panel will review the proposals to make sure the federal guidelines and priorities the State will use are being met in order to award the subgrants. The panel is comprised of:***

- one administrator from every University and Community College System of Nevada institution (University of Nevada Reno, University of Nevada Las Vegas, Western Nevada Community College, Truckee Meadows Community College, Community College of Southern Nevada, Great Basin Community College, and Desert Research Institute),***
- and the math consultant, science consultant, ELA consultant (who also can address the core curriculum area of social studies), Title II coordinator and other staff as appropriate from the NDE.***

***The panel is led by the Title II coordinator.***

***Beyond the federal requirements and following the ESEA definition of “professional development” in section 9101(34), the State will be focused on meeting the major goals identified by the SBE. Two out of four of these State goals are found under five of the ESEA Goals for Accountability listed:***

- 1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

***State Board Goal/Strategies:***

***All learners will achieve high levels of academic proficiency and/or career preparation; achievement gaps between population groups will be eliminated.***

- 1. Achievement growth targets established for population groups will be met.***
  - 2. The number of students enrolled in Advanced Placement courses will increase in all population groups.***
  - 3. College matriculation will increase for all population groups.***
  - 4. All school districts will achieve third grade reading targets established for all population groups.***
  - 5. The high school completion rate will be significantly increased for all population groups.***
  - 6. The number of students completing the HSPE will increase for all population groups.***
  - 7. All Nevada four year olds will have the opportunity to have a public school pre-school experience that emphasizes academics.***
  - 8. All students enrolled in Kindergarten will have the opportunity to receive academic instruction in reading, writing and mathematics.***
- 2. All LEP students will become proficient in English and reach high academic standards, attaining at a minimum proficiency or better in reading/language arts and mathematics.***

***State Board Goal/Strategies:***

***All learners will achieve high levels of academic proficiency and/or career preparation; achievement gaps between population groups will be eliminated.***

- 1. Achievement growth targets established for population groups will be met.***
  - 2. The number of students completing the HSPE will increase for all population groups.***
- 3. By 2005-2006, all students will be taught by highly qualified teachers.***

***State Board Goal/Strategies:***

***Every learner will receive quality instruction and be served by teachers who are well prepared.***

1. *All teachers will be well trained in instructional processes.*
  2. *All Nevada teachers will be involved in ongoing professional development using Nevada standards.*
  3. *All classrooms will have a fully credentialed teacher.*
  4. *All Nevada colleges and universities will prepare teachers using Nevada standards.*
  5. *The teacher preparation programs over which the NDE has program review responsibilities will produce elementary teachers with the capacity to have all third grade students reading by the end of third grade.*
4. *All students will graduate from high school.*

**State Board Goals/Strategies:**

*All learners will achieve high levels of academic proficiency and/or career preparation; achievement gaps between population groups will be eliminated.*

1. *College matriculation will increase for all population groups.*
2. *The high school completion rate will be significantly increased for all population groups.*

*The University and Community College System of Nevada set the following priorities that will be given consideration during evaluation of proposals:*

1. *Pre-Service Teacher Education*
2. *Collaboration with other Student and Teacher Enhancement Programs:*  
*A priority is to determine whether similar initiatives already exist, and to work cooperatively with existing initiatives in developing the proposal. Institutions should explore options for a continuing commitment, including establishment of formal courses in academic departments, to meet the needs of the teachers, principals and paraprofessionals. Previously funded professional development projects are encouraged to explore options for replicating their programs.*
3. *Consistent with Systemic Reform of Education:*  
*Encourage collaboration and networking between content specialists, teacher education specialists, and practicing teachers, principals and paraprofessionals.*
4. *Funding Coordination:*  
*The 1999 Eisenhower Program Executive Summary stated the Eisenhower legislation required the coordination of supported activities with education reform and professional development efforts funded by federal, State, and local governments and other public, private, and nonprofit organizations and associations to strengthen the quality of those activities.*

*The Request for Proposals (RFPs) has required the following:*

1. *Objectives - must be stated in a measurable format.*
2. *Sustained intensive professional development - means a project must include activities for individual teachers spread over at least a six*

*month period with application of new knowledge and skills in classroom instruction. Projects concentrated entirely upon summer activities will not be funded. Summer projects must include substantial follow-up components in the succeeding months. This may be in person or using distance learning technology. The 1999 evaluation of the Eisenhower Program highlighted the importance of professional development that spans several months. The total number of contact hours has also been a priority as the structural feature of "duration" of the professional development activities.*

- 3. Nonprofit organizations - must document demonstrated effectiveness.*
- 4. Replicability/Networking- The project has potential to serve as a model or provide information that other institutions and schools could use to meet similar local needs.*
- 5. Evaluation - Effectiveness will be evaluated by a consultant hired through Title II funds.*

*This follows the definition of professional development which continues to encourage the use of improvement strategies to plan and improve professional development activities, through careful goal-setting and monitoring.*

*The 1999 evaluation of the Eisenhower Program highlighted the features of professional development that promote improvements in teaching, and these structural features (characteristics of the structure of a professional development activity) will be included in the new Request for Proposals as priorities:*

- The form or organization of the activity: e.g., study group, teacher network, mentoring relationship, committee or task force, internship, individual research project, or teacher research center – in contrast to a traditional workshop or conference.*
- The degree to which the activity emphasizes the collective participation of groups of teachers from the same school, grade level, or department - in contrast to the participation of individual teachers from many schools.*

*These core features (characteristics of the substance of the professional development activity) will be included in the evaluation:*

- The extent to which the activity offers opportunities for teachers to become actively engaged in meaningful analysis of teaching and learning such as by obtaining feedback on their teaching and reviewing student work.*
- The degree to which the activity promotes coherence in teachers' professional development by encouraging the continuation of professional communication among teachers (in addition to incorporating experiences that are consistent with teachers' goals and aligned with State standards and assessments).*

•Enhanced Education Through Technology (Title II, Part D).

*Prior to receiving a subgrant under the Enhancing Education Through Technology (EETT) act, an eligible applicant must submit an application that contains a new or updated long-range strategic educational technology plan that is consistent with the objectives of the statewide technology plan. The LEAs strategic educational technology plan should*

**address the types of technologies to be acquired, how they will be integrated into the curriculum, collaborative efforts to maximize the use of technology, professional development, existing sources of supporting resources, projected costs, and mechanisms to coordinate all technology funds.**

**NDE will convene a committee to determine the distribution of the EETT funds to the districts. The committee will review applications submitted by eligible local educational agencies that have met the criteria as prescribed in section 2414 and for activities described in section 2416 of the NCLB Act. Additional state technology related goals established by the Commission on Educational Technology consistent with the goals under section 2402 are further described in section C, question seven.**

**The review committee consists of representation from NDE, district administrators, teachers, the University and Community College System of Nevada, and the business community. The panel is facilitated by a Title II, Part D, coordinator.**

**NDE will develop a formula based on the number of students below the poverty level and the percentage of students below the poverty level of the LEAs, the LEA's technology need, the technology literacy of the LEAs, and the performance level of the LEAs.**

**Applications will be scored independently using a scoring rubric that meets the prescribed criteria. Each reviewer will independently assign a rating to each of the criteria published in the scoring rubric. The reviewers' total scores will be averaged to determine the order by which applications will be considered for funding.**

**In awarding EETT competitive grants, NDE will identify the LEAs that are eligible and that received EETT formula grant allocations that are of insufficient size to be effective, and give priority to applications submitted by those LEAs. NDE will ensure that EETT competitive grants awarded are of sufficient size, duration, scope and quality to carry out the purposes effectively. NDE will ensure that an equitable distribution of EETT competitive grant funds have been made between urban and rural areas, according to the demonstrated need of LEAs serving the areas. LEAs will be required to describe and demonstrate how EETT projects will improve academic achievement.**

**The department has endeavored to provide the districts with all available information as it has been received to facilitate the application process. Below is the timeline for the FY 2002-2003 Competitive subgrant as authorized by NCLB, Title II, Part D:**

- February 6, 2002: Districts notified of preliminary requirements of NCLB, Title II, Part D.**
- March 15, 2002: Revised EETT Federal Guidance document and information on local district applications provided to districts.**
- April 12, 2002: Informational meeting with district technology directors on local**

*application requirements.*

*June 3, 2002: Informational meeting with federal program administrators on local application requirements.*

*July 1, 2002: Competitive application provided to districts.*

*August 16, 2002: Competitive applications due from districts.*

*August 19, 2002: Applications submitted to review committee for preliminary review.*

*August 26, 2002: Review committee meets and scores applications.*

*August 28, 2002: Award announcements sent to the districts.*

*August 30, 2002: Award letters sent to the districts.*

*Districts deemed ineligible for competitive grants will be encouraged to join or form a consortium with an eligible LEA. NDE will also encourage consortia with non-profit and for-profit organizations to assist in the implementation of professional development projects.*

*The FY 2002 – 2003 Consolidated and Formula subgrant application process will follow the below listed timeline:*

*February 6, 2002: Districts notified of preliminary requirements of Title II, Part D, of the NCLB Act.*

*March 15, 2002: Revised EETT Federal Guidance Document and information on local district applications provided to districts.*

*April 12, 2002: Informational meeting with district technology directors on local application requirements.*

*June 1, 2002: Consolidated application distributed to districts.*

*June 3, 2002: Informational meeting with federal program administrators on local application requirements.*

*June 24, 2002: Formula application presented to district technology coordinators in a technical assistance meeting.*

**August 1, 2002:**                    **Negotiation with individual districts; finalization of issues related to budget, performance objectives, timelines, etc, and Notification of Subgrant Award document provided to districts.**

**Formula applications not received by the required deadline will be turned around within 30 days of receipt.**

**To ensure accountability for EETT funds, NDE will develop a process and accountability measures that the department will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction; increasing the ability of teachers to teach, and the impact that EETT activities have had on student achievement. This process is currently under design. McREL was contracted by the Legislative Bureau of Educational Accountability and Program Evaluation. McREL will evaluate the current status of educational technology implementation in Nevada and recommend an accountability process.**

**•Safe and Drug-Free Schools and Communities—reservation for the Governor (Title IV, Part A, section 4112).**

**As the Single State Agency for substance abuse prevention and treatment activities for the Nevada State Health Division, the Bureau of Alcohol and Drug Abuse (BADA) has been designated by the Governor to receive and administer his portion of the Safe and Drug Free Schools funds. BADA awards funds under this program based on the State fiscal year of July 1 through June 30, and all programs receiving Safe and Drug Free School funds have subgrant agreements that follow the State fiscal year.**

**Safe and Drug Free School funds are awarded on a competitive basis as part of the Bureau's Request for Application (RFA) process. Applicants provide program narratives, with supporting budgets, that outline how their respective organizations will provide qualified services in accordance with identified funding sources, including Safe and Drug Free School funds. For Safe and Drug Free School funds, applicants must illustrate how their programs will help improve the academic achievement of those students who benefit from the programs funded under this section. RFAs are typically issued approximately eight months prior to the beginning of a funding cycle, and they outline eligibility, purpose, strategies and priorities, restrictions and requirements, target populations, evaluation planning, special initiatives, scope of work development and budgeting for multiple funding sources, including Safe and Drug Free School funds.**

**BADA uses a multi-stage grant application review process. The first level of review, or technical review, is completed by a BADA staff review team. The purpose of the staff technical review is to ensure that applicants have provided evidence in their applications that they have complied with the various requirements contained with the RFA for each type of funding requested. Staff also conducts detailed reviews of the financial information submitted by applicants to ensure that their budgets meet all federal and State requirements. Questions that may arise when the second level of review (objective) is conducted are identified so that the**

**most complete information possible is provided to the objective review committee.**

**The second level of review is the objective review conducted by professionals in the community who do not have an apparent conflict of interest or an affiliation with the applicants. Reviewers are sent the applications at least two weeks in advance and asked to prepare preliminary review sheets for each application. Typically reviewers are divided into review teams who meet for up to two days to review assigned applications, arrive at group consensus on each application, and make funding recommendations to the Bureau. For the Safe and Drug Free School funds, reviewers are asked to give priority to those programs that seem most likely to increase the academic achievement of those students who will participate in the proposed programs.**

**Once the objective review is completed, information is entered into the Bureau database, and an internal staff team meets to review the consensus scores, group comments and funding recommendations. Funding levels are then prepared for presentation to the Bureau Chief and Health Division Administrator. The Administrator reviews the final funding recommendations with key Bureau staff, typically the Chief and the Administrative Services Officer, and makes final funding decisions.**

**Once funding decisions are finalized, letters of notification are sent to funded and unfunded applicants. Those applications that are funded receive information on funding recommendations, so that they may begin the process of scope of work and budget modification, if necessary. Within two weeks of tentative award notification, Bureau staff begin the process of completing negotiations on funding and scopes of work so that subgrant award documents can be prepared and executed. If a program recommended for funding is not able to submit an acceptable scope of work or budget, the funds are awarded to the applicant with the next highest score.**

- Community Service Grants (Title IV, Part A, section 4126).

***In consultation with the Governor's Office, the NDE shall develop and distribute to each LEA a Community Service Grant Request for Proposal. This RFP process will require districts interested in receiving funds under section 4126 to provide a detailed plan and budget addressing how these funds will be used to provide community service opportunities to students who have been suspended or expelled from their school district. Community Service Grants will be awarded on a competitive basis and approval will be based on the quality of the proposed plan and the extent to which the application meets the intent of section 4126. RFPs will be reviewed utilizing a peer review process. It is estimated that approximately half of Nevada's school districts will make application and qualify for funding based on established criteria. Amount of funds awarded will be based on the quality of the plan and number of students proposed to be served.***

- 21st Century Community Learning Centers (Title IV, Part B).

***The NDE is the designated agency to administer Title IV, Part B of the 21<sup>st</sup> Century Community Learning Center (CCLC) Program. The SEA will use ESEA state-level, administrative and activity funds to achieve performance targets. The estimated FY 2002-2003 allocation to Nevada is \$1,522,700.00. From that, \$76,135.00 is allowable for State administration and State activities, or 5% of the State allotment.***

***No more than 2% of the State allotment, \$30,454.00, will be reserved for State administration. State administration costs include funds to support SEA functions to carry out its responsibilities under this part and to establish and implement a peer review process and supervise the awarding of funds to eligible entities. The SEA will expend no more than 3% of the State allotment, \$45,681.00, to monitor and evaluate programs, to provide for capacity building, training, and technical assistance, to fund a comprehensive evaluation, and to provide applicants or recipients training and technical assistance.***

***The SEA, being a small state agency, will provide these services by leveraging the resources and staff of regional laboratories, national organizations, and other Federal programs (Title I, Title III, Title II, Nutrition Program, Special Education, etc.). One or more outside consultants will be contracted to coordinate the SEA functions (technical assistance, training, evaluation, etc.). However, there will be a State project director overseeing and ensuring that the provisions of this proposal are duly performed and completed.***

***The SEA will utilize the remaining 95% of the allotment to fund eligible entities on a competitive basis as prescribed in Section 4204. The State will uphold the Federal statute by establishing the absolute priority of awarding only successful applicants for the 21<sup>st</sup> CCLC funds "that propose to serve students who primarily attend schools eligible for schoolwide programs; or schools that serve a high percentage of students from low-income families; and the families" of the above-referenced students. (Sec. 4203).***

***Additionally, Nevada will provide competitive priority to applications that serve "students attending schools identified for improvement under Title I AND that are submitted jointly by at least one LEA (School District***

**School or entity) and at least one public or private community organization.”**

**To promote sustainability and ensure that a serious commitment from local potential grantees is evident, as allowable by statute, a match is required. However, the State will not discriminate among applicants based on the extent to which they are able to obtain matching funds. The proposed matching formula is based on a five-year grant award period. There will be no required match for years 1 and 2. For year 3, the amount of the award will be reduced by 10 percent. For year 4, the award will be reduced an additional 10 percent of the original amount. For year 5, the amount will be reduced another 10 percent. The grantee must submit a revised budget for years 3, 4, and 5 and that budget must reflect matching funds of cash or in-kind support from collaborating partners. The revised budget for year 3 will be requested when the annual performance report for year 2 is due in April 2004. This requirement would also apply for the subsequent two years of the project.**

**In order to ensure quality programming and student success, the State will require that all applications for consideration present a five-year proposal format and that the proposed budget per annum must not be less than \$50,000 for any of the years, as stipulated by the USDOE. Furthermore, the State recommends strongly that for each school or service site a minimum of \$80,000 (including matching funds) should be considered in the budget planning. Application from a consortium of two, three or four schools and/or public or private entities' sites would be allowable with a limit of \$300,000 per annum. Single center projects range would be \$80,000 - \$120,000. Multiple centers or consortiums of centers and partners range would be \$180,000 - \$300,000. No one application will exceed \$300,000 per annum (including the matching funds provisions for years 3, 4, and 5). The State reserves the right to amend certain provisions of the proposal and/or requested amount as necessary, and the local entity can accept or decline the conditions for award.**

**Selection criteria will be aligned to the overarching goal of promoting improved student achievement and student learning to meet high academic standards established by the State including programs of Workforce Education based on approved State standards, if appropriate. The criteria will also seek to reduce risk behavior and promote asset building characteristics for participating youths. The SEA will adopt the following criteria for reviewing applications.**

- **Statement of need (documentation) – 15 pts.**
- **Theory of change (performance goals) – 10 pts.**
- **Quality of program design (research) – 20 pts.**
- **Management plan (collaboration) – 20 pts.**
- **Evaluation design (inside or independent) – 10 pts.**
- **Adequacy of resources (matching funds) – 10 pts.**
- **Sustainability plan (continuation of program) – 15 pts.**
- **Detailed budget narrative (funding consideration only)**

**The State will utilize a peer review model to read the applications. Each proposal will be read by five readers. The top and bottom raters' scores will be dropped. Then, the mean of the total scores of the three other raters will be used for the competition. This is when the application competitive priority points between a range of 5 – 10 points are infused into the overall score for the proposal. Finally, this score will be placed**

**with the other scores and rank ordered for funding consideration. Conditions may be recommended for amendments or clarification to provisions or budgets before an award is made. The State will reserve the right to adjust amounts of eligible grantee's requests.**

**The proposed timeline for the grant award competition process is:**

**Upon approval of this part under the Consolidated Plan, estimated to be June 30, 2002, RFAs will be made available to the public, district offices, and major stakeholders, including faith-based and community-based umbrella organizations (United Way, Nevada PEP, Interfaith Council, Council of Churches, etc.). In order to achieve maximum equity and access to all potential eligible applicants, new and experienced, public and private, faith-based, community-based and school-based, the SEA will provide two application information "bidders" training sessions within the State (Reno & Las Vegas) in July. Tentatively, the application deadline will be August 31, 2002. Review of applications will be conducted during the month of September. Successful applications should be awarded funds no later than November 1, 2002.**

**At the mandatory new center grantees workshop (October or November of 2002) the SEA will begin the monitoring and technical assistance process by informing the grantees of their role in the process. Information on requirements, timelines and preparation of data will be shared at this session.**

**By adopting key points suggested and recommended in the document prepared by the North Central Regional Educational Laboratory, BEYOND THE BELL, A Toolkit for Creating Effective After-School Programs, and in the Federal statutes, the SEA 21<sup>st</sup> CCLC staff, in coordination with other programs, will conduct ongoing training sessions for grantees in developing their new centers. The SEA may assist grantees with the establishment of advisory groups, facilitating after-school snacks from the Agricultural Department and linking with Americorps, Juvenile Justice, and other resources.**

**The training at the mandatory technical assistance meetings will address issues such as proper and responsible approaches to budget and fiscal practices, group management, sustainability, program and instructional models that are researched-based, dissemination of promising practices materials, and website information.**

**The constant contact with project (center) directors will also be maintained to ensure positive two-way communication and networking.**

**The State monitoring and training efforts must be aligned directly to the evaluation plan outlined. Details of additional monitoring steps to be taken are also included in the evaluation section.**

**By leveraging resources with other Title programs, the SEA 21<sup>st</sup> Century Program Staff will conduct several site visits annually. As an SEA with limited administrative funds, Nevada will also conduct telephone monitoring contact and require submission of brief written reports of progress twice yearly. There will also be formal Performance and Progress Reports due to the State from the five-year grantees. The due dates are MAY 1, 2004; MAY 1, 2005; and MAY 1, 2006, and the End of Project Comprehensive Evaluation and Cumulative Performance Report**

*is due on OCTOBER 1, 2007. The purpose of the monitoring and progress reporting process is to ensure that participants in the 21<sup>ST</sup> CCLC program will demonstrate educational and social benefits and exhibit positive behavioral changes; and that the programs will offer a range of high quality educational, developmental, and recreational services. These are quality indicators required under the NCLB Act of 2001. These quality indicators are based on the model provided by the Harvard Family Research Project, EVALUATION OF 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER PROGRAMS, A Guide For State Education Agencies, April 2002.*

*The SEA and local project administrators will utilize the above-referenced participants and program objectives as the basis for accountability and program evaluation.*

*Within the participants objective, local center grantees and the SEA subscribe to*

- 1) **Achievement Outcomes:** Increasing percentages of students regularly participating in the program will meet or exceed State and local academic achievement standards in reading and mathematics as reflected in test scores, CRTs, NRTs, etc.;*
- 2) **Behavioral Outcomes:** Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.*

*Within the programs objective, local grantees and the SEA subscribe to*

- 1) **Core Educational Services:** All of the centers will offer high quality services in at least one core academic area, e.g., reading and literacy, mathematics and science;*
- 2) **Enrichment and Support Activities:** All (100%) of the centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.*

*The State will also require all centers to address the following three program indicators:*

***Community Involvement:** Establishing and maintaining partnerships within the community to increase levels of community collaboration and promote the sustainability of the center once this funding support is reduced and eventually terminated.*

***Services to Parents and Families:** If applicable, no more than 25% of center resources will be devoted to parents' or families' initiatives and, in any case, all family and parent activities must directly impact their children's progress in meeting State academic standards.*

***Extended Hours:** All must meet the proposed out-of-school hours or out-of-school days of service (Summer, Track Break, Saturday with consideration for holy days or worship – sabbath), and failure to meet such stated or amended provisions constitutes non-compliance and may result in the loss or reduced level of funding support. In any case, each center must provide at least 15 hours of services per week and no less*

**than one hundred twenty days per fiscal year with the exception of FY 2002-2003, which may be reduced due to the a late grant award start date. It is anticipated that each center will still provide at least 15 hours a week and 50 service days during this initial year.**

**Failure to meet such stated or amended provisions to an awarded application plan or proposal by a center or subgrantee may constitute non-compliance and may result in the loss or reduced level of funding support. This provision is in accordance to Federal regulation and was confirmed by Kamina Pinder, Legal Counsel and Robert Stonehill, Director- 21<sup>st</sup> CCLC Program of the USDOE at the April 10, 2002 Plenary Session: Review of 21<sup>st</sup> CCLC Legislation.**

**The SEA has dedicated its 21<sup>st</sup> CCLC initiatives within the State plan in commitment to Core ESEA goals and performance indicators that the NDE has established. Furthermore, the State has agreed to adopt (for inclusion in the May 2003 baseline data submission and subsequent years) its own performance targets aligned to performance indicators as the foundation with which to ensure student academic achievement and the overarching goal of promoting improved student performance during the school day and student learning to meet high academic standards established by the State. The indicators will also seek to reduce risk behavior and promote asset building characteristics for participating youths. Based on the baseline data collected prior to the May 2003 submission date, the State expects to thereafter annually demonstrate participating students' progress. Furthermore, the State will adopt a performance target within the 3% to 5% range on the required performance indicators for 21<sup>st</sup> CCLC projects in reading and mathematics assessment where applicable, with the exception of students enrolled in faith-based or private schools who may not have participated in the statewide assessment system. To ensure program effectiveness, the SEA will conduct at least two mandatory training and technical assistance workshops in conjunction with statewide conferences, such as the State's Annual MEGA Conference. Grantees will convene with SEA Program Staff or Consultants for the purposes of monitoring, networking and training. The SEA will also provide these services on an as-needed basis. The above-referenced monitoring and evaluation approach, Harvard Family Research Project Model, is a strong researched-based approach endorsed by the USDOE to ensuring accountability and program effectiveness.**

**Finally, the SEA will report to the public the evaluation findings of the 21<sup>st</sup> CCLC projects by July 31 of 2004, 2005, 2006 and by December of 2007.**

**The State elects to contract an outside independent evaluator to conduct the final evaluation. However, both internal and external consultants will be utilized to conduct all other performance reports. Local grantees must provide a budget to contract with an evaluator, subject to the approval of the SEA. The evaluator must have no conflict of interest with the grantee. A small grantee (awarded less than \$120,000 per annum) may work together with another small grantee to share the services of an outside evaluator to maximize capacity. All performance reports must meet the standards of quality and thoroughness of a researched-based program evaluation design option or model, i.e., experimental, quasi-experimental, or non-experimental design.**

**Criteria for continuation of award decisions are based on whether or not the grantee performs all tasks proposed in the application and to what extent the students are making measurable progress on the required testing in reading and mathematics. Therefore, accurate and timely submission of the required performance progress reports is absolutely essential to this accountability process. To restate this very important provision: Failure to meet such stated or amended provisions to an awarded application plan or proposal by a center or subgrantee may constitute non-compliance and may result in the loss or reduced level of funding support. This provision is in accordance to Federal regulation and was confirmed by Kamina Pinder, Legal Counsel and Robert Stonehill, Director- 21<sup>st</sup> CCLC Program of the USDOE at the April 10, 2002 Plenary Session: Review of 21<sup>st</sup> CCLC Legislation.**

3. In the June 2002 submission, describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs and meet the States' (and those entities' own) performance goals and objectives. This description should include the assistance the SEA will provide to LEAs, schools, and other subgrantees in identifying and implementing effective instructional programs and practices based on scientific research.

**The SEA will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees on an individual program basis. Depending on the number of LEAs that submit a consolidated application, there may need to be a plan for integrated monitoring, professional development and technical assistance.**

**The LEAs have been notified regarding the definition of "scientifically based research" in the law and regarding the need to follow the law in identifying and implementing effective instructional programs and practices based on scientific research. As program applications are distributed to the LEAs, the SEA will provide technical assistance to follow the requirements for identifying and implementing programs and practices based on scientific research, and to meet the performance goals and objectives.**

**The LEAs are directed to resources which discuss scientifically based research, and they are encouraged to share this information at the school sites. They have been directed to the USDOE website to familiarize themselves with the February 6, 2002, seminar where leading experts in the fields of education and science discussed principles of scientifically based research, what it means for math education and achievement, and implications for scientifically based approaches in reading.**

**Many of the schools which were eligible for the Nevada Reading Excellence Act (NREA) grant and the Comprehensive School Reform (CSR) grant became familiar with scientifically based research in the fall of 2001 as they designed their plans and wrote their applications for the subgrants. Applicants commented that even if the school had not received a subgrant, the process to learn about scientifically based evidence as it relates to professional development to improve reading instruction K-3 through NREA and student achievement in all academic areas K-12 through CSR was invaluable. Schools will continue to receive technical assistance and be notified of resources through these grants. The NREA website at [nevadarea.org](http://nevadarea.org), for example, has a virtual library.**

**The SEA consults with the WestEd regional laboratory and has ordered recommended resources such as Marzano's book, "Classroom Instruction That Works" from the Association for Supervision and Curriculum Development and resources from the National Staff Development Council to use for professional development activities.**

**All LEAs are urged to consult with the Report of the National Reading Panel, "Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction" as they implement effective instructional programs and practices.**

**Information on effective instructional programs and practices based on scientific research will also be placed on the new NDE professional development web page in order to assist LEAs, schools, and other subgrantees in implementing their programs and meeting the State's and those entities' own performance goals and objectives.**

**The NDE will conduct two regional professional development workshops to provide technical assistance to the LEAs for the preparation, development, and implementation of EETT programs. These workshops will provide technical assistance in developing goals and objectives, preparing EETT program applications, and writing technology plans. Upon request, EETT staff will provide individualized assistance in areas of special concern.**

**The Department also collaborates with entities such as the Nevada Federal Programs Administrators Association and the Nevada Educational Technology Consortium to provide informational programs to LEAs, schools, and other subgrantees.**

4. In the June 2002 submission, describe the statewide system of support under section 1117 to ensure that all schools meet the State's academic content and student achievement standards, including how the State will provide assistance to low-performing schools.

**As part of a statewide system of support to schools to ensure that all schools will meet the State's academic content and student achievement standards, Nevada has implemented numerous activities. First, the State funded and developed four RPDPs whose primary purpose is to ensure that all Nevada teachers receive the professional development they need to assist their students in reaching proficient levels on all Nevada standards. The RPDPs provide support to Nevada teachers as they implement classroom instructional methods so that all students may meet standards. Since their inception, the RPDP regional trainers have provided thousands of hours of professional development to Nevada teachers in such areas as basic understanding of the standards themselves, instructional practices and changes that will be needed in order to implement the standards, and knowledge of the assessments the State has in place to measure students' progress in meeting the standards. During the current year, the RPDPs have expanded their services to provide professional development to Nevada's K-3 teachers in literacy, so that all Nevada students will read at grade level by the end of grade three.**

**More specific to low-performing schools, Nevada has several mechanisms in place for providing technical assistance to those sites.**

***The Title I staff at the NDE, in consultation with an outside contractor, has developed a guide to assist schools in school improvement planning. Over the past several years, the NDE has assisted approximately 50 schools in developing a school improvement plan using the model outlined in the guide. This support has included bringing in an external facilitator to assist in the planning process, providing financial support to districts such as paying for substitutes so that teachers may attend planning sessions, and following up at the sites to monitor the implementation of the plan that the school team devised. In addition to using the process for school improvement purposes, the same process has also been used by Nevada Title I schools planning to become schoolwide sites in order to meet the requirement that each site undergo a year's planning process before becoming a Title I schoolwide school. Several Nevada districts have been so impressed with this process that they have mandated that all their schools go through this planning protocol.***

***In order to comply with the Title I requirement for providing school support teams to low-performing schools, the NDE has once again called on the services of the RPDP regional trainers. During the current school year, NDE has provided a continuing series of professional development opportunities to the regional trainers, district Title I staff, and NDE staff. This training series has been conducted in conjunction with WestEd, the regional education laboratory assigned to work with Nevada. At the conclusion of this training, all attendees will be able to assist low-performing schools in such tasks as data analysis, implementation of scientifically research-based programs, and classroom observations. During the upcoming school year, the regional trainers, working in conjunction with staff from the NDE Title I program, will be available to assist as school support team members in each region of the State. The WestEd training has been crucial in expanding NDE's capacity to assist low-performing schools.***

***There is one final component of technical assistance and intervention for low-performing schools in Nevada. The State's accountability law provides for the appointment of school improvement panels for schools that have been identified as in need of improvement for two consecutive years. These panels consist of educators, school board members, parents, and business community representatives from both within and without the district where the low-performing school is located. The panel visits the school, makes observations on specific components of the school's operation, designs a school improvement plan for the site, and monitors the implementation of that plan. The panel also provides a report of findings to the State's policymakers, including the Nevada Legislature. It is anticipated that in the future, the panel members would benefit from receiving at least a condensed version of the WestEd training that was described above in order that they may assist their assigned schools more effectively. Plans to implement this training are currently being contemplated for sometime during the summer of 2002 before they begin their work in schools during the 2002-2003 school year.***

***With the realization that NDE will likely be identifying more schools for school improvement in the future given the rigor of AYP, NDE continues to seek creative solutions to the challenge of building capacity to do this work. In the future, the Title I staff will use a portion of the school improvement dollars available in the State to require each school in school***

***improvement to bring in an external facilitator to assist with the planning process before they become eligible to receive school improvement funds. We believe this will ensure that the funds will be spent in ways that will help that school achieve its AYP goals.***

5. In the June 2002 submission, describe the activities the State will conduct to—
- a. Help Title I schools make effective use of schoolwide programs to improve the achievement of all students, including specific steps the SEA is taking and will take to modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate federal, State, and local funds for schoolwide programs;

***The NDE has had a comprehensive program of encouraging Nevada's Title I schools to offer schoolwide programs whenever they qualify for such. NDE has also had a comprehensive program of offering aid in constructing schoolwide plans to those schools which requested such aid or to those which seemed in need of such help. Schools have been offered at least three types of aid:***

- ***The use of Nevada's publication entitled "A Guide to Nevada's Schools Planning a Schoolwide Program";***
- ***The facilitation and direction of a Title I Consultant in the writing of the plan; and***
- ***The facilitation of an outside specialist.***

***With the advent of newer and more stringent regulations regarding accountability within Nevada, as well as at the federal level, the NDE Title I team has been looking more carefully at schoolwide plans. For example, the Title I Consultant for Clark County, the largest county in the State, last fall asked the Title I consultants in that county to revisit the format and content of the Clark County schoolwide plans and to provide more guidance in their construction—for example, providing processes for the writing of new schoolwide plans which would guarantee the involvement of all teachers.***

***Finally, all schools in need of improvement, whether under State regulations or under Federal law, have been given the same three types of aid. However, the NDE is now in the process of providing further guidance and direction. Under the auspices of Nevada Title I, over 40 Nevada RPDP trainers, as well as leaders from the NDE, are receiving approximately 40 hours of professional development entitled "Assisting in the Change Process: Schoolwide Reform in Nevada" which will help these educators to facilitate and implement schoolwide reform.***

***With the future identification of more Schools in Need of Improvement that will be the result of the new AYP process, even more Nevada educators will become involved in the facilitation and implementation of schoolwide reform.***

- b. Ensure that all teachers, particularly those in high-poverty areas and those in schools in need of improvement, are highly qualified. This description should include the help States will provide to LEAs and schools to—

- (i) Conduct effective professional development activities;

***Professional development activities the State will provide to LEAs and schools to conduct effective professional development will follow research and evaluation such as the 1999 evaluation of the Eisenhower Program which highlights the features of professional development that promote improvements in teaching.***

***For example, the structural features (characteristics of the structure of a professional development activity) that will be promoted are:***

- ***The form or organization of the activity: e.g., study group, teacher network, mentoring relationship, committee or task force, internship, individual research project, or teacher research center – in contrast to a traditional workshop or conference.***
- ***The degree to which the activity emphasizes the collective participation of groups of teachers from the same school, grade level, or department - in contrast to the participation of individual teachers from many schools.***

***The Professional Development Focus Team at the NDE consists of staff who are involved in leadership efforts with school districts, RPDPs, institutions of higher education, and other agencies and organizations regarding professional development. The mission of this team is to provide leadership to empower school districts to develop and support Professional Learning Communities (PLCs) at each school in Nevada to improve student achievement for all students.***

***The outcome of a schoolwide improvement process will emphasize PLCs. Following research, a promising strategy for sustained, substantive school improvement is developing the capacity of school personnel to function as a professional learning community. When schools operate as PLCs, staff members are united by a clear sense of purpose, a common understanding of the school they are trying to create in order to achieve that purpose, collective commitments regarding what they must do to move the school in the desired direction, and shared goals that provide benchmarks of their progress. Staff members work together in collaborative teams that engage in collective inquiry on the big questions of teaching and learning, engage in action research, build continuous improvement cycles into the routine practices of the school, and assess their efforts on the basis of results rather than activities.***

***In February 2003, Richard DuFour, Principal of Stevenson High School in Lincolnshire, Illinois (described as "the most recognized and celebrated school in America during the 1990's"), will be conferencing on PLCs for 2 1/2 days with teams from all Nevada school districts. These teams will be comprised of district personnel - including superintendents, Title II coordinators, administrators in the areas of special education and English language learning, as well as school principals and the governing body of the RPDPs. Action plans will be written and there will be follow up activities. Becky Burnette will also be presenting as the principal of a rural elementary school which she led to earn the Governor's Award as one of the highest performing schools in***

**Virginia despite the fact that it ranked in the bottom ten percent in the State in per pupil expenditures.**

**This conference will provide specific, practical strategies for creating those conditions that have been proven in the real world of schools.**

**Participants will learn specific strategies to:**

- **develop a solid foundation for a PLC through shared mission, vision, values, and goals**
- **focus the attention of the school on learning rather than teaching**
- **develop systematic responses to provide students who are struggling with additional time and support**
- **build shared knowledge regarding best practice and the current reality of the school**
- **develop Statewide Management Automated Record Transfer (SMART) goals that serve as indicators of the school's progress**
- **build consensus**
- **create a collaborative culture**
- **provide teacher teams with the time, parameters, and support essential to high performance**
- **help each team establish guiding protocols to assist them in their work**
- **provide each teacher and team with relevant feedback that will inform teaching practice**
- **align team goals and processes to the schoolwide improvement plan**
- **develop a specific plan to introduce elements of the PLC model in their school.**

**Two districts and one RPDP presented at the NDE sponsored Mega Conference in April on PLCs. One of these districts has been consulting with Rick DuFour, Mike Rutherford through Educator's Learning Network (on Requisites of a Leader Training which covers Developing Personal/Systemic Direction, Ensuring Accountability and Improvement in the System, Leveraging Human Resources, Applying Profound Knowledge of Teaching and Learning, and Building Culture, Climate, and Community for Learning), and Larry Lezotte of the Effective Schools League (which states effective schools share these seven characteristics: High Expectations for Student Success, Opportunity for Learning, Frequent Monitoring of Progress, Strong School-Home-Community Relations, Safe and Orderly Environment, Instructional Leadership, and Clear and Focused Mission).**

**Teams from schools in need of improvement in one or two curricular areas are being targeted for putting together a school improvement process at the annual math/science/technology Leadership Conference in August with follow up to include planning PLCs.**

**The NDE is building a professional development website to list principles of quality professional development, information on model professional development award winners, forms of quality professional development, professional development websites**

*such as the National Staff Development Council, research reports, information on scientifically based research, curriculum resources, information on pedagogy, assessment/data analysis to improve student achievement, equity issues and a link to The Education Trust website, professional development evaluation, links to the four Nevada regional professional development websites, etc.*

- (ii) Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes; and

*A \$2,000 signing bonus is given to teachers who are new to teaching in Nevada. The Governor has allotted \$10 million in signing bonuses for 2002 and 2003.*

- (iii) Retain highly qualified teachers.

*Teachers who become nationally board certified receive a 5% bonus. Nevada will concentrate on retaining highly qualified teachers through statewide efforts to implement teacher induction programs and mentoring. Washoe County School District has a mentoring program and there is a mentoring program available in some parts of Clark County. However there are currently no statewide efforts to implement these programs.*

- c. Ensure that all paraprofessionals (excluding those working with parents or as translators) attain the qualifications stated in section 1119 (c) and (d) by the 2005-2006 school year.

*LEAs have been informed of this requirement, and the SEA is working in conjunction with the LEAs to ensure that this requirement is met. At a March meeting of Title I Coordinators, the group agreed that a statewide test of skills for paraprofessionals should be developed, rather than having each LEA develop its own testing instrument. Since that time, two options have been investigated: one would be to use a test developed by one of the community colleges in Nevada and the other would be to implement the new test that ETS is developing for paraprofessionals. At the current time, the SEA will probably use the community college test as an interim measure until the ETS test for paraprofessionals is complete. Staff members from NDE have attended the test development sessions with ETS that have been held this spring, and we will continue to participate in the test development process.*

*For LEAs that have paraprofessionals already in schools who wish to pursue a two year degree option, several have indicated that they will actually use some of their Title I funds to help the existing paraprofessionals pursue this option. One district is actually developing a salary schedule for paraprofessionals similar to that for certified staff that will compensate the paraprofessionals for their level of education.*

*NDE is confident that through these measures, the NDE will ensure that all paraprofessionals can meet the requirements of NCLB.*

- d. Help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, institutions of higher education (IHEs),

libraries, and other private and public profit and non-profit entities with technology expertise to improve the use of technology in instruction.

- ***The State will provide assistance in developing and implementing a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic success.***
- ***The State will help to develop initiatives involving public-private partnerships designed to increase access to technology, particularly in schools served by high- need LEA.***
- ***The State will assist LEAs in the acquisition, development, implementation, improvement and maintenance of an effective educational technology infrastructure that expands access to technology for students (particularly for disadvantaged students) and teachers.***
- ***The State will enhance the ongoing professional development of teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means.***
- ***The State will help develop and support the utilization of electronic networks and other innovative methods such as distant learning, of delivering academic courses and curricula, particularly in geographically isolated areas.***
- ***The State will evaluate programs funded under this part, particularly regarding the impact of such programs on student achievement, and ensure that the results of such evaluations be accessible through electronic means.***

e. Promote parental and community participation in schools.

***On December 1, 2001, the Nevada SBE adopted the following Parent Involvement Policy pursuant to the requirements of Assembly Bill 201, which was enacted during the 2001 session of the Nevada Legislature. In addition to the adoption by the SBE, the legislation also required each district Board of Trustees to adopt a parent involvement policy consistent with the SBE's policy by March 2, 2002.***

#### ***Parent Involvement Policy***

***Pursuant to AB 201, The SBE adopted the following parent involvement policy.***

***"Parent Involvement: Empowering parents to participate in their children's education."***

***The SBE recognizes that parental involvement is the key to academic achievement. The term parent refers to any caregiver who assumes responsibility for nurturing and caring for children, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc. Studies demonstrate that when parents are involved in their children's education, the attitudes, behaviors, and achievement of students are positively enhanced.***

*Parents and families provide the primary educational environment for children; consequently, parents are vital and necessary partners with the educational communities throughout their children's school career. Although parents come to the schools with diverse cultural backgrounds, primary languages, and needs, universally all parents want what is best for their children. School districts and schools, in collaboration with parents, teachers, students and administrators, must establish and develop efforts that enhance parental involvement and reflect the needs of students, parents, and families in the communities which they serve.*

*In order to enhance parental involvement, six essential elements should be promoted:*

- 1. Communication between home and school is regular, two-way, and meaningful: Effective communication requires school-initiated contact with the parent and parent-initiated contact with the school where both parties provide vital information about a child's strengths, challenges, and accomplishments. To effectively communicate, both parties must be aware of issues such as cultural diversity and language differences and appropriate steps must be taken to allow clear communication for all participants.*
- 2. Responsible parenting is promoted and supported: The family plays a primary role in a child's education, and schools must respect and honor traditions and activities unique to a community's cultural practices and beliefs. Parents are linked to programs and resources within the community that provide support services to families.*
- 3. Parents play an integral role in assisting student learning: Educators recognize and acknowledge parents' roles as the integral and primary facilitator of their children's education. Research demonstrates that student achievement increases when parents are actively involved in the learning process.*
- 4. Schools are open and inviting to parents and families and are actively seeking parental support and assistance for school programs: Parents are welcome in the school, and their support and assistance are sought. Capitalizing on the expertise and skills of the parents strengthens the family, school and community partnership.*
- 5. Parents are full partners in the decisions that affect children and families: Parents and educators have a joint responsibility to make informed decisions related to all aspects of the education provided to Nevada's youth. The role of parents in shared decision making should be continually evaluated, refined, and expanded.*
- 6. Community resources are made available to strengthen school programs, family practices, and student learning: Schools and parents will cultivate relationships with additional members of the community in order to promote and effectively increase educational opportunities for children. Together, parents, educators and community members will join efforts toward identifying and promoting community resources and innovative programs for strengthening schools, families, and student learning.*

***Providing all Nevada's children with equal access to quality education is a primary goal. It is vital that all partners (parents, educators, communities, etc.) have the opportunity to provide input and offer resources to meet this goal. These partnerships are mutually beneficial. Developing cooperative efforts and linking access to resources will ensure improved academic achievement for all students, as well as quality schools."***

***In addition to the requirements of the statewide parent involvement policy, the NDE will also monitor every district to ensure that it is complying with the requirements of section 1118 of ESEA, including the development and implementation of parent compacts for Title I schools. Currently, each school monitored is required to produce copies of the signed parent compacts during their Title I school monitoring visits.***

***NDE is also working individually with LEAs to ensure that they are aware of the need to implement school choice and offer supplemental services where necessary. For those LEAs that must offer school choice beginning in the Fall of 2002, for instance, Title I staff has consulted with each district to ensure that it will carry through with the necessary arrangements to implement school choice.***

***In terms of the school report card requirement of ESEA, NDE will be in compliance with the requirement in that school report cards are already required under the provisions of the statewide accountability legislation.***

- f. Secure the baseline and follow-up data discussed in the "Framework for ESEA Accountability" section of the foregoing Supplementary Information.

***The process and timeline for securing this data is described in Section B, State Activities to Implement ESEA Programs.***

6. In the June 2002 submission describe how:
  - a. SEA officials and staff consulted with the Governor's Office in the development of the State plan;
  - b. State officials and staff will coordinate the various ESEA funded programs with State level activities the State administers;
  - c. State officials and staff will coordinate with other organizations, such as businesses, IHEs, non-profit organizations; and
  - d. State officials and staff will coordinate with other agencies including the Governor's Office and with other federal programs (including these authorized by IDEA, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.

***NDE consulted with the Governor's Office in the development of the State plan at several critical junctures during the development process. First, the Governor's Office was advised that Nevada intended to submit a Consolidated Plan for ESEA to the USDOE. Second, the Governor, through his Chief of Staff, was provided ample opportunity to review and provide input to the document at several points during the review process. A final version of the draft document was also submitted to the Governor for review during the week of June 3-7, 2002. Additionally, all programs that require special consultation with the Governor's Office, such as Title IV, have complied fully with those mandates.***

**Coordination of ESEA-funded programs and State-level activities:** NDE attempts to focus continually on student achievement in Nevada schools. Towards that end, a high degree of coordination is necessary. Specifically, the following activities provide evidence of such coordination:

- Staff in the Title I office and the State program for school improvement work together to monitor progress in schools identified for school improvement, including making team visits to those schools.
- Staff from throughout the NDE serve as members of cross-cutting “focus teams” to work on issues that concern more than one program within NDE. Examples of cross-cutting focus teams include a Professional Development Focus Team, an Assessment and Accountability Focus Team, and a NCLB Focus Team, called together for the specific purpose of completing the work required to submit this consolidated application.
- Staff from the federal Even Start program work in collaboration with staff from the State Even Start program to provide a seamless system of assistance to family literacy programs within the State.
- Staff from the Office of Special Education and Diversity, the Office of Assessment, Curricula, and Instructional Support, and the Office of Finance and Accountability work together to ensure that State remedial dollars are spent on effective, research-based programs.

The above merely exemplify the kinds of collaboration that are taking place throughout the NDE.

**Coordination with other organizations, such as businesses, IHEs, nonprofit organizations and other State agencies:** These partnerships are also numerous, but the following constitutes a few relevant examples:

- NDE works in conjunction with institutions of higher education on several projects. One important example would be the Reading Excellence Act, in which both the University of Nevada, Las Vegas and the University of Nevada, Reno play a significant role in providing professional development in literacy to Nevada’s K-3 teachers.
- Title II has worked in conjunction with institutes of higher education to provide professional development opportunities.
- Title VI (Innovative Programs) enjoys a productive partnership with public television stations within the State.
- NDE works closely with the Milken Family Foundation to provide recognition to outstanding educators within the State.
- NDE works cooperatively with business and industry in the State to determine how best to serve students who will pursue careers within those businesses and industries.
- NDE works with the University of Nevada, Reno and other agencies to provide the "Annual Statewide Mega Conference."

**Coordination with other Federal programs (including those authorized by IDEA, the Perkins Vocational and Technical Education Act, The Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Act).**

- ***NDE co-sponsors a yearly conference on homelessness within the State dealing not only with the issues of homeless education but also with related issues of the homeless population in general.***
- ***The federal Even Start program partners with adult education to better serve the needs of the adult participants in Even Start programs.***
- ***Consultants with the Individuals with Disabilities Education Act work in conjunction with the assessment and accountability teams to ensure that special education assessment issues are dealt with appropriately on statewide assessments.***

***Again, this is not an exhaustive list, but rather a sampling of the various kinds of collaboration that occur within the NDE.***

7. In the June 2002 submission, describe the strategies the State will use to determine, on a regular basis, whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes. In doing so, the SEA should also describe how it will use data it gathers from subgrantees on how well they are meeting State performance targets, and the actions the State will take to determine or revise interventions for any LEAs, schools, and other subgrantees that are not making substantial progress.

***The primary method that NDE will use to determine whether LEAs and schools are making satisfactory progress in meeting State and local goals is through the calculation of AYP. If LEAs and districts are found not to have made AYP, NDE will work with the LEAs and the schools to ascertain why the necessary progress is not being made. If AYP is not made for two consecutive years and the school or district is identified as being in improvement, staff will again work to provide the necessary technical assistance. This often includes having the staff go through training in the school improvement planning process and providing a school support team to the site to ensure that the school improvement plan is being implemented faithfully. If a school or LEA displays consistently low performance, as indicated by the results of students on the statewide assessment instruments, more stringent measures must then be taken. These measures can include convening a panel of educators to assist the school, writing the school's improvement plan for them, and reconstituting a school's staff. In general, the approach is to first offer technical assistance and professional development to the site or LEA. If this approach proves unsuccessful, then NDE would apply more stringent measures to accomplish the necessary outcomes, such as withholding LEA funds until the matter is corrected, or engaging in the school intervention process described above.***

***Another method that NDE will use to determine whether LEAs, schools, and other subgrantees are making satisfactory progress is through the regular monitoring process. Each of the federal programs within the NDE conducts regular monitoring to ascertain the LEAs and schools' compliance with the requirements of that individual program. The Title I staff, for instance, has a compliance monitoring form that it uses for this express purpose. Depending upon the nature of the compliance issue, staff can take a variety of increasingly more stringent approaches toward correcting the problem. First, if the compliance problem can be corrected through technical assistance and professional development, staff will make every attempt to do so. This could include problems such as the proper submission of budgets and budget amendments and the***

*required support documents for such submissions. When a problem is encountered in this area, NDE staff works with the LEA staff to make sure the procedure is handled properly in the future.*

*Finally, progress is monitored through the many evaluation reports that are produced annually for many of the federal programs in the NDE, such as CSR and Even Start. Each of the program sites is evaluated for compliance with the requirements of the program as stated in ESEA, and if a program site is found to be out of compliance, a decision will be made at NDE as to whether program funding should continue or not. The school or program site will be asked to make the necessary revisions to their program as is indicated by the results of the evaluation.*

# **SECTION C - Key Programmatic & Fiscal Information**

## KEY PROGRAMMATIC & FISCAL INFORMATION

### 1. Title I, Part A-Improving Basic Programs Operated by LEAs

- a. Identify the amount of the reservation in section 1003(a) for school improvement that the State will use for State-level activities and describe those activities.

***The total allocation for Nevada, Part A is \$40,675,142.23. The State is required to set aside 2% of this total, or \$813,502.84 for school improvement activities. Of this total, 95% must go to LEAs for school improvement efforts. This leaves \$40,675.14 for State level activities. Virtually all of this amount will go to support the Title I consultants as they work with schools in school improvement, including travel costs to assist LEAs.***

- b. For the 95 percent of the reservation in section 1003(a) that must be made available to LEAs, describe how the SEA will allocate funds to assist LEAs in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any SEA requirements for use of those funds.

***A portion of this funding will be granted to schools in school improvement or corrective action so that they may plan thoughtfully for changes that need to be made of their sites. With these funds, the school would be required to enlist the services of an SEA approved school improvement facilitator who would assist the site in putting together a school improvement plan. After the planning process had been completed, the school would be eligible to receive a larger implementation grant.***

- c. Identify what part, if any, of State administrative funds the SEA will use for assessment development under section 1004 of the ESEA, and describe how those funds will be used.

***At the current time, we do not expect to use any of Nevada's Title I SEA administrative set-aside for assessment development.***

- d. Describe how the State will inform LEAs of the procedures they must use to distribute funds for schools to use for supplemental services under section 1167 (e)(7) and the procedures for determining the amount to be used for this purpose.

***Currently, NDE staff is in the process of developing the RFP that will be sent to those entities interested in being included on Nevada's List of Approved Supplemental Service Providers. Once this list is established in late summer of 2002, the LEAs will be informed of its existence and the procedures for how they must notify parents of students in a school that must provide for these supplemental services. In this notification, the LEA will be required to provide information on the availability of supplemental services, the identify of approved providers of these services within the district or nearby, and a brief description of the services. Further, LEAs will be notified that they must assist parents in choosing a provider from the list if requested, and that they must apply fair and equitable procedures for servicing students if the number of spaces***

*at approved providers is not sufficient to serve all students. LEAs will also be informed that they must set aside funds equal to the amount of the agency's allocation under subpart 2, divided by the number of children from families below the poverty level counted under section 1125 (c) (1) (A) or the actual costs of the supplemental services, whichever is less. The exact methodology for informing LEAs of the procedures for distributing funds to schools for this purpose will be determined after staff has had an opportunity to attend the upcoming conference on providing supplemental services which will be held in Washington, D.C. in June, 2002.*

e. Describe how the State will use funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111(b)(1).

- 1) ***Contract assessment services for grade 4, 6, and 7 CRT's.***
- 2) ***Allocation of funds to grade 3, 5, and 8 CRT programs to ensure the "vertical" link between the assessments.***
- 3) ***Allocation of funds to support the customization of the NRT program.***
- 4) ***Expansion of the testing program to provide electronic/interactive reporting services.***
- 5) ***Increased funding for studies in support of the program including alignment studies, other validity studies, and reliability studies.***
- 6) ***Increased funding for the preparation of professional development materials, activities, and opportunities designed to drive data-driven decision making.***
- 7) ***Two full-time equivalent assessment consultant positions.***
- 8) ***One full-time equivalent assessment/accountability consultant position.***
- 9) ***Two full-time equivalent school improvement consultant positions.***
- 10) ***Upgrading a current support position to program officer status.***
- 11) ***Two full-time equivalent support positions.***
- 12) ***Two half-time university research assistantships for ongoing research activities.***
- 13) ***Expansion of the testing program to provide preK-3 literacy assessments.***
- 14) ***Possible purchase of electronically driven benchmark assessments.***

2. Title I, Part B, Subpart 3—Even Start Family Literacy

a. Describe how the SEA will use its indicators of program quality to monitor, evaluate, and improve its projects, and to decide whether to continue operating them.

***The NDE utilizes an evaluation system consistent with Section 1210 of the Even Start law (Part B of Title I of the Elementary and Secondary Education Act of 1965 [ESEA]) requiring each state to develop indicators of program quality to monitor, evaluate, and improve local Even Start programs.***

***The purpose of the evaluation is to assess the impact of the***

**program on participants and to improve family literacy services provided to Nevada's families. To meet this goal, the NDE developed a comprehensive evaluation system that includes three parts: a statewide evaluation, an independent local evaluation, and site visits with progress reports. The following describes the purpose of each part of the evaluation:**

- **Statewide evaluation – The purpose of the statewide evaluation is to describe program and participant characteristics and to determine the progress of program participants for the purpose of program accountability. The statewide evaluation will use the Quality Indicators of Program Outcomes developed by the Nevada Statewide Family Literacy Initiative that meets the requirements of Section 1210 of the Even Start law.**
- **Independent local evaluation – The role of the independent local evaluation is to assess the local projects based on twelve quality indicators of effective family literacy programs for the purpose of program improvement. The local evaluation will use Quality Indicators of Program Delivery developed by the Nevada Statewide Family Literacy Initiative to encourage the development of quality family literacy programs and services across Nevada. All Even Start projects will use the Quality Indicators of Program Delivery as a self-assessment tool to identify general areas of strength and areas for improvement. Projects are expected to develop plans for improvement based on the results of the assessment.**
- **Site Visits and Progress Reports – Site visits and progress reports provide the State Even Start Coordinators with information on project implementation for the purpose of program monitoring. Program monitoring will involve two parts. The State Even Start Coordinators will conduct site visits to determine project compliance with Program Elements outlined in Section 1205 and Eligible Participants outlined in Section 1206 of the Even Start law. In addition, the State Even Start Coordinators will assess progress on any improvement activities developed in response to the independent local evaluation during the visit. For the second part of program monitoring, local projects must submit a mid-year progress report to the State Even Start Coordinators to describe project implementation and progress towards meeting program objectives and in implementing the strategies to meet the objectives as outlined in the project application.**

- b. Describe what constitutes sufficient program progress when the SEA makes continuation awards.

**Federal and State Even Start projects must reapply for continuation funds at the end of each cycle. Program continuation is determined by considering program compliance with the Even Start statute in implementing its local program, past monitoring results, the program's improvement plan as developed from its independent local evaluation, past evaluation report information, and the grant application itself. In addition, programs must show progress in meeting their objectives as well as demonstrate progress on**

***Nevada's Even Start indicators of program quality.***

***All Even Start programs are subject to a minimum of two monitoring visits per year. A number of specific items are examined. These include up-to-date and accurate attendance records, a current and maintained case file on each family/participant, and pre and post testing information that is current, accessible and has been explained to staff for data-driven decision making. Programs provide information on progress towards improving both child and adult literacy rates. Each program must have a listing of staff (teachers, aides, home/family advocates, etc.), their education levels and their duties and responsibilities. Programs must show evidence of a current and approved Even Start application, including an up-to-date budget, and verification of expenditures and a log of receipts.***

***In addition, all programs must show evidence of having a local evaluator who is aware of the Quality Indicators of Program Delivery and the requirement to incorporate them in the evaluation. There must be an anticipated guideline for the independent evaluator included in their contract. Programs are expected to show the results of their outside evaluation and how they are addressing any areas of concern through the development of an improvement plan.***

***During monitoring visits, all programs must provide a list and a description of all the professional development activities their Even Start staff has participated in, as well as future plans. Information must also be provided on their partners/collaborators who are providing services in adult education, parent education, early childhood education, parent and child time activities.***

***Based on the results of the monitoring visits, information provided by both the local and State evaluators, their grant application, and their improvement plan, a decision is made regarding continuation of the program. Programs found to be abusing their funds, not meeting the requirements of their improvement plans, or failing to comply with grant requirements will be discontinued. Discontinuation of funds will only occur after the State has provided extensive technical assistance to the program to see if they can improve their progress on Nevada's indicators of program quality and after the program has received notice and the opportunity for a formal or an informal hearing.***

- c. Explain how the State's Even Start projects will provide assistance to low-income families participating in the program to help children in those families to achieve to the applicable State content and student achievement standards.

***Nevada's Even Start Program's purpose is to help break the cycle of poverty and illiteracy by improving the educational opportunities to low-income families. The basic concept behind family literacy is that parents are the first teachers of their children. Even Start is based on the belief that strengthening children's relationships with their parents and enriching their literacy environments will have a positive impact on children's learning and their performance in school and in life. Even Start addresses the literacy needs of both***

*children and parents by offering early childhood education, adult literacy (adult basic and secondary level education and or/ instruction for English language learners), parenting education and interactive literacy activities between parents and their children – and what activities are needed to support successful programs. This four-pronged approach is essential because, as research confirms, early experiences affect children’s brain development and learning.*

*In June 2001, the USDOE approved Nevada’s Even Start Family Literacy Quality Indicators. The indicators of program quality were based on the best available research and evaluation data and were consistent with Section 1210 of the Elementary and Secondary Education Act (ESEA) for family literacy programs. The Nevada Even Start Family Literacy Initiative developed 14 quality indicators of program outcomes in three components of family literacy: Six indicators in adult literacy; four indicators in early childhood education; and four indicators in parenting education. In addition, Performance Levels were established, as well as Project Data Collection which outlines how Even Start projects are expected to collect data on the indicator. Project Reporting identifies the data that Even Start projects must report to the State for each indicator. Definitions provide the meaning of selected words and phrases from the indicators.*

*Although there are currently no Early Childhood Nevada content and student achievement standards for Birth – 5 (pre-k), there are standards established for kindergarten through third grade. In addition, Even Start programs are required to utilize the Quality Indicators created by the State. Moreover, projects must show the likelihood of success in how they will “assist children and adults from low-income families to meet challenging State content standards and challenging State student performance standards.” To meet this requirement, Even Start programs must ensure that all staff members are familiar with early grade standards and are building their programs to help transition their students into school. Programs are involved with a number of collaborative efforts with their local school districts. Some productive efforts include incorporating activities and lesson plans that promote the concepts needed to support the learner’s achievement regarding the standards.*

*At this time, the NDE is working on the development of Early Childhood Standards. Once the SBE adopts them, all Even Start programs will be expected to adhere to them.*

- d. Identify the amount of the reservation under subsection 1233 (a) that the State will use for each category of State level activities listed in that section, and describe how the State will carry out those activities.

***The distribution of Even Start funds used by the Nevada Even Start Program for administrative and program functions has remained relatively unchanged in recent years. The following reflects the proposed distribution of next year’s Even Start funds received by Nevada:***

<b>Amount of Funding</b>	<b>Specific Use for Funding</b>
<b>\$1,059,850</b>	<b>Subgrants to LEAs for Even Start services</b>
<b>33,825</b>	<b>Technical Assistance &amp; Training for subgrant recipients for program improvement and implementation of program quality indicators</b>
<b>33,825</b>	<b>Administration of Even Start Program</b>
<b>\$1,127,500</b>	<b>Total Federal Even Start Funding</b>

3. Title I, Part C—Education of Migrant Children

- a. Describe the process the State will use to develop, implement, and document a comprehensive needs assessment that identifies the special educational and related needs of migrant children.

***The comprehensive needs assessment to best meet the identified needs of migrant children will be accomplished in Nevada following a formal assessment process. The following steps outline this process:***

1. ***The State Migrant Education Director will appoint a Needs Assessment Committee to oversee the activities of the comprehensive needs assessment for Nevada migrant children. The committee will be composed, at a minimum, of the following: a migrant parent, a director of a local MEP, a current or former migrant student, and a Title I representative. The committee will establish specific goals and objectives and will be required to submit an annual report to the NDE by July 1 of each year.***
2. ***An analysis/survey will be conducted in all geographic areas of the State where migrant children live and/or attend schools to determine the following:***
  - a. ***The number of migrant children and their families.***
  - b. ***The education and social services currently available to migrant children and their families.***
  - c. ***The specific educational and social services which the migrant families utilize on a regular basis.***
  - d. ***The identified problems or needs that the migrant families in that geographic area are experiencing that are the same needs of other migrant families in Nevada.***
  - e. ***Any identified problems or needs that the migrant families in that geographic area are experiencing that are unique to that geographic area of Nevada.***
  - f. ***Identify unmet education needs of migrant preschool children.***

- g. *Identify the unique education needs of migrant students eligible to attend high school in order that such students can meet the statewide standards for high school graduation.*
  - h. *Identify unmet educational needs of family members of migrant children.*
  - i. *Identify the dates each year that tend to indicate the arrival/departure of migrant children and their families in each geographic area of the State.*
3. *The results of the surveys conducted in the various geographic areas of Nevada will be compiled into a statewide report.*
  4. *Under the direction of the State Migrant Education Director, the Needs Assessment Committee will prioritize the goals and identify the five (5) priority goals to be addressed by the MEP for the next 24-month period. The following information will be provided for each goal:*
    - a. *Current status of the item.*
    - b. *Desired outcome to be achieved at the end of 12 months.*
    - c. *Desired outcome to be achieved at the end of 24 months.*
    - d. *The source of data to determine the progress in meeting the goal.*
  5. *The Needs Assessment Committee will identify possible solutions to any identified problems as well as identify any additional challenges which could impact the successful achievement of the goals.*
  6. *The Needs Assessment Committee will identify specific activities, factors, information or other procedures that can be implemented in order to enhance the potential success of achieving each goal.*
  7. *The Needs Assessment Committee will prepare a report which will be distributed to the field by the State Migrant Education Director.*
  8. *The State Migrant Education Director will authorize the Needs Assessment Committee to conduct the following ongoing activities:*
    - a. *On an annual basis review the status of the progress in reaching each of the identified goals.*
    - b. *During the second year of the two-year process, submit to the State Migrant Education Director a status report related to the items identified in the previous report. Such report should include an analysis of the need to increase or decrease the number of goals. This report will be submitted by June 1<sup>st</sup> of each year.*
    - c. *At the end of the 24-month period, the Needs Assessment Committee will conduct a new assessment of the status of the conditions in each of the geographic areas of the State and submit a new report that will meet the criteria and requirements identified above.*

- b. Describe the State's priorities for the use of MEP funds in order to have migrant students meet the State's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students) and how they relate to the State's assessment of needs.

***Performance Indicator 1.1 addresses the percentage of students in Title I schools, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment. Performance Indicator 1.2 addresses the percentage of students in Title I schools, in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on the State's assessment. Prior Nevada assessments of need for services for migrant youth have shown a dramatic need for preschool and early childhood services. Because of these identified needs, Migrant Education funds have been used for several years to develop and implement a statewide early childhood MEPs that includes home visits and family literacy. Although this program does not meet all identified components of an Even Start program, the early childhood MEP incorporates many Even Start principles into its program. In fact, many of the early childhood MEPs have voluntarily adopted several of the Even Start performance indicators. By placing emphasis on the early childhood development of migrant children, these children are entering school prepared to meet grade level requirements for reading and mathematics.***

***Performance Indicator 5.1 addresses the percentage of students who complete high school, disaggregated by migrant status, and Performance Indicator 5.2 identifies the number of migrant students who drop out of school after entering grades 7 through 12. Although Nevada prepares numerous reports and studies related to completion of high school and students who drop out of school, the data has traditionally been identified by gender and racial/ethnic categories. Therefore, there is no historical data to review related to Nevada's prior success rate in graduation rates or drop out rates specific to migrant students. Since this data will be required in future Consolidated Performance Reports, Nevada will implement the necessary steps required to collect this data in the future.***

***Nevada's most recent needs assessment for migrant children indicates that high school graduation is a priority area that must be addressed. Therefore, the State plans to place increased emphasis and funding on activities related to increasing the high school graduation rate of migrant youth and reducing the rate at which migrant youth drop out of school. This will result in a dramatic shift in the use of Migrant Education funds in Nevada. In the past most funded programs addressed the needs of the preschool migrant child, while in the future an increased emphasis will be placed on services to migrant children who are at risk of not graduating from high school. Although funding streams will change, it is not anticipated that services to migrant preschool children will be dramatically decreased. During the past year, State funding has been used to increase services statewide to preschool children. In anticipation of the need to devote increased funding to older migrant children, currently funded MEPs were encouraged to have their preschool migrant children enroll in the State funded preschool programs and many migrant children are now attending***

**these educational opportunities. In many ways Nevada's migrant youth were fortunate that the State's emphasis on early childhood and preschool activities occurred at the same time Nevada's Migrant Education emphasis became more firmly focused on graduation rates.**

- c. Describe how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migratory children, the statutory priority for service in section 1304(d), and the availability of funds from other Federal, State, and local programs.

**In the past, Nevada awarded subgrants to local school districts based on the number of migrant students reported on the COE submitted each August by the local migrant recruiters to the State Migrant Education Director. Under this system total available funding was divided by the total number of migrant students to determine the per pupil allocation.**

**Funding for the FY 2002-03 school year will be done in a substantially different manner. This year applicants will have to provide the following information:**

- **Total number of migrant students in the district.**
- **Number of migrant students enrolled in each grade and school in the district.**
- **Services currently being provided by other funding sources (i.e., Title I, Part A; Title I, Part B, Even Start; State funded Even Start programs; State funded early childhood programs; Title III, English Language Acquisition) to migrant youth.**
- **Result of local needs assessments of the needs of migrant youth.**
- **Results of the State sponsored needs assessment of the needs of migrant youth.**
- **Scores of migrant youth on the tests schools are required to submit to report AYP.**
- **The specific services to be provided to migrant students that will meet the specific needs identified by the district. This description will include an explanation of how proposed services will be coordinated with existing education and community-based services to prevent duplication of services.**
- **The proposed goals and objectives of the program.**

**In addition, Migrant Education local funding will follow a concept presented by Title III regulations where funding of MEPs must be of a significant amount to impact the problem. Title III has identified a minimum subgrant amount of \$10,000, but Nevada Migrant Education has determined that in order to have a significant impact a subgrant must be for at least \$5,000.**

- d. Describe how the State will promote continuity of education and the interstate and intrastate coordination of services for migratory children.

**The State of Nevada maintains education and health information for migrant students on the MIS2000 System provided by Management Services for Education (MS/EdD) located in Little Rock, Arkansas.**

**However, Nevada maintains the records of Nevada students at a central location in Nevada. To verify the accuracy and consistency of student records, a single individual coordinates data input statewide. Statewide coordination and oversight of records allows Nevada programs to immediately access data and conduct activities necessary for interstate coordination. MIS2000 has implemented a system allowing the electronic transfer of the student records from the MIS2000 workstation in Nevada to a MIS2000 workstation in other states requesting the record. The State of Nevada accepts its ultimate responsibility for the continuity of education and the interstate and intrastate coordination of services for migratory children, but the State relies on the expertise and guidance from MS/EdD to assist the State in verifying that federal requirements regarding the interstate and intrastate transfer of student records are met.**

- e. Describe the State's plan to evaluate the effectiveness of its MEP and projects.

**Nevada will evaluate the effectiveness of its MEP by evaluating the results as follows:**

- **Those districts which have migrant education activities that are based on a preschool or early childhood model will report to the State on an annual basis the results of the program on selected Even Start performance indicators. In Nevada, it is mandatory that both federal and State funded Even Start programs adopt all Even Start performance indicators, but MEPs are allowed the option of electing to report on selected indicators. Each district will identify the performance indicators that will appropriately reflect the activities of the individual MEP. For example, few MEPs assess adult literacy using the CASAS. Therefore, most migrant programs would not report on the indicator related to an "average gain of 5 scale score points on each CASAS subtest." However the indicator measuring that "70% of students who attend public school from kindergarten through grade 3 will improve in their ability to read on grade level or above as measured by the Peabody Picture Vocabulary Test and Expressive Test" would most likely be reported. However, MEPs will have the option of negotiating the outcome measure of each indicator to make sure the measure is appropriate for MEPs.**
- **Those districts where the MEP serves students who are enrolled in schools which are part of Nevada's accountability system will report information such as the disaggregate AYP. This will result in MEPs evaluating effectiveness by using the same approaches and standards that are part of Nevada's accountability system and the measures used to evaluate Title I, Part A schools and districts.**
- **In addition to evaluating effectiveness based on Even Start performance indicators and State accountability standards, MEPs will also report on any supplemental services provided to migratory youth such as after school tutoring activities or**

**increased access by migrant families to health or other community-based services.**

- **The application for funds requires that districts identify measurable goals and objectives for the MEP. In addition to providing annual financial reports, districts will also be required to submit annual reports identifying degree of success in meeting identified goals and objectives on an semi-annual basis. Districts experiencing difficulty meeting any performance objectives will be provided technical assistance by the State. This current funding cycle will be the first time many districts have provided extensive services to school age youth, and it is anticipated that some districts may initially experience difficulty identifying realistic goals and objectives. To assist the districts during this transition period, districts will be given the option of negotiating with the State the program's goals and objectives during the grant period. Although changes will be considered, the district will be responsible for verifying that all changes are necessary to promote academic achievement of migrant youth.**

- f. Identify the amount of funds that the SEA will retain from its MEP allocation under section 200.41 of the Title I regulations (34 CFR 200.41) to carry out administrative and program functions that are unique to the MEP, and describe how the SEA will use these funds.

**The distribution of migrant education funds used by the Nevada MEP for administrative and program functions has remained relatively unchanged in recent years. The individual employed by the LEA primarily performs the program and administrative functions that are unique to MEPs. The following reflects the proposed distribution of next year's Migrant Education funds received by Nevada:**

<b>Amount of Funding</b>	<b>Specific Use for Funding</b>
<b>\$153,132</b>	<b>Subgrants to LEAs for MEP services</b>
<b>15,000</b>	<b>Contract with MS/EdD for record transfer system</b>
<b>15,000</b>	<b>Support for statewide early childhood program</b>
<b>5,000</b>	<b>Support for statewide identification &amp; recruitment activities</b>
<b>5,000</b>	<b>Statewide professional development for local MEP personnel</b>
<b>30,000</b>	<b>Salary/fringe/travel to support .18 FTE to oversee program</b>
<b>1,920</b>	<b>Administration/NDE Indirect Administration</b>
<b>\$225,052</b>	<b>Total Federal OME Funding</b>

4. Title I, Part D—Children and Youth Who Are Neglected, Delinquent, or At-Risk

- a. Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving the academic and vocational and technical skills of students participating in the program.

***By Nevada law, juvenile correction facilities and alternative education programs are included in the State's accountability system, but the individual schools or institutions are excluded from individual reporting and accountability. Therefore, these programs are not included in the AYP computations and related accountability reports for the LEA or for the individual school. However, all students in such programs are tested at the same time students in all other schools are tested and those test results are included in the statewide statistics and data prepared for the State. The scores of students in the Neglected, Delinquent or At-Risk of Dropping Out programs would be included in the State's report card as required under NCLB, but would not be included in the district's report card. The individual scores of the students in these facilities are returned to the facility and the staff at the program can then use the scores to coordinate educational plans that will meet the needs of the individual student. When discharged from the institution, the student's records (including all NRT and CRT test scores) are forwarded to the student's new school and personnel at the receiving school use these records to determine placement and other services for the individual student.***

***In order to receive a high school diploma, all Nevada students must take and pass the HSPE that is based on the State's academic standards. Students are provided with multiple chances to take this examination, and those students in institutions are tested at the same time as all other students in the State. As with other test results, the results of the HSPE are sent to the child's home school after he or she is discharged from the institution.***

***In addition to participating in the State mandated testing/accountability process, both Part A and Part B programs***

**assess each student's proficiency using the Test of Adult Basic Education (TABE) at both admission and discharge. This assessment allows each facility to plan an educational program to meet the unique needs of each individual student. The goal with the TABE is that for every month a student is in the program he/she will gain two (2) months grade equivalency. In addition, individual institutions use the Jesse Behavioral Checklist, the Test of Cognitive Skill, the California Psychological Inventory, and the Wide Range Achievement Test. The results of these tests/assessments permit personnel to help students achieve the goal of a standard high school diploma.**

**Each child entering a facility is screened for English proficiency, and appropriate LEP services are available in each of the programs. If a child is identified as LEP, care is taken to verify necessary referrals are made when the child leaves the program.**

**Various vocational programs are provided at several of the institutions. For example, the Nevada Division of Forestry trains youth at both the Nevada Youth Training Center and the Caliente Youth Center on skills required to be a firefighter. While at the facility, youth learn skills and are also employed to fight fires. Another program teaches agriculture and animal husbandry through a farm maintained on the facility's premise. The behavior observed when some of the inner city youth have their first experience working with farm animals can show a new side to an individual's personality. In addition to the formal vocational classes, each of the facilities offers job-training skills in topics such as resume preparation, interviewing techniques, etc.**

- b. Describe how the SEA is assisting projects funded under the program in facilitating the transition of children and youth from correctional facilities to locally operated programs.

**Nevada has traditionally taken a proactive approach in facilitating the transition of youth between correctional facilities, locally operated programs, and local schools. The juvenile parole officer is actively involved in the juveniles' treatment from before the child is placed in the facility, during the time the child is in the facility, and after the child leaves the facility. While in the facility, the juvenile parole officer will frequently attend treatment team meetings and work with staff assigned to each student. Having a single point of contact is beneficial for the student, the facility, the parents, as well as the juvenile justice system. This process allows the juvenile parole officer to know many details about an individual child and can thus facilitate the process for the child. Using this process, the juvenile parole officer works closely in the development of the placement plan for each student using educational, vocational and social components when developing the placement plan.**

**Clark County School District is the largest district in the State and has over 244,000 students. Its population represents approximately 68% of Nevada's total population. The size of the district and its structure could easily result in students who are returning from institutions to local schools getting lost in the hierarchy of multiple systems with the resulting paperwork requirements. However, that**

*is definitely not the case in Las Vegas. When this problem was identified several years ago, it was agreed that Clark County School District would hire an individual to serve as a Transition Officer for students returning to the school district. This individual is housed with Juvenile Parole and is readily available to facilitate a student's return to school. This individual also assists in the transition of youth between facilities, and has established cooperative working arrangements with all sites in the State.*

- c. Describe how the funds reserved under section 1418 will be used for transition services for students leaving institutions for schools served by LEAs, or postsecondary institutions or vocational and technical training programs.

*The State of Nevada will coordinate transitional services for youth through the position of Transition Officer in the Clark County School District. Although this position is based in Clark County, services are provided to youth throughout the State, because of the entry of Clark County School District youth in institutions in other districts as well as the youth residing in other districts who are mandated to institutions in Clark County. Although Clark County School District comprises 68% of all students in the State it is projected that a minimum of 85% of students in institutions access this service. This disproportionate to population access rate is due to the use of services by children in other districts and also because of Clark County's number of students in local institutions. Last year a total of 470 students were counted in the local facilities, with 391 or 83% being in Clark County and only 79 students or 17% or all enrollees being in an area other than Clark County. This same situation is noted with over-proportionate use of State-operated institutions, and Clark County residents have traditionally represented 80%-90% of the population utilizing these services.*

*The Transition Officer is responsible for assisting students who are transitioning between both local and State-operated institutions and the Clark County School District in accessing educational services. This position is housed in the Juvenile Parole Department and the employee is well versed on the many issues facing youth as they re-enter the school system. Being housed in the Juvenile Parole Department has also helped develop positive communication between the school district and the juvenile parole officers. When each side works closely with the other party an understanding of the true nature of the problem immediately becomes apparent and all parties are now committed to working together to facilitate the transition of students between the institutions and the schools.*

5. Title I, Part F—Comprehensive School Reform

- a. Describe the process the SEA will use to ensure that programs funded include and integrate all eleven required components of a CSR program.

*The NDE has in the past made competitive subgrant awards for the CSR program based on how well the school addresses the nine (now eleven, under the NCLB Act of 2001) components of CSR that enables schools to implement a program that:*

- *Employs proven strategies and proven methods for student learning, teaching, and school management that are based on scientifically based research and effective practices and have been replicated successfully in schools;*
  - *Integrates a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvements and school management, that aligns the school's curriculum, technology, and professional development into a CSR plan for schoolwide change designed to enable all students to meet challenging State content and student academic achievement standards and addresses needs identified through a school needs assessment;*
  - *Provides high quality and continuous teacher and staff professional development;*
  - *Includes measurable goals for student academic achievement and benchmarks for meeting such goals;*
  - *Is supported by teachers, principals, administrators, school personnel staff, and other professional staff;*
  - *Provides support for teachers, principals, administrators, and other school staff;*
  - *Provides for the meaningful involvement of parents and the local community in planning, implementing and evaluating school improvement activities consistent with section 1118;*
  - *Uses high quality external technical support and assistance from an entity that has experience and expertise in schoolwide reform and improvement which may include an institution of higher education;*
  - *Includes a plan for the annual evaluation of the implementation of school reforms and the student results achieved;*
  - *Identified other resources, including Federal, State, local, and private resources, that shall be used to coordinate services that will support and sustain the CSR effort; and*
- a. *Has been found, through scientifically based research, to significantly improve the academic achievement of participating children.*
- b. *Has been found to have strong evidence that such program will significantly improve the academic achievement of participating children.*

*The revised scoring rubric used by the peer reviewers of these grants will require that all schools not only adequately address all original nine components but also the additional two outlined in the new law. Eligible schools will receive a revised copy of the Comprehensive School Reform Program Continuum for Assessing the Comprehensiveness of School Reform Plans, which matrix includes the two new components in order to assist schools in strengthening and broadening their reform efforts to achieve true comprehensiveness. In order to judge the evidence of effects on student achievement of proposed models and programs, the eligible schools will also be given the Guidelines for Judging Quality of a Study as well as the Guidelines for Interpreting Findings and Judging the Strength of the Evidence. These aids will be discussed in both the original technical assistance meetings for*

*the pre-applications and in the technical assistance meetings for those schools whose pre-applications are accepted.*

*The scoring rubric is shared with eligible schools before they submit their grant applications and clearly outlines exactly what the school must do in order to score maximum points in each area. For CSR-eligible schools that will be applying for program funds during the 2002-2003 school year, the application and scoring rubric will be revised to add the two new components of CSR identified in NCLB: the requirement that the comprehensive reform program must provide support to teachers, administrators and other staff and the provision that the CSR models chosen must have been found, through scientifically based research, to result in significant improvement in academic achievement. The addition of these two components will focus attention even more consistently on improving student performance through this grant. Those schools which have previously received CSR grants will be asked to adhere to the new guidelines regarding the additional components for any monies received after September 30, 2002.*

*Additionally, student achievement is the centerpiece of CSR. When schools write their grants, they are advised to focus everything on increased student achievement. In other words, increased student achievement is at the very heart of CSR, and the peer reviewers are advised that they should only fund grant applications that have convinced them that the school will focus these funds on raising student performance. The external evaluation of Nevada's CSR schools also focuses on increased student achievement.*

*With the proliferation of both federal and State programs in Nevada which are new (REA, teacher quality, etc.), CSR-eligible schools will be encouraged to think of this program as a framework that supports and strengthens other education improvement initiatives, drawing together individual initiatives that focus on specific areas and weaving them into a CSR design. In this way, CSR schools can establish a context for these reforms within the school and recognize their interrelationship with each other.*

- b. Describe the process the State will use to determine the percentage of CSR schools with increasing numbers of students meeting or exceeding the proficient level of performance on State assessments in reading/language arts and mathematics.

*The State currently administers norm-referenced tests in reading/language arts and mathematics at the fourth, eighth, and tenth grade levels and criterion-referenced tests at the third and fifth grade levels. These tests are used to determine which of Nevada's schools did or did not achieve AYP. Initially, the results of these tests will also determine the percentage of CSR schools with increasing numbers of students meeting or exceeding the proficient level of performance. As the new requirements of NCLB are gradually met, the tests administered at grades 3 through 8 and at 10 will be utilized to evaluate CSR performance.*

- 6. Title II, Part A—Teacher and Principal Training and Recruiting Fund
  - a. If not fully addressed in the State's response to the information on

performance goals, indicators, and targets in Appendix A, describe the remainder of the State's annual measurable objectives under section 1119 (a)(2).

***The information provided on performance goals and indicators fully addresses our need at the current time.***

- b. Describe how the SEA will hold LEAs accountable both for (1) meeting the annual measurable objectives described in section 1119 (a)(2) of the ESEA, and (2) ensuring that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of "professional development" in section 9101 (34).

***Districts will be required to adopt the goal and three indicators, as well as be responsible for providing data to show they have carried out the hiring and professional development activities.***

- c. Describe the SEA and SAHE agreement on the amount each will retain under section 2113 (d) allows for one percent of the State's program allocation for administration and planning costs.

1. ***The new appropriation for Title II, Part A is \$13,705,174; 2.5% of 99% for SEA = \$339,203; 2.5% of 99% for SAHE = \$339,203; the allocation for LEAs = \$12,889,717.***

2. ***The total amount that the State would reserve for administrative costs = 1% which = \$137,051 which is made up as follows:***

***The amount that would be made available to the SEA for administration would be \$119,660.***

**The amount that would be made available to the SAHE for administration would be the same as the 2001 Eisenhower administration which = \$17,391.**

**(1) An assurance that named senior officers of the SEA and the SAHE have agreed to the apportionment of State administrative funds.**

**Attached in section on “Assurances.”**

**The State will provide a formal State or local academic assessment for paraprofessionals to demonstrate:**

- (i) knowledge of, and the ability to assist in instructing, reading, writing, and math; and**
- (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and math readiness.**

7. Title II, Part D—Enhanced Education Through Technology

- a. Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement.

**The Office of Technology and Innovative Programs has developed two online surveys, Nevada Online Technology Information Survey (NOTIS) and Online Nevada Technology Resource for Assessing Competencies (ON\*TRAC). NOTIS is an online survey used to collect school level information technology data from all school districts. Examples of data elements are student to computer ratios, levels of connectivity in the schools, and expenditures for technology per year. NOTIS replaces the previous Quality Education Development (QED) survey. ON\*TRAC is an online, voluntary, confidential, self-assessment of computer skills. It allows teachers, administrators, and librarians the ability to assess their technological skill level by taking a two-part survey. ON\*TRAC evaluates basic computer skills and how the educator integrates technology into the classroom. It provides the ability to track statistical data about the literacy of educators at the building, district, and State level.**

- **The State’s technology program goals as prescribed by the Commission on Educational Technology are as follows:**
  - **Timely technical support is available for teachers, students and staff.**
  - **Integration of technology into the new standards-based curriculum is achieved through a strong professional development program.**
  - **High-quality content materials are available to support a standards-based curriculum.**
  - **The technology infrastructure supports appropriate access for all students and teachers, regardless of their geographic location.**

- ***In addition to the Commission on Educational Technology goals, the Office of Technology and Innovative Programs has developed the following goals:***
  - ***Provide technical assistance and professional development to help students reach high standards, and at a minimum attaining proficiency or better in reading and mathematics.***
  - ***Provide technical assistance and professional development to help Limited English Proficiency students reach high standards, and at a minimum attaining proficiency or better in reading and mathematics.***
  - ***Provide technical assistance, professional development, program guidance, and teacher technology literacy assessment to ensure that every classroom has a technology literate teacher.***
  - ***Provide a safe educational environment through providing technical assistance, professional development, and implementation of the Children’s Information Protection Act requirements.***
  - ***Through the use of technology and innovative programs, provide alternative learning processes for students to help ensure that every high school student graduates.***

**Levels of Expected Technology Integration in Nevada**

	<b>What Students and Teachers Can Do</b>	<b>Networking/ Infrastructure</b>	<b>Hardware</b>	<b>Software</b>	<b>Evaluation</b>
<b>Level I (Low Tech) Highest Priority</b>	<ul style="list-style-type: none"> <li>▪ Students have at least one hour of direct use of technology per week.</li> <li>▪ Teachers have access to a computer, printer, video display device and VCR</li> <li>▪ Teachers receive 1/2 hour a week of basic training in the use of technology.</li> <li>▪ Teachers use technology to manage instruction and communicate with parents.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Equivalent of Web/Internet access available in each classroom.</li> <li>▪ Equivalent of Video and television technology available in each classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Equivalent of at least one network computer capable of Web/Internet access.</li> <li>▪ Equivalent of at least one network computer has sufficient memory to run up-to-date multimedia learning software.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classroom computers have up-to-date networking and operating system software.</li> <li>▪ Classroom computers have up-to-date productivity software.</li> <li>▪ Classroom should have access to video resources.</li> <li>▪ Web browser software available in all classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of installation of a networked computer and other video support technologies in each classroom.</li> <li>▪ Students and teachers successful completion of a baseline test on technology concepts, applications and skills.</li> </ul>

	<b>What Students and Teachers Can Do</b>	<b>Networking/ Infrastructure</b>	<b>Hardware</b>	<b>Software</b>	<b>Evaluation</b>
<b>Level II (Mid Tech)</b>	<ul style="list-style-type: none"> <li>▪ Students have at least two hours of direct use of technology in the classroom per week.</li> <li>▪ Teachers have access to a computer, printer, video display device and VCR in their classroom.</li> <li>▪ Teachers have training in basic technology received and are continually acquiring skills and in instructional applications.</li> <li>▪ Students and teachers use technology for some presentations, projects and desktop/online publishing.</li> <li>▪ Technology is integrated into the curriculum, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Web/Internet access is available on more than one computer in each classroom.</li> <li>▪ Video and television technology available in each classroom.</li> <li>▪ Each room should have access to networked educational resources.</li> <li>▪ Connectivity supports student and teacher interactivity.</li> <li>▪ Connectivity supports improved communication with parents.</li> <li>▪ There is one technical support person for every 100 teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is at least a ratio of five students to each computer in each classroom.</li> <li>▪ All classroom computers are capable of Web/Internet access.</li> <li>▪ All classroom computers have sufficient memory to run up-to-date multimedia learning software applications.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All classroom computers have up-to-date networking and operating system software.</li> <li>▪ All classroom computers have up-to-date productivity software.</li> <li>▪ Classroom should have access to video resources.</li> <li>▪ Some curriculum-related instructional software available.</li> <li>▪ E-mail available in all classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students and teachers demonstrate minimum computer literacy.</li> <li>▪ The following areas are expected to show improvement: <ul style="list-style-type: none"> <li>-Student attendance</li> <li>-Truancy statistics</li> <li>-Discipline referrals</li> <li>-Classroom participation</li> <li>-Student performance</li> <li>-School performance</li> <li>-Curriculum improvement</li> <li>▪ District and school accountability information published on the district Web site.</li> </ul> </li> </ul>

	<b>What Students and Teachers Can Do</b>	<b>Networking/ Infrastructure</b>	<b>Hardware</b>	<b>Software</b>	<b>Evaluation</b>
<b>Level III (High Tech)</b>	<ul style="list-style-type: none"> <li>▪ Teachers, students, administrators and parents communicate via technology.</li> <li>▪ Teachers and students can select appropriate technology tools and resources when they've determine technology is useful</li> </ul>	<ul style="list-style-type: none"> <li>▪ All district buildings are connected through a district WAN.</li> <li>▪ All classrooms are connected to the district WAN via school LAN's.</li> <li>▪ Classrooms have access to worldwide library and media learning resources.</li> <li>▪ Hardware, networking and software repairs are complete in three working days.</li> <li>▪ There is one technical support person per every 50 teachers.</li> <li>▪ Television-Closed Circuit installed capability throughout all schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is at least a ratio of three students to each computer.</li> <li>▪ Computers have sufficient memory and processor speed to run multimedia applications.</li> <li>▪ Computers have network interface cards and can access and cache multimedia Web and Internet resources.</li> <li>▪ Schools have access to multiple interactive learning technologies that integrate voice, video and data.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students and teachers have access to up-to-date multimedia software.</li> <li>▪ Students and teacher have access to Internet/Web browser and video production software needed to access multimedia resources.</li> <li>▪ Students and teachers have access to e-mail, and district Intranet learning resources.</li> <li>▪ Students and teachers have access to up-to-date multimedia word processing, spreadsheet, database, presentation, and desktop publication software.</li> <li>▪ Students and teachers have access to up-to-date instructional software.</li> <li>▪ Students and teachers have access to interactive simulation software.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The following areas are expected to show improvement: <ul style="list-style-type: none"> <li>-Student attendance</li> <li>-Truancy statistics</li> <li>-Discipline referrals</li> <li>-Classroom participation</li> <li>-Student performance</li> <li>-School performance</li> <li>-Curriculum improvement <ul style="list-style-type: none"> <li>▪ -Ability to use multiple technology tools.</li> </ul> </li> </ul> </li> <li>In addition: <ul style="list-style-type: none"> <li>▪ Students can create a curriculum-related publication.</li> <li>▪ Students can make a presentation using multimedia tools.</li> <li>▪ Students can complete a curriculum-related project using multimedia tools.</li> <li>▪ District and school accountability information is published on the district Web site.</li> </ul> </li> </ul>

- b. Provide a brief summary of the SEA's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into curricula and instruction.

***The success and improvement of the following strategies will be assessed using the NOTIS, which collects infrastructure and ON\*TRAC, which collects data on teachers skills in both basic computer use and integrating technology into the classroom.***

***Nevada ranks behind other states in the ratio of students to computers. To have reasonable expectations about technology impacting student learning, Nevada's technology infrastructure will support appropriate access to all students and teachers, regardless of geographic location. Nevada will continue to invest in building the availability of multimedia computers in schools and provide for repair and maintenance needs.***

***As new academic standards are adopted, a statewide effort to redesign curriculum is needed. The NDE will work closely with the Nevada Council to Establish Academic Standards to determine the method that technology can be integrated into the curriculum. As more students and teachers gain access to the Internet and other technologies, an increased need to identify and obtain high-quality instructional materials in support of the new curriculum in a variety of formats is essential.***

***Integration of technology into the new standards-based curriculum is achieved through a strong professional development program. The legislature has established four professional development centers throughout the State. Workshops are scheduled utilizing professional development funds from the various federal programs. Teachers will be provided access to technology and support that will enable and empower them to integrate technology into their teaching strategies. Distance learning will play an important role in delivering professional development to remote areas in Nevada.***

- c. Describe key activities that the SEA will conduct or sponsor with the funds it retains at the State level. These may include such activities as provision of distance learning in rigorous academic courses or curricula; the establishment or support of public-private initiatives for the acquisition of technology by high-need LEAs; and the development of performance measurement systems to determine the effectiveness of educational technology programs.

***The NDE and the Commission on Educational Technology will grant and distribute State money to local school districts to acquire the minimal level of educational technology that is necessary to provide:***

- ***a networked computer for each classroom;***
- ***the repair, replacement or upgrade of computer hardware and software, including contracts for maintenance;***
- ***hardware, software and contracting services to provide or enhance technical support to the school districts;***
- ***the development of pilot programs that demonstrate best***

*practices for the use of educational technology to improve the achievement of pupils;*

- *support of a Distance Learning Satellite Service; and*
- *licenses to allow school libraries access to research databases and other on-line resources appropriate for pupils.*

*In cooperation with the NDE, the Legislative Bureau of Educational Accountability and Program Evaluation has signed a State-sponsored study of evaluation procedures in Nevada with Mid-continent for Education and Research (McREL). McREL will study current evaluation projects and design future evaluation activities. The NDE will continue to develop additional process and accountability measures to evaluate the effectiveness of activities integrating technology into curricula and instruction.*

d. Provide a brief description of how—

i. The SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology, and

*Through the data collected by the NOTIS and ON\*TRAC from each school and summarized at the district level, the Office of Technology and Innovative Programs will ensure that program efforts are focused on those students and teachers in high poverty, low performing, and high technology-need LEAs. This includes the equipment and connectivity needed to implement successful instructional programs in the high-need schools.*

ii. The SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program.

*The NDE will use a formula based on the poverty level of the LEAs using both percentage and number of students below the poverty level, LEA's technology need, technology literacy of teachers in the LEAs, and performance levels of schools in the LEAs. The Department's number one funding priority for competitive grants is professional development.*

*The NDE will develop two separate applications for competitive and formula grants. The competitive grants will have funding priorities based on the individual technology needs of Nevada. For example, competitive grants are projected to require at least 70% professional development, as compared to the 25% required by formula grants.*

*In awarding competitive grants, the NDE will identify the LEAs that are eligible and that received formula grant allocations that are of insufficient size to be effective, and give priority to application submitted by those LEAs. The NDE will ensure that competitive grants are of sufficient size, duration, scope and quality to carry out the purposes effectively. The NDE will ensure that an equitable distribution of competitive grant funds have been made between urban and rural areas, according to the demonstrated need of LEAs serving the areas. LEAs will be required to describe and demonstrate how projects will improve academic achievement.*

***Districts deemed ineligible for competitive grants will be encouraged to join or form a consortium with an eligible LEA. The NDE will also encourage consortia with non-profit and for-profit organizations to help in implementing professional development projects.***

8. Title III, Part A—English Language Acquisition and Language Enhancement

- a. Describe how the SEA will ensure that LEAs use program funds only to carry out activities that reflect scientifically based research on the education of LEP children while allowing those LEAs flexibility (to the extent permitted under State law) to select and implement such activities in a manner that the grantees determine best reflects local needs and circumstances.

***When applying for Title III funds, districts will have to submit an application to the NDE. One of the major sections of the application requires the applicant to identify the program to be used when working with LEP children. In this section, the following narratives/descriptions will be required:***

- ***Identification of the name(s) of any program the district intends to use with LEP students.***
- ***Identification of the student population for which the program will be used. Description of impact of the program on academic success of LEP children. Justification of why the specific program was selected for use with the identified student population.***
- ***Verification that the program reflects scientifically based research on the education of LEP children.***
- ***Description of how the identified program will complement existing programs and activities; how the agency will coordinate its program with other activities or programs.***
- ***If the district has used a particular program in the past, documentation of the results of the program will be defined.***
- ***Description of the ability and/or training of personnel to present the program.***
- ***Identification of annual measurable achievement results for LEP children using the program.***
- ***If multiple programs are to be used within the district, an identification of which program will be used in each school and the rationale for that decision.***

***School districts will be given the option of utilizing more than a single program in the district when working with LEP students. For example, a district may want to select one or more program to provide services in one or more of the following areas: transitional bilingual education, sheltered English immersion education, and ESL sheltered instruction. Districts will receive State approval for using multiple programs as long as the district can demonstrate that each program is based on scientific research and that they have a written policy that identifies student placement criteria for each program. One required component of the placement criteria would be parental choice.***

***In addition to the descriptive narrative described above which is***

***required of all applicants, each applicant will have to sign an assurance stating that program funds will only be used to carry out activities that reflect scientifically based research and that demonstrate academic success of LEP children in meeting State achievement standards.***

***The timeline for awarding the competitive subgrants for this current year was dramatically altered due to the State's inability to issue the Consolidated LEA Application to the districts. It was felt that Nevada could not issue the Consolidated LEA Application until we had reviewed the final guidelines required for the State's Consolidated NCLB Application. Because of these factors, the timeline for this year included the following:***

**June 2002:** Consolidated LEA Application distributed to all districts

**June 2002:** Stand alone or individual program applications distributed to districts

**July 1, 2002-  
June 30, 2003:** Period of Subgrant

**July 15, 2002:** Due date for all applications

**August 1, 2002:** District notified of proposed amount of subgrant

**August 1–15, 2002:** Negotiation with individual districts regarding subgrant

**August 15, 2002:** Finalization of issues related to budget, performance objectives, timelines, etc.

**September 1, 2002:** Official, signed Notification of Subgrant Award document sent to each district

*In future years, the following timeline will be observed:*

**May:** Consolidated LEA Application distributed to all districts

**May:** Stand alone or individual program applications distributed to districts

**June 1<sup>st</sup>:** Due date for all applications

**June 15<sup>th</sup>:** District notified of proposed amount of subgrant

**June 15<sup>th</sup>–25<sup>th</sup>:** Negotiation with individual districts regarding subgrant

**June 25<sup>th</sup>:** Finalization of issues related to budget, performance objectives, timelines, etc.

**July 1<sup>st</sup>:** Official, signed Notification of Subgrant Award document sent to each district

**July 1<sup>st</sup>–  
June 30<sup>th</sup>:** Period of Subgrant

- b. Describe how the SEA will hold LEAs accountable for meeting all annual measurable achievement objectives for LEP children, and making AYP that raises the achievement of LEP children.

***Nevada law requires schools to participate in the State's accountability system that includes AYP reporting and participation in the mandatory NRT and CRT tests. Although LEP status was not a separate category in previous AYP reports, Nevada has taken the necessary steps to report the achievement levels of LEP students by subgroup. In this manner, LEP students as a group will be held to the same achievement levels as all other students, and the success or failure of LEP students to reach State achievement standards will be immediately evident. If LEP students are not meeting achievement standards, schools and districts will be required to follow improvement steps identified in Section 1111 as required for all schools receiving federal funds. Since most Title I schools in Nevada have schoolwide programs, the inclusion of the Title III program when implementing school improvement plans is a natural step. NDE personnel have frequently worked cooperatively with State and federal oversight personnel to resolve performance***

*issues within individual schools. For example, NERA is a State-funded remediation program for low performing schools and traditionally site visits of NERA schools have been conducted by State NERA personnel in conjunction with Title I staff. Cooperative efforts among SEA personnel in the school improvement process will be a key feature in coordinating Nevada's accountability system.*

*In addition to monitoring for compliance with accountability requirements, Nevada strongly believes in the value of technical assistance monitoring. In this process, the Title III consultant assigned to a school district will monitor the district for compliance with State and federal funding requirements by visiting administrative offices as well as site-based programs. Using a formal monitoring instrument the Title III consultant will determine regulatory compliance. For most districts, however, meeting regulatory compliance is relatively simple. The complex and difficult job is assisting the individual schools or programs in having a positive impact on student achievement. The Title III consultant will be responsible for providing both formal and informal technical assistance during the monitor process. In many ways the technical assistance can be viewed as preventive medicine with the goal being to keep a school from being classified as "in need of improvement."*

*Monitoring will determine if the district is annually measuring the English proficiency of LEP students, but the technical assistance will assist the district in using the results of the annual measurements. Technical assistance could also result in a district deciding to use additional or alternate assessment instruments. Another use of technical assistance could involve assisting classroom teachers in using the results of the testing process to enhance future student achievement and develop individual learning plans designed to meet the needs of the individual student.*

- c. Specify the percentage of the State's allotment that the State will reserve and the percentage of the reserved funds that the State will use for each of the following categories of State-level activities: professional development; planning, evaluation, administration, and interagency coordination; technical assistance; and providing recognition to subgrantees that have exceeded their annual measurable achievement objectives. A total amount not to exceed 5 percent of the State's allotment may be reserved by the State under section 3111 (b)(2) to carry out one or more of these categories of State-level activities.

***The following represents the intended use by the State of Nevada of funds received under Title III and responds to i. and ii. above.***

Description	Percent-age	Amount
<b>TOTAL TITLE III FUNDING</b>		
<i>Subgrants to LEAs – LEP Program</i>	<i>85%</i>	<i>\$3,826,111</i>
<i>Subgrants to LEAs – Immigrant Program</i>	<i>10%</i>	<i>450,131</i>
<i>Reserved by State</i>	<i>5%</i>	<i>225,065</i>
<b>TOTAL</b>	<b>100%</b>	<b>\$4,501,307</b>
<b>TOTAL AMOUNT RESERVED BY STATE</b>		
<i>Planning/evaluation/administration/ interagency coor.</i>	<i>78%</i>	<i>\$175,551</i>

<i>Professional development</i>	13%	29,258
<i>Recognition to Subgrantees exceeding objectives</i>		
	2%	4,501
<i>Technical assistance</i>	7%	15,755
<b>TOTAL</b>	<b>100%</b>	<b>\$225,065</b>

- d. Specify the percentage of the State's allotment that the State will reserve for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth. A total amount not to exceed 15 percent of the State's allotment must be reserved by the State under section 3114 (d)(1) to award this type of subgrant.

***As indicated in the above table, a total of 10% or \$450,131 will be allocated to the immigrant program.***

- e. Describe the process that the State will use in making subgrants under section 3114 (d) to LEAs that have experienced a significant increase in the percentage or number of immigrant children and youth.

***The funds the State has identified for use by districts who have experienced a significant increase in the percentage or number of immigrant children and youth will equal 10% of the State's total Title III funding and will be awarded on a competitive basis. Nevada's definition of "significant increase in the percentage or number of immigrant children and youth" will be determined follows:***

- ***The average of the February 2000 count and the February 2001 immigrant count will be computed,***
- ***The difference between the average for 2000/2001 will be compared to the February 2002 immigrant count and the percentage of increase will be computed.***
- ***All districts with an increase of 10% or more will be classified as having a significant increase in the percentage of immigrant children and youth.***

***When determining this definition, it was noted that Clark County School District would not qualify for these funds because their average was 5,098 and the 2002 count was only 4,412. Considering that the total immigrant count for the State was 7,140 it seemed disproportionate to allocate the full 15% allowed for this category when approximately 60% of immigrant children in the State reside in a school district that will not be eligible to apply for these funds. Based on these facts, the State opted to allocate 10% of the total funds to this category and 85% to LEP services. This funding decision will also permit several small, rural districts that are experiencing dramatic increases in the number of immigrant students in their districts to apply for these funds.***

***It is projected that the RFAs for these funds will be available June 10, 2002 and applications will be due August 1, 2002. These dates were selected based on a July 15, 2002 due date for local consolidated applications and other ESEA stand-alone applications in Nevada. Since many of the applicants for these funds will be relatively small school districts who do not have large staffs devoted to grant writing, it was felt that staggering the due date of***

*this RFA will allow the districts the time to consider the many new and unique features of this funding stream. This due date will also result in funding decisions being announced the first week of September 2002 and at that time the final Census numbers should be available so the amounts awarded will accurately reflect the available funding in Nevada.*

*When applying for these funds, districts will have to submit an application to the NDE. One of the major sections of the application requires the applicant to identify the program to be used when working with immigrant children. In this section, the following narratives/descriptions will be required:*

- Identification of the name(s) of any program the district intends to use with immigrant students.*
- Identification of the student population on which the program will be used. Description of impact of the program on academic success of immigrant children. Justification of why the specific program was selected for use with the identified student population.*
- Verification that the program reflects scientifically based research on the education of LEP and/or immigrant children.*
- Description of how the identified program will complement existing programs and activities; how the agency will coordinate its program with other activities or programs.*
- If the district has used a particular program in the past, documentation of the results of the program will be defined.*
- Description of the ability and/or training of personnel to present the program.*
- If multiple programs are to be used within the district, an identification of which program will be used in each school and the rationale for that decision.*

*School districts will be given the option of utilizing more than a single program in the district when working with immigrant students. For example, a district may want to select one or more program to provide services in one or more of the following areas: transitional bilingual education, English emergent education, and ESL sheltered instruction. Districts will receive State approval for using multiple programs as long as the district can demonstrate that each program is based on scientific research and that they have a written policy that identifies student placement criteria for each program. One required component of the placement criteria would be parental choice.*

*The application will also require the identification by school and by grade of the total number of immigrant students enrolled in the district. The application will identify those schools and grades where services will be provided and a justification for not providing services at other schools or grades where immigrant students have been identified will be required.*

*Since many of the Nevada LEAs who qualify for these funds are relatively small, rural school districts emphasis will be placed on the section of the application where the LEA describes the other services available for immigrant students in the district and how*

***Title III funds will be linked or leveraged with other State and federal funds to create comprehensive services for immigrant students.***

***To assist districts in developing their applications, the NDE will hold an orientation or training sessions for all applicants. This session will include an orientation of the Title III requirements as well as the specific requirements of the RFA. In addition, NDE staff will be available to assist districts during the development of their applications. Such technical assistance will continue throughout the subgrant process and several statewide technical assistance workshops are scheduled after the subgrants are awarded.***

***As all subgrants will be awarded on a competitive basis, an important component of the application will be the needs assessment section. In this section, applicants will be required to identify the unmet educational needs of the immigrant students and the application will have to clearly explain the steps the applicant will take to satisfying the unmet needs of this population.***

***A panel of content experts will review all applications and each application will be scored using a standard scoring guideline. The following identifies the contents of the application and the maximum number of points reviewers can award each section.***

- ***Cover Page for Application for Title III – Immigrant Children and Youth Subgrant. Scoring for this section: Up to 5 points.***
- ***Budget/Expenditure Summary, Supplemental Schedule, and Allocation of District Funds Forms. Scoring for this section: Up to 25 points.***
- ***Total Number of Identified Immigrant Students by School and Grade. Scoring for this section: Up to 10 points.***
- ***Individual School/Location Budgets and Proposed Activities or Programs. Scoring for this section: Up to 25 points.***
- ***Description of Unmet Need and Coordination of Services/Programs. Scoring for this section: Up to 20 points.***
- ***District Plan Narrative. Scoring for this section: Up to 5 points.***
- ***Assurances Certification. Scoring for this section: Zero points.***

- f. Specify the number of LEP children in the State. (See definitions of "child" in section 3301 (1), and "limited English proficient" in section 9101 (25).)

**The following chart indicates the number of youth classified as LEP and immigrant in Nevada over the last three years as required by iii. and vi. above.**

<b>Date</b>	<b>LEP</b>	<b>Immigrant</b>
<b>SY1998-1999</b>	<b>34,470</b>	<b>6,902</b>
<b>SY1999-2000</b>	<b>40,469</b>	<b>7,392</b>
<b>SY2000-2001</b>	<b>40,131</b>	<b>7,059</b>

- g. Provide the most recent data available on the number of immigrant children and youth in the State. (See definition of "immigrant children and youth" in section 3301 (6).)

(Note: Section 3111 of the ESEA requires that State allocations for the Language Acquisition State grants be calculated on the basis of the number of LEP children in the State compared to the number of such children in all States (80 percent) and the number of immigrant children and youth in the State compared to the number of such children and youth in all States (20 percent). The NDE plans to use data from the 2000 Census to calculate State shares of LEP students. However, these data on LEP students will not be available for all States until September 2002. To ensure that states have access to funds as soon as they are available, the NDE proposes, for FY 2002 only, to provide an initial distribution of 50 percent of the funds under the LEP portion of the formula based on State-reported data. As soon as Census data become available, the NDE will recalculate and make final State allocations using 2000 Census data. For the 20 percent of formula funds distributed to States based on State shares of immigrant children and youth, the NDE will use the most recent State-reported data year in allocating these funds. Census does not collect data that can be used to calculate State allocations for this part of the formula.)

**The above table identifies the number of immigrant children and youth in Nevada for a three-year period.**

9. Title IV, Part A—Safe and Drug-Free Schools and Communities
- a. Describe the key strategies in the State's comprehensive plan for the use of funds by the SEA and the Governor to provide safe, orderly, and drug-free schools and communities through programs and activities that—
- i. Complement and support activities of LEAs under section 4115 (b) of the ESEA;
- ii. Comply with the principles of effectiveness under section 4115 (a); and
- iii. Otherwise are in accordance with the purpose of Title IV, Part A.

Note: The reauthorized provisions of the Safe and Drug-Free Schools and Communities (SDFSC) Program clearly emphasize well-coordinated SEA and Governors Program activities. The statute requires that significant parts of the program application be developed for each State's program, not for the SEA and Governors Programs individually. For this reason, each State must submit a single application for SDFSC SEA and Governors Program funds. States may choose to apply for SDFSC funding through this consolidated application or through a program-specific application.

#### **Title IV, Part A: Safe & Drug-Free Schools & Communities**

**Coordination:** *The NDE will coordinate the agency's activities under Subpart 1--State Grants--with the chief executive officer's drug and violence prevention programs under Subpart 1 (in this case, the BADA) and with the prevention efforts of other State agencies and other programs, as appropriate, in accordance with the provisions in section 9306. Wherever possible and practical this coordination will take place within the framework of existing commissions, councils, and coalitions. For example, the NDE will coordinate its Title IV, Part A, activities in conjunction with the input and efforts of the Governor's Commission on Substance Abuse prevention, Education, Law Enforcement, and Treatment; The Attorney General's Bully-Free Task Force; Nevada's Hate Crimes Commission; and the State's Anti-Terrorist Task Force Efforts. This will ensure the participation of all appropriate State agencies and individuals including the chief executive officer, the chief State school officer, the head of the State alcohol and drug abuse agency, the heads of the State health and mental health agencies, the head of the State criminal justice planning agency, the head of the State public safety agency, the Division of Emergency Management, the SBE, the State parent teachers association, and others.*

**SEA Grant Review Process:** *The NDE will utilize a peer review process in reviewing and approving applications from LEA. A review team(s) will be formed using volunteers from the NDE, other agencies (such as the BADA), members of community based organizations, and parents. This team will review LEA applications for Safe and Drug Free Schools and Communities funds using a rubric developed by the NDE for this purpose. Determination whether to approve an application of a LEA shall be based on the quality of the application and the extent to which the application meets the principles of effectiveness described in section 4115(a). The NDE will adhere to all requirements of the approval process as specified within Section 4114 (e), (f).*

**SEA Monitoring of Activities and Technical Assistance Efforts:** *The NDE will use a combination of desk and onsite monitoring to assure that LEA are implementing activities as described and approved in their Safe and Drug Free Schools and Communities Application. As part of the desk monitoring process LEAs will be required to complete and submit to the Department a program implementation instrument which requires a self-report/assessment of the degree and effectiveness of the district in implementing all approved components of their approved Safe and Drug Free Schools and Communities Application Plan. Districts will rate their effectiveness on a 1 to 5 scale as well as provide evidence for the accuracy of their rating, i.e. documentation of program activities, records of number of staff trained, numbers of individuals served, etc. On site monitoring will occur annually for the two largest school districts in the State, Clark County and Washoe County, and at least biennially for the remaining 15 rural school districts. This onsite review will include interviews with staff, students, parents and others regarding the quality of programs or services provided; observations of program activities; and other monitoring activities as appropriate.*

*Technical assistance will be available and provided to all LEAs upon request or as a result of difficulties uncovered through desk and on site monitoring of Safe and Drug Free Schools and Communities activities. Technical assistance may be provided via telephone, computer, on site, or*

**any combination of these. Frequency and duration of these technical assistance efforts will be reliant on the individual situation and need. All technical assistance efforts provided by the NDE will be recorded and documented. Technical assistance will also be available and provided through authorized State level activities as described in Section 4112 C(2). These activities may include; planning, developing, and implementing capacity building; technical assistance and training; evaluation; program improvement services; and coordination activities for LEAs, community-based organizations, and other public and private entities.**

- b. Describe the State's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1. These performance measures must focus on student behaviors and attitudes. They must consist of performance indicators for drug and violence prevention programs and activities and levels of performance for each performance indicator. The description must also include timelines for achieving the performance goals stated, details about what mechanism the State will use to collect data concerning the indicators, and provide baseline data for indicators (if available).

**Performance Measures: The NDE will adopt and develop a variety of performance measures for drug and violence prevention programs and activities to be funded under Subpart 1, focused on student behavior and attitudes. These indicators will be derived from the State's needs assessment instrument adapted from the Center for Disease Control's Youth Risk Behavior Survey. This instrument was adapted for Nevada through consultation between the State and local officials. In addition to the 4 performance indicators required as a part of Title IV, the following additional performance indicators and performance targets are proposed.**

**Performance Indicator #4.2: The percentage of students who indicate that they feel safe and secure at school.**

**Performance Target #4.2.1: Percentage of students who report feeling safe and secure at school always or most of the time will increase by 2% annually.**

**Performance Indicator #4.3: The percentage of students who report not going to school one or more days (during the 30 days preceding the survey) because they felt they would be unsafe at school or on their way to or from school.**

**Performance Target #4.3.1: Percentage of students who indicate that they missed school one or more days during the previous 30 days because they did not feel safe at school or on their way to or from school will decrease by 2% annually.**

**Performance Indicator #4.4: The percentage of students who report that they feel accepted at school always or most of the time.**

**Performance Target #4.4.1: Percentage of students who report feeling accepted at school always or most of the time will increase 2% annually.**

**Performance Indicator #4.5:** *The percentage of students who think people are at great risk of harming themselves if they smoke one or more packs of cigarettes a day.*

**Performance Target #4.5.1:** *Percentage of students who think people are at great risk of harming themselves if they smoke one or more packs of cigarettes a day will increase by 2% annually.*

**Performance Indicator #4.6:** *The percentage of students who think people are at great risk of harming themselves if they have 5 or more drinks of alcohol in a row within a couple of hours.*

**Performance Target #4.6.1:** *Percentage of students who think that people are at great risk of harming themselves if they consume 5 or more drinks in a row within a couple of hours will increase by 2% annually.*

**Performance Indicator #4.7:** *The percentage of students who think that people are at great risk of harming themselves if they smoke marijuana occasionally.*

**Performance Target #4.7.1:** *Percentage of students who think that people are at great risk of harming themselves if they smoke marijuana occasionally will increase 2% annually.*

- c. Describe the steps the State will use to implement the Uniform Management Information and Reporting System (UMIRS) required by section 4112 (c)(3). The description should include information about which agency(ies) will be responsible for implementing the UMIRS, a tentative schedule for implementing the UMIRS requirements, as well as preliminary plans for collecting required information.

**The NDE will be the agency responsible for implementing the UMIRS. The data collection and reporting requirements are currently being implemented as follows:**

- ***Truancy rates are part of the Department's School Accountability Data Elements that are collected annually and reported on a school-by-school basis. We will make some adjustments to the definition of truancy to provide for a more accurate recording and reporting of truancy rate. This adjustment should be in place for the 2002-2003 school year.***
- ***The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State. This information is also being collected and reported annually by school through the School Accountability Data Elements. We currently collect and report on "the number of student suspensions, expulsions, referral to alternative education or home bound at the school or district level involving incidents such as Violence to Staff, Violence to Students, Drug Possession, and/or Weapon Possession." We will adjust the data collection to disaggregate out suspensions and expulsions and bring our drug and violence definers in line with Nevada Revised Statute. This should also be operational at the start of the 2002-2003 school year.***

- *The types of curricula, programs, and services provided by the chief executive officer, the SEA, LEAs, and other recipients of funds under Subpart 1—State Grants. We will develop and distribute a collection form that will be provided to all Title IV Subpart A grant recipients. Required information will be collected and aggregated into a report to be past of the overall UMIRS. The target date for initiating this collection process will be by the beginning of the 2002-2003 school year.*
- *The incidence and prevalence, age of onset, perception of social disapproval of drug use and violence in schools and communities. This information is currently being collected and reported biennially for all districts in Nevada through the Youth Risk Behavior Survey. We proposes to create or adopt a anonymous teacher survey to comply with the requirement of UMIRS. This addition should be in place during the fall of the 2002-20003 school year.*

10. Title IV, Part A, Subpart 1, section 4112 (a) -- Safe and Drug-Free Schools and Communities: Reservation of State Funds for the Governor [Goal 4]

- a. The Governor may reserve up to 20 percent of the State's allocation under this program to award competitive grants or contracts. Indicate the percentage of the State's allocation that is to be reserved for the Governor's program.

**20%**

- b. The Governor may administer these funds directly or designate an appropriate State agency to receive the funds and administer this allocation. Provide the name of the entity designated to receive these funds, contact information for that entity (the name of the head of the designated agency, address, telephone number) and the "DUNS" number that should be used to award these funds.

***BADA has been designated by the Governor as the appropriate State agency to administer this allocation. Maria Canfield, Chief, BADA. The address is 550 E King Street, Carson City, NV 89701. The telephone number is (775) 684-4190.***

11. Title IV, Part A, Subpart 2, section 4126 -- Safe and Drug-Free Schools and Communities: Community Service Grants [Goal 4]

Describe how the SEA, after it has consulted with the Governor, will use program funds to develop and implement a community service program for suspended and expelled students.

***Community Service Grants will be awarded to organizations and agencies statewide that are currently providing service learning opportunities for school age populations. In order to be able to receive funding through these grants, applicants must meet the following criteria/requirements:***

- ***Meet the definition of Service-Learning as established by the National and Community Service Trust Act of 1993. Service Learning:***

- (a) *Is a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities;*
- (b) *Is coordinated with an elementary school, secondary school, institution of higher education, or community service program and the community;*
- (c) *Helps foster civic responsibility;*
- (d) *Is integrated into and enhances the academic curriculum of the students, or the education components of the community service in which the participants are enrolled;*
- (e) *And provides structured time for students or participants to reflect on the service experience.*

and,

- *Provide assurance that any funds received will be used to enhance/expand program functions to include suspended and expelled students into their service learning projects.*

*Eligible entities will be notified of the opportunity to apply for funding under the Community Service grant Project mid-August. Interested parties may submit a proposal to receive funding by submitting a completed application by a mid-September submission deadline. Successful applicants will be notified and receive initial funding on or around October 1, 2002. Amount of individual contracts will be dependent on the number of applicants for funds, quality of applications and proposed community activities and number of suspended/expelled students to be served.*

*Applications will be reviewed by a peer review process. Selection criteria will include meeting the appropriate service learning definition; assuring the use any funds received to support the inclusion of suspended and expelled students; and demonstrates success in providing effective, scientifically defensible service learning projects. An emphasis and priority will be placed on a programs plan to promote academic achievement of participating students in keeping with the intent of the Service Learning Grant component of Title IV, Part A, Section 4126.*

*Successful applicants will also be required to report on how they will monitor, evaluate, and disseminate information related to program effectiveness.*

12. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers [Goals 1, 2, and 5]

Identify the percentage of students participating in 21<sup>st</sup> CCLC who meet or exceed the proficient level of performance on State assessments in reading and mathematics. The State must collect baseline data for the 2002-2003 school year, and submit all of these data to the NDE no later than early September of 2003 by a date the NDE will announce.

***Baseline data will be collected during the 2002-2003 as required and submitted to the USDOE when requested.***

13. Title V, Part A -- Innovative Programs [Any goal(s) selected by State]

- a. In accordance with section 5112 (a)(1) of the ESEA, provide the SEA's formula for distributing program funds to LEAs. Include information on how the SEA will adjust its formula to provide higher per-pupil allocations

to LEAs that have the greatest numbers or percentages of children whose education imposes a higher-than-average cost per child, such as

- i. Children living in areas with concentrations of economically disadvantaged families;
- ii. Children from economically disadvantaged families; and
- iii. Children living in sparsely populated areas.
- iv. Identify the amount or percentage the State will reserve for each State-level activity under section 5121, and describe the activity.

***To ensure that the districts serving the greatest number/percentage of economically disadvantaged students and those living in sparsely populated areas receive higher per pupil allocations, the SEA will use a formula based on a weighted enrollment and an equalized support ratio for distributing Title V funds to LEAs.***

***The weighted enrollment ratio is developed by public school enrollment figures, private school enrollment figures (where applicable), free and reduced lunch count, and the child poverty count. This ratio addresses children living in areas with high concentrations of economically disadvantaged families and children from economically disadvantaged families.***

***The Equalized Support Ratio is determined each session by the Nevada State Legislature using criteria based on a county's transportation costs, tax base, bonding capacities, buying power, and cost of living to determine those counties with higher than average expenses. This ratio ensures a higher than average cost per child for children living in sparsely populated areas. The weighted enrollment is multiplied by the equalized support ratio to provide the final per pupil and district allocation.***

***The NDE will use an amount equal to or less than 15% of the total funds reserved for State use for the administration of programs under this part.***

***Of the 15% reserved for State use, 15% will be used for activities that include allocating funds to LEAs, planning, supervising, and processing SEA funds, and monitoring and evaluating programs under this part. The SEA will distribute 100% of any new funding above the FY2002 appropriation to LEAs.***

***Of the remaining 85%, 68% will be used for statewide education reform, school improvement programs and technical assistance and direct grants to LEAs, which assist such agencies under section 5131; 4.25% will be used to support the design and implementation of high-quality yearly student assessments; 8.5% will be used to support the implementation of challenging State and local academic achievement standards; and 4.25% will be designated for the support of programs to assist in the implementation of the policy described in section 9507.***

***Listed below is the timeline for awarding subgrants under Title V, Part A for the current year:***

***May 13, 2002 Individual Program Application***

*submitted to all districts.*

***June 2002***                    ***Consolidated Application distributed to all districts.***

***July 15, 2002***   ***Due date for all applications.***

***August 1, 2002*** ***District notified of proposed amount of subgrant.***

***August 15, 2002***        ***Finalization of issues related to budget, performance objectives, timelines, etc.***

***September 1, 2002***    ***Notification of Subgrant Award document sent to each district.***

***The above dates are a conservative timeline estimation to notify, finalize and issue subgrant award documentation to the districts. When possible, the SEA will endeavor to move these dates forward.***

14. Title VI, Part A, Subpart 1, Section 6111 – State Assessments Formula Grants [Goals 1,2,3,5]

Describe how the State plans to use formula funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111 (1) and (2).

**Budget Planning**

***NCLB requires a seamless relationship between standards, assessments, accountability, and school improvement. Use of federal funds to achieve this connection is planned as follows:***

- 1) ***Contract assessment services for grade 4, 6, and 7 CRT's.***
- 2) ***Allocation of funds to grade 3, 5, and 8 CRT programs to ensure the "vertical" link between the assessments.***
- 3) ***Allocation of funds to support the customization of the NRT program.***
- 4) ***Expansion of the testing program to provide electronic/interactive reporting services.***
- 5) ***Increased funding for studies in support of the program including alignment studies, construct validity studies, and other validity and reliability studies.***
- 6) ***Increased funding for the preparation of professional development materials, activities, and opportunities designed to drive data-driven decision making.***
- 7) ***Two full-time equivalent assessment consultant positions.***
- 8) ***One full-time equivalent assessment/accountability consultant position.***
- 9) ***Two full-time equivalent assessment/school improvement consultant positions.***
- 10) ***Upgrading a current support position to program officer status based on changing job requirements as a result of NCLB.***
- 11) ***Two full-time equivalent support positions.***
- 12) ***Two half-time university research assistantships for ongoing research activities.***
- 13) ***Expansion of the testing program to provide preK-3 literacy assessments.***
- 14) ***Possible purchase of electronically driven benchmark assessments.***
- 15) ***Provide funding for the prioritization of content standards for the purpose of State assessment.***

15. Title VI, Part B, Subpart 2—Rural and Low-Income School Program

- a. Identify the SEA's specific measurable goals and objectives related to increasing student academic achievement; decreasing student dropout rates; or improvement in other educational factors the

SEA may elect to measure, and describe how Rural and Low-Income School program funds will help the SEA meet the goal and objectives identified.

- b. Describe how the State elects to make awards under the Rural and Low-Income School Program:
  - i. By formula proportionate to the numbers of students in eligible districts;
  - ii. Competitively (please explain any priorities for the competition); or
  - iii. By a State-designed formula that results in equal or greater assistance being awarded to school districts that serve higher concentrations of poor students.

Note: If a State elects this option, the formula must be submitted for ED approval. States that elect this option may submit their State-designed formulas for approval as part of this submission.

***On March 15, 2002 Nevada submitted the spreadsheet for the Small, rural School Achievement Program and the Rural Low-Income School Program to the Office of School Support and Technology Program. In this submission, Nevada requested approval of the State's definition of "rural" and submitted information related to county density. The approval of this request was received May 1, 2002, thus making all Nevada school districts that would have been eligible for Rural and Low-Income School Program funds eligible for the Small, Rural School Achievement Program. Participation in the Small, Rural School Achievement Program will result in increased funding for Nevada's LEAs. With all of Nevada's LEAs qualifying for the Small, Rural Achievement Program, the State will not qualify for rural and Low-Income School Program funds.***

## KEY FISCAL

- II. Key fiscal information.

### ***GEPA 427 Information***

***Include a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted programs for students, teachers, and other program beneficiaries with special needs. Provide this description only for projects or activities that it carries out with funds reserved for State-level uses.***

***NDE conducts numerous activities to ensure compliance with the requirements of GEPA. First, there are both State- and federally-funded positions within the NDE whose primary function is to ensure that equity requirements are met. These positions include a multi-cultural consultant and an Indian education consultant (State-funded) and Consultants within Title I and Title III whose job duties include providing services to special populations of students who would traditionally be considered potentially "at risk." Additionally, the NDE houses an entire office—the Office of Special Education and Diversity Programs—whose function is to focus on the needs of traditionally underserved populations and to ensure that both State and federal funds are used to provide equitable services to all student populations in the State. These activities include providing professional development that is focused on the needs to the diverse learner. NDE has also established a bias-review process which is used during all stages of test development so that statewide assessments are free of bias that would negatively impact diverse learners.***

1. Consolidated Administrated Funds

- a. Does the SEA plan to consolidate State-level administrative funds?

***The NDE has no current plan to consolidate Administrative funds. Should it become apparent that such a consolidation of funds is appropriate in the future, the State will seek to amend its consolidated application, accordingly.***

- b. Please describe your plans for any additional uses of funds

***N/A***

2. Transferability

Does the State plan to transfer non-administrative State-level ESEA funds under the provisions of the State and Local Transferability Act (sections 6121 to 6123 of the ESEA)? If so, please list the funds and the amounts and percentages to be transferred, the program from which funds are to be transferred, and the program into which funds are to be transferred.

Note: If the State elects to notify ED of the transfer in this document, the plan described in response to provisions of appendix B should be that in effect after the transfer. If the State does not plan to transfer funds at this time, it may do so at a later date. To do so, the State must (1) establish an effective date for the transfer, (2) notify the Department (at least 30 days before the effective date of the transfer) of its intention to transfer funds, and (3) submit the resulting changes to the plan as discussed in this appendix C by 30 days after the effective date of the transfer.

***The NDE has no current plan to transfer non-administrative funds under the provisions of the State and Local Transferability Act (sections 6121 and 6123 of the ESEA. If, in the future it appears that there will be a need to consider such transferability options, NDE will seek to amend its consolidated application, accordingly.***

**Competitive Assessment Funds**

***The NDE intends to apply for competitive assessment funds to conduct research in support of its assessment initiatives. Nevada has approached two other state departments (Wyoming and Louisiana) to form a consortium to define research questions and to eventually carry-out the research agenda. States have preliminarily agreed to work as a consortium. The consortium will be elaborated upon by including local universities, the Center for Assessment, StandBAAC Consulting, and possibly a regional laboratory (WestEd).***

***The states intend to focus research efforts on issues of accountability and the validity of performance interpretations focusing on alternate assessment issues (LEP emphasis), small school or populations, and the interaction of those two factors.***

***Nevada and the consortia intend to forward the formal proposal to the USDOE before the September 15, 2002 deadline. If through time it appears that the consortium is not a viable option, Nevada intends to submit a proposal in which its partnership would include all those mentioned above with the exception of the partner states.***