

NEVADA DEPARTMENT OF EDUCATION

Title II, Part A

GUIDANCE and APPLICATION



2023-2024 and 2024-2025

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Introduction

Nevada's Statewide Plan for the Improvement of Pupils (STIP)

Nevada's Recommended Priorities are rooted in the original 2020 strategic planning process that included direct input from each district in Nevada. The STIP is framed by six NDE values which represent essential aspects of our work:

- **Equity:** The learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status.
- **Access to Quality:** Students, educators, and families have opportunities to take full advantage of Nevada's education system, regardless of their zip code, district, or setting.
- **Success:** Lead the nation in the excellence and rigor of our standards, assessments, and outcomes for students and educators.
- **Inclusivity:** Learners are served in their least restrictive environment in culturally responsive and sustaining schools.
- **Community:** NDE collaborates with educators, districts, families, stakeholders, and partner agencies to lead a high-performing and responsive system of education for all Nevadans.
- **Transparency:** Districts, schools, and communities are served through efficient and effective use of public funds and fulfillment of statutory responsibilities.

The NDE STIP includes six Goals for 2025, which are intentionally focused toward implementation of effective and high impact activities to realize the commitment to Nevada educators and students.

Title II, Part A is most strongly aligned with Goal 2 and identified strategies included below:

- **Goal 2:** All students have access to effective educators.
 - **Equity:** Ensure effective educators in low-performing schools.
 - **Access to Quality:** Provide quality professional learning.
 - **Success:** Decrease licensed educational personnel vacancies.
 - **Inclusivity:** Serve students in the Least Restrictive Environment.
 - **Community:** Increase candidates in the educator pipeline.
 - **Transparency:** Engage in effective communication.

Overview Of Title II, Part A Program

Purpose

ESSA SEC. 2001 [20 U.S.C. 6601] The purpose of this title is to provide grants to State educational agencies and sub grants to local educational agencies to—

- 1) increase student achievement consistent with the challenging State academic standards;
- 2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- 3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- 4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title II, Part A 2022 Award

Nevada’s fiscal year (FY) 2024--school year (SY) 2023-2024--State allocations for Title II, Part A Supporting Effective Instruction (TIIA) are based on the Consolidated Appropriations Act, 2023, which became law on December 29, 2022. In calculating the final allocations ED applied:

- Percentages applicable to FY 2023 (and succeeding fiscal years) under sections 2101(b)(2)(A)(iv) and 2101(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) with respect to a State’s ages 5 to 17 population and ages 5 to 17 population in poverty. See pages 15-16 in ED’s November 2016 guidance on ESSA fiscal changes, available at: <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf> for more information about sections 2101(b)(1)(C) and 2102(b)(2)(B)(ii).
- The State TIIA hold harmless requirement no longer applies.

The preliminary allocations found below are based on the Title II, Part A **preliminary allocation table** received 01/24/2023, which shows the maximum amount of State level reservations and the minimum amount that must be allocated to local educational agencies.

Nevada FY24 (Federal Fiscal Year 2023) **Preliminary** Allocation
(based on the Consolidated Appropriations Act, 2023)

• Total Title II, Part A Allocation	\$20,666,458
• Maximum Reservation for State Activities (5%)	\$1,033,322
• Maximum Reservation for Administration (1% of the 5% State Activities)	\$206,664
• Maximum Amount of Optional School Leader Reservation (2.85%)	\$588,994
Total Allocation LEA Formula Subgrants (92.15%)	\$19,044,142

SY2023-SY2024: TIIA Nevada *preliminary* allocations; note preliminary allocations typically differ from the final allocations due to the expected availability in June of updated State level ages 5 to 17 population data from the U.S. Census Bureau.

Title II, Part A: Supporting Effective Instruction/Teacher & Principal Training	Fiscal Year	2023 Award <i>Preliminary</i> Allocations received: 1/24/2023	2023 Award <i>Final Allocation</i> received: 6/22/2023
Carson City SD	2024	276,571.38	278,074.16
Churchill County SD	2024	77,261.80	73,408.73
Clark County SD	2024	11,072,478.29	10,469,484.40
Douglas County SD	2024	141,202.85	141,186.88
Elko County SD	2024	249,348.92	249,109.37
Esmeralda County	2024	3,684.21	3,517.05
Eureka County	2024	-	-
Humboldt County SD	2024	101,766.58	101,707.29
Lander County SD	2024	36,512.82	36,552.98
Lincoln County SD	2024	23,397.25	23,080.57
Lyon County SD	2024	270,289.11	269,216.66
Mineral County SD	2024	32,399.66	32,606.55
Nye County SD	2024	297,609.42	297,937.04
Pershing County SD	2024	27,884.71	28,942.68
State Sponsored Charter Schools (based on FY23 data)	2024	4,503,854.13	5,129,809.66
Storey County SD	2024	8,288.18	8,468.50
Washoe County SD	2024	1,883,505.73	1,882,494.74
White Pine County SD	2024	38,087.02	39,327.41
TOTALS		\$19,044,142.08	19,064,924.67

Program Requirements

Local Application: (link) [Title II, Part A Application Template](#)

A local educational agency shall apply to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.

- 1) *Contents of Application.* Each application shall include the following:
 - (a) A description of the activities to be carried out and how these activities will be aligned with challenging State academic standards
 - (b) A description of the systems of professional growth and improvement, including alignment with the Nevada Professional Development/Learning Standards
 - (c) A description of how the local educational agency will prioritize funds to schools implementing comprehensive support and improvement activities and targeted support and improvement activities
 - (d) A description of how the local educational agency will use data and ongoing consultation to continually update and improve activities supported with TIIA
 - (e) An assurance that the local educational agency will comply with section 8501, regarding participation by private school children and teachers
 - (f) An assurance that the local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs

- 2) *Activity Plan.* All activities shall be in accordance with the purpose of TIIA. The description of each activity shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students. An activity can also be described as providing services for identified student needs. For each activity:
 - a. identify Nevada priorities and/or use of allowable fund activity
 - b. identify and describe “evidence-based” level
 - c. develop an action plan(s), including improvement goals to address identified needs, objectives, strategies, timeline, person(s) responsible, resources needed/budget, indicators of success, evaluation plan with results and measurable impact on educator effectiveness and student achievement

- 3) *Consultation.* (link) [Application Development Consultation](#)
In developing the application, a local educational agency shall
 - (a) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of TIIA;
 - (b) seek advice from the individuals and organizations described in subparagraph (a) (above) regarding how best to improve activities to meet the purpose of TIIA; and
 - (a) coordinate activities under TIIA with other related strategies, programs, and activities being conducted in the community.

Nevada Academic Content Standards

Nevada Academic Content Standards serve as a model for effective teaching and learning by informing educators what the foundational outcomes of a course of study should be. Setting high standards ensures all students will be college and career ready upon graduation from high school.

Standards are essential because: standards set clear and measurable goals to inform instruction and measure achievement. All children must have access to high quality and rigorous instructional materials and resources. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get knowledge and skills necessary for success beyond the classroom.

The development, review, and revision process involve stakeholders throughout Nevada and is an ongoing and critical component to ensuring Nevada students in every classroom receive current and relevant learning experiences.

TIIA activities are for the purpose of increasing student achievement consistent with the challenging State academic standards. Nevada Academic Content Standards can be found at: http://www.doe.nv.gov/Nevada_Academic_Content_Standards/

Educator Effectiveness and Capacity

One purpose of TIIA is to improve the quality and effectiveness of educators. Toward this end, TIIA funds are frequently used to provide activities that deepen the understanding of academic subjects and strengthen instructional practices to address this purpose.

All professional learning activities should meet the statutory definition: ESSA defines professional development as "... high quality, sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and not 1-day or short-term workshops or conferences." [ESEA Section 8101(42)]. Additionally, in Nevada, all activities should be aligned with the Nevada Professional Development/Learning Standards.

Professional Learning activities are expected to be clearly described in a professional development plan, including:

- WHAT:* What is the purpose of the activity?
 - What knowledge and skills are participants receiving?
 - What are the measurable outcomes of the professional learning activity?
- WHO:* Who are the participants?
- HOW:* How is impact measured?
 - How will implementation of learned knowledge be measured?
 - How will impact on student learning be measured?
 - How will this activity drive continuous professional growth?
 - How will this activity drive continuous improvement of future activity?

Professional Development Standards

Approved Regulation of the State Board of Education, LCB File No. R093-18, Effective September 27, 2018, found at: <https://www.leg.state.nv.us/Register/2018Register/R093-18AP.pdf>

Approved Regulation R093-18: Professional development training for teachers and administrators employed by a school district or a charter school must:

- (a) Provide learning experiences for teachers and administrators that increase the effectiveness of teachers and administrators and improve the results for all pupils;
- (b) Occur within learning communities committed to continuous improvement, collective responsibility and alignment with goals;
- (c) Be provided by skillful leaders who develop capacity within, advocate for and create systems of support for learning by teachers and administrators;
- (d) Prioritize, monitor and coordinate resources for teacher or administrator learning;
- (e) Use a variety of sources and types of pupil data, teacher or administrator data and other data deemed appropriate to plan, assess and evaluate learning by teachers and administrators;
- (f) Integrate theories, research and models of human learning to achieve the outcome intended;
- (g) Apply research on change and sustain support for implementation of learning by teachers and administrators for long-term change;
- (h) Align outcomes with the performance of a teacher or administrator and curriculum standards required for a pupil;
- (i) Focus on equitable access, opportunities and outcomes with an emphasis on achievement and disparity of opportunities between groups of pupils; and
- (j) Facilitate self-examination by a teacher or administrator of his or her awareness, knowledge, skills and actions that pertain to culture and how he or she can develop culturally responsive strategies to enrich educational experiences for all pupils.

Professional Development providers no longer need pre-approval from the Department of Education to provide professional development activities. Providers need to complete an Annual Assurances document each school year. Once NDE receives the Annual Assurances document, the provider will be added to our Approved Continuing Education Providers [webpage](#). At the conclusion of the professional development activity, the provider is responsible for providing a certificate, letter, or transcript to the educator indicating:

1. Name of provider
2. Name of activity
3. Name of participant
4. Date or date range of activity
5. Number of instructional hours for the activity
6. Do not use NDE name or logo on your certificate, letter, or transcript

The educator will upload this certificate, letter, or transcript into their OPAL account each calendar year as 15 hours of professional development is required each calendar year.

Equitable Distribution of Teachers and Resources:

In alignment with TIIA Purpose (4), data for three metrics is collected annually per ESEA section 1111(g)(1)(B). The Nevada ESSA Plan includes the following terms and definitions:

Ineffective teacher: one who receives either a “developing” or “ineffective” rating on the Nevada Educator Performance Framework during the prior academic year. (Note the change in language due to passage of AB320 by 2017 Legislature.)

Out-of-field teacher: one who holds licensure in an area other than the grade level or subject area of the current teaching assignment. This may include, but is not limited to, one who is issued a conditional or provisional license or one who is teaching Special Education via the Nevada Alternative Route to Certification (ARC)/Option Program.

Inexperienced teacher: one who has less than three full years of licensed, contracted teaching experience.

TIIA supported activities are expected, in part or in whole, to ensure that low income and minority children in Title I schools are not served at disproportionate rates by ineffective, out-of-field, and/or inexperienced teachers. Strategic design of activities can meet multiple TIIA purposes and include embedded efforts to reduce/eliminate areas of disproportionality. The following alignment is provided as a suggestion:

TIIA purpose	EDT metric	Activity to address the metric
Improve the quality and effectiveness of educators	<i>Ineffective</i>	Professional Learning and Development Mentoring, Model teachers and/or classrooms Coaching
Increase student achievement	<i>Ineffective</i>	Application/implementation of professional learning and development to demonstrate increased effective instructional practices and increased knowledge and skills
Increase the number of effective educators	<i>Inexperienced</i>	Retention efforts
Increase the number of effective educators	<i>Out-of-Field</i>	Recruitment and retention efforts

As an example, it is possible that an inexperienced teacher is provided high impact professional learning and development layered with supports such as mentoring and coaching. The ideal outcome is that student achievement data of this inexperienced teacher will not be significantly different when compared to the data of experienced teachers. In this example, the metric *inexperienced* will not indicate disproportionality (a significant equity gap will not exist).

ESSA's Evidence-based Criteria

ESEA emphasizes the use of evidence-based activities, strategies, and interventions. The term 'evidence-based,' when used with respect to a State, local educational agency, or school activity, means an intervention that demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* (ESSA section 8101(21)(A) of the ESEA). The criteria for identifying "evidence-based" interventions based on each of ESSA's four levels are as follows:

Level 1: Strong Evidence – Level 3: Promising Evidence includes an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes:

- ❖ *Strong Evidence*: at least one well-designed and well-implemented experimental study (e.g., a *randomized control trial WWC Evidence Standards without reservations*) on the intervention.
- ❖ *Moderate Evidence*: at least one well-designed and well-implemented *quasi-experimental study* on the intervention.
- ❖ *Promising Evidence*: at least one well-designed and well-implemented correlational study with statistical controls for selection bias on the intervention.

Level 4: Demonstrates a Rationale is an activity that is likely to improve student outcomes:

- ❖ *Demonstrates a Rationale*: the evidence cited is based on: high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention

All ESSA Evidence Based activities are expected to describe and demonstrate the application in the local context, and the impact on promising practices, increased rigor, etc.

Private School Equitable Service:

Since the passage of the ESEA in 1965, local educational agencies have been required to provide equitable services to private school students, teachers, and, in some cases, other education personnel and parents under a number of the ESEA programs.

ESSA strengthens and enhances the equitable services provisions. An LEA must determine the amount of funds available for providing equitable services prior to any expenditures or transfers of funds (link): [Private School Equitable Service Formula](#).

Funds allocated to an LEA for educational services and other benefits to eligible private school children, teachers and other educational personnel, and families must be obligated in the fiscal year for which the funds are received by the LEA.

An LEA must conduct timely consultation with private school officials to design appropriate equitable services so that those services can begin at the beginning of the school year for which the funds are appropriated (link) [Sample Template for LEA Affirmation of Consultation with Eligible Private Schools](#).

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children.

Before an LEA may transfer TIIA, funds it must engage in timely and meaningful consultation with appropriate private school officials. An LEA, after consulting with appropriate private school officials, must provide equitable services to private school students and teachers based on the rules of each program and the total amount of funds available to each program after a transfer.

Transferability of Funds

The ESSA amended the transferability authority by changing the programs from and to which an LEA may transfer funds and removing limits on the amount of funds that may be transferred. Title programs from which an LEA may transfer funds include Title II, Part A, and Title IV, Part A. An LEA may not transfer funds it receives under any other ESEA Program. An LEA may transfer all or a portion of funds it receives for TIIA. The transferability authority is subject to the equitable services requirements.

Title programs to which an LEA May Transfer Funds include Title I, Part A-Improving basic programs operated by LEAs; Title I, Part C – Education of migratory children; Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk; Title II, Part A – Supporting effective instruction state grants; Title III, Part A – State grants for English language acquisition and language enhancement; Title IV, Part A – Student support and academic enrichment grants; and Title V, Part B – Rural education.

Allowable Use of Funds (2 CFR 200.403, 2 CFR 200.404, 2 CFR 200.405):

Required narratives in ePage explain the purpose of the funds and identify the intended beneficiaries. All funds must be budgeted for clear, defined, and approved purposes. Approval of a Title II Part A (TIIA) application signifies the activities and budgeted amounts meet federal and state requirements, and the district may begin to implement the approved activities.

Proposed expenditures must be:

- **Reasonable:** The proposed expenditures are not excessive in cost and are based on prudent and sound fiscal/purchasing practices.
- **Allowable:** The initiatives and activities meet the TIIA purpose and program intent to support effective instruction, and meet specific program and state stipulations including EDGAR and state specific conditions imposed on the grant.
- **Necessary:** The proposed initiatives and activities are essential for carrying out the TIIA program, the need is supported in the needs assessment, and consistent with the approved program plan and budget.
- **Documentable:** The district can readily document the reasonableness, necessity, and allocability of the expenditures through an established allowability procedure, needs assessment, standard purchasing processes or district policy.

Supplement Not Supplant

Section 2212 (g) [20 U.S.C. 6632] provides that Title II, Part A funds must be used to supplement, and not supplant, any non-Federal funds that would otherwise be used for authorized TIIA activities.

Supplement – to add to; to enhance; to expand; to increase; to extend.

Supplant – to take the place of; to replace by something else.

Supplement Not Supplant Presumptions:

The goal of SNS for TIIA is to be sure that the funds are spent in addition to and do not replace services that eligible students would otherwise receive. The test is an expense-by-expense measure. **Supplanting is presumed** if any of the following is true, according to federal fiscal guidance (2 CFR Part 200, Appendix XI):

1. Funds are used to provide services that are required under other federal, state, or local laws.
2. Funds provide services that the district provided with non-federal funds in the prior year.
3. Funds provide services that the district would otherwise provide without federal funds.

Supplement, Not Supplant guiding questions:

- Were local funds used to pay for the program in prior years?
 - If the answer is yes, you are using federal funds to replace local funds.
- Is the program required by federal, state, or local law?
 - If the answer is yes, you are supplanting because the activity is required.
- If I did not have federal funds available to conduct this activity, would I still conduct it with state or local funds?
 - If the answer is yes, you are likely supplanting because it is no longer supplementary.

These presumptions may be overcome if the district can demonstrate that it would/could not have provided the services absent the availability of these federal funds.

ESSA Local Use of Funds Section 2103 [20 U.S.C 6613]

- (a) IN GENERAL.—A local educational agency that receives a subgrant under section 2102 shall use the funds made available through the subgrant to develop, implement, and evaluate comprehensive programs and activities described in subsection (b), which may be carried out—
- (1) through a grant or contract with a for-profit or nonprofit entity; or (2) in partnership with an institution of higher education or an Indian tribe or tribal organization (as such terms are defined under section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b)).
- (b) TYPES OF ACTIVITIES.—The programs and activities described in this subsection—
- (1) shall be in accordance with the purpose of this title; (2) shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students; and 3) may include, among other programs and activities—
- (A) developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that—
- (i) is based in part on evidence of student achievement, which may include student growth; and
 - (ii) shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders;
- (B) developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide—
- (i) expert help in screening candidates and enabling early hiring;
 - (ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;
 - (iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;
 - (iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to—
 - (I) improve classroom instruction and student learning and achievement; and
 - (II) increase the retention of effective teachers, principals, or other school leaders;
 - (v) the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions; and
 - (vi) a system for auditing the quality of evaluation and support systems;

- (C) recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;
- (D) reducing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;
- (E) providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—
 - (i) effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);
 - (ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the ‘Family Educational Rights and Privacy Act of 1974’) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;
 - (iii) effectively engage parents, families, and community partners, and coordinate services between school and community;
 - (iv) help all students develop the skills essential for learning readiness and academic success;
 - (v) develop policy with school, local educational agency, community, or State leaders; and
 - (vi) participate in opportunities for experiential learning through observation;
- (F) developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;
- (G) providing programs and activities to increase—
 - (i) the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and
 - (ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;
- (H) providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to

improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;

- (I) carrying out in-service training for school personnel in—
 - (i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;
 - (ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;
 - (iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and
 - (iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;

- (J) providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—
 - (i) early entrance to kindergarten;
 - (ii) enrichment, acceleration, and curriculum compacting activities; and
 - (iii) dual or concurrent enrollment programs in secondary school and postsecondary education;

- (K) supporting the instructional services provided by effective school library programs;

- (L) providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;

- (M) developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;

- N) developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;

- O) providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and

- (P) carrying out other activities that are evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title.

Unique Fiscal Requirements

- Funding Availability: obligation and expenditure 27 months

SY2023-24: July 1, 2023-September 30, 2024 and tydings Oct 1, 2024-Sept 30, 2025*

**General Education Provisions Act Section 421(b): funds not obligated by the end of the funding period remain available for obligation and expenditure at the local level for an additional 12 months*

- Carryover of Funds: No limit on percentage of carryover funds
- Total Period of Performance: 27 months

- Requests for Reimbursement: due monthly
- Approval for Quarterly RFRs

Subrecipients who would like to request permission to submit RFRs on a quarterly, rather than monthly, basis must submit a formal request that includes

- A Memo on official letterhead addressed to Deputy Superintendent Megan Peterson
- Signed by the District Superintendent or Chief Financial Officer
- With a detailed justification for why the request is being made
- Send via email to grantsinfo@doe.nv.gov and sidcompliance@doe.nv.gov
- For subrecipients who are approved for quarterly submission ONLY, RFRs are due on the 15th of the month following end of the quarter, as below:

Qtr #	Expenses Incurred During	RFR Due Date
1	July 1 – Sept 30	Oct 15
2	Oct 1 – Dec 31	Jan 15
3	Jan 1 – Mar 31	Apr 15
4	Apr 1 – Jun 30	July 15

Maintenance of Effort

An LEA may receive funds under a covered program for any fiscal year only if the SEA finds that either the combined fiscal effort per student or the aggregate expenditures of State and local funds with respect to the provision of free public education by the LEA for the preceding fiscal year was not less than 90 percent of the combined fiscal effort per student or aggregate expenditures for the second preceding fiscal year.

ESSA’s flexibility regarding reduction of an LEA’s allocation for failing to maintain effort: An SEA must reduce an LEA’s allocation under a covered program if the LEA fails to maintain effort in a given fiscal year, and also failed to maintain effort in one or more of the five immediately preceding fiscal years.

Title II, Part A Monitoring

The purpose of the Title II, Part A program monitoring is to:

1. Determine compliance with federal (ESSA SEC. 2001 [20 U.S.C. 6601]) and state guidelines.
2. Determine strength of internal controls aimed to ensure accountability for approved grant objectives and budgets.
3. Serve as a tool to inform program improvement and demonstrate internal review/assessment to continuously improve [*refer to 2 CFR Part 200.328-343*].

TIIA Monitoring Component one—desktop monitor rubric and assurance

Desktop monitoring: annual monitor requirements can be minimally met by completing the desktop monitoring process.

The TIIA LEA Programmatic Monitor Rubric is aligned with the US ED Title II Performance Review Self-Assessment and On-site/Desk Review Protocol as of 2/14/2023. The rubric provides seven Fiscal Management indicators and seven Program Management indicators, examples of evidence artifacts/documents, and an area for the LEA narrative response. Monitoring and evaluation should include concrete data to represent the alignment of: prioritized needs, activities/selected interventions, project plan, baseline/pre-- , implementation, benchmark, post--/outcome, evaluation, and identified next steps/trajectory

The following link will take you to the [Title II, Part A Monitor Tool](#), which includes the TIIA LEA Monitor Rubric (component one).

- Two Fiscal Management indicators will continue as a focus: Supplement-Not-Supplant and Equipment Management
- The Program Management indicators that will be the focus for SY23-24 are:
 3. Professional development activities meet the statutory definition of PD
 4. Professional development activities are increasing effective instructional practice
 6. Recruitment activities ensure these teachers are “effective”(rubric linked here): [Program Management Rubric: Title II, Part A Monitor Response Form](#)

TIIA Monitoring Component two—direct virtual/on-site monitor sessions

TIIA monitoring is strengthened by combining desktop monitoring with direct virtual and/or in-person monitoring sessions. Direct monitoring provides the opportunity for increased focus on selected monitoring topics, areas of performance, etc. Completing **component one** serves as the foundation for identifying the focus topics and areas of performance for the direct monitoring agenda in **component two**.

The TIIA ongoing, collaborative monitoring process being implemented is intended to make the monitoring process more efficient and meaningful.

Title II, Part A: Application Process

Program and fiscal component data must be entered into the online platform *ePage*. Additional documents listed below are uploaded into the Related Documents section.

- ePAGE related documents upload (4): 1. TIIA Supplemental Application, 2. Application Development Consultation, 3. Affirmation of Consultation with Private Schools, and 4. Equitable Expenditures Formula (optional since: ePage includes the formula and completes the calculation)

TITLE II, Part A – Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders Supporting Effective Instruction
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ESSA SEC. 2001 [20 U.S.C. 6601] PURPOSE. The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—
--

- | |
|--|
| <ol style="list-style-type: none">(1) increase student achievement consistent with the challenging State academic standards;(2) improve the quality and effectiveness of teachers, principals, and other school leaders;(3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and(4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders. |
|--|

The Title II, Part A Supplemental Application should address the *Contents of Application and Activity Plan* found above with clear narrative descriptions. Narratives should describe the use of TIIA funds to develop, implement, and evaluate programs and activities, and provide clear reference to educator and school leader needs as addressed in the District Performance Plan submitted outside of the TIIA ePage subgrant.

The Title II, Part A ePage Funding Application will include a Key LEA Strategies section with one prompt: Describe the LEA's strategic and implementation plan for the professional development of effective educators AND administrators. Indicate how plan aligns to NV Standards for Professional Development

All of these sections will become part of the FY24 Title II, Part A application to be reviewed and considered for approval.

Timeline

March 13, 2023: Access to ePAGE is anticipated to be as early as March 13, 2023

April 24: FY24 TIIA application rolling review may begin as early as April 24

May 14: Rolling programmatic reviews to be completed by May 14th
to support LEA approval by or on July 1.

Applications will be reviewed on a first in, first out basis. Please note that complete and correct applications submitted by the deadline may receive full subaward approval and access to funds available July 1. Incomplete applications, or those submitted with errors or non-compliance will be returned for revision. Subsequently, subaward approval and available funding may be delayed and/or a “black out period” may occur. In any case, TIIA applications are due no later than September 30th.

Title II, Part A Related Forms FY2023 and FY2024

(Remainder of this page intentionally left blank)

Title II, Part A Application Template

(A) Describe the proposed **activity or activities** to be carried out by the local educational agency under this section and how these activities will be aligned with 1) the purpose of Title II, Part A; and 2) shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students.

For each activity describe:

- 1) **alignment** with purpose(s) of **Title II, Part A**
- 2) **allowable use of funds** to address **prioritized needs** (aligned to TIIA and Nevada STIP)
- 3) **learning needs of all students** (*district may address learning needs of all students with each individual activity and/or provide a description of service(s) for identified student needs*)
- 4) **“evidence-based”** level; and
- 5) action plan(s):
 - SMART goals/outcome goals
 - Identified strategies
 - timeline,
 - activity lead/contact
 - identified impact: target role/participants
 - planned use of funds/resources (should match ePage budget narrative)
 - measures, indicators of success
 - ongoing continuous improvement and outcome evaluation plan
 - impact on educator effectiveness and student achievement

(B) Describe the **systems of professional growth and improvement**, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

1) Clearly include that the activity meets the statutory definition of professional development, which requires that professional development be

- sustained
- intensive
- collaborative
- job-embedded
- data-driven
- classroom focused

(C) Describe how funds will be **prioritized for** schools served that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c). (**Prioritized Needs: TSI, CSI, Equitable Distribution of Teachers Analysis findings**)

(D) Describe the use of data and ongoing consultation to **continually update and improve activities** supported under this part. (Application Development Consultation)

(E) **ePAGE Assurance Section** included in the TIIA: Program Details page:

Include a statement acknowledging and affirming that the **assurances for compliance with ESEA** have been read.

Title II, Part A – Section Section 2102 [20 U.S.C. 6612] SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES: To be eligible to receive a subgrant under this section, a local educational agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.

Application Development Consultation

—In developing the application, a local educational agency **shall**—

- (A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;
- (B) seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency’s activities to meet the purpose of this title; and
- (C) coordinate the local educational agency’s activities under this part with other related strategies, programs, and activities being conducted in the community

A. Identify evidence of meaningful consultation:

B. Advice and recommendations to improve district’s activities to meet title purpose:

C. Coordination with related strategies, programs, and activities:

Private School Equitable Service Formula

A. Number of Students

A1: LEA Enrollment

A2: Participating Private Schools Enrollment

A3: Total Enrollment

B. Title II, Part A Allocation

B1: Total LEA Allocation

B2: Administrative Costs Cost principles in 2 CFR part 200 apply: all costs must be necessary, reasonable, and allocable to the program; and Section 76.563 of EDGAR an LEA's indirect costs are limited to its approved "restricted" indirect cost rate

B3: LEA Allocation Minus Administrative Costs

C. Per Pupil Rate

C1: B3 divided by A3

D. Equitable Services Amount LEA must reserve for equitable services for private school teachers and other educational personnel = $A2 \times C1$

Sample Template for LEA Affirmation of Consultation with Eligible Private Schools

_____ (LEA)
Affirmation of Consultation with Private Schools
_____ (School Year)

Title II, Part A – Supporting Effective Instruction

Supporting Effective Instruction provides assistance for preparing, training, recruiting and retaining high quality teachers. Private school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that the LEA uses funds to provide for professional development.

The goal of consultation is agreement between the LEA and the appropriate private school officials on how to provide equitable and effective programs for eligible private school children. A district must consult with private school officials to plan for the 2017-18 school year **before** it makes any decision (expenditures, transfer of funds or reservations for administration, parental involvement, and district-wide initiatives) that impacts the eligible private school children, teachers, and families.

Allocation

Determination of allocation: attach fiscal allocation form

- Discussion on how the proportionate share is determined
- Administrative cost of implementing equitable services
- Obligated in the fiscal year for which the funds are received by the district
- Extenuating circumstances

Transferability

An LEA **may** transfer funds they receive by formula under certain programs to other programs to better address local needs (ESEA section 5103(b) (2)). The LEA may transfer funds from Title II, Part A and Title IV, Part A. Programs to which the LEA may transfer funds are Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; and Title V, Part B.

- Engage in timely and meaningful consultation with appropriate private school officials prior to transferring funds
- LEA must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.
- LEA, after consulting with appropriate private school officials, must provide equitable services to private school students and teachers based on the rules of each program and the total amount of funds available to each program after a transfer
- LEA is transferring funds: Yes _____ No _____
Federal Program from: _____ to: _____ amount _____
Rationale _____

Topics that must be discussed during the consultation process

- How the LEA will identify the needs of eligible private school children
- How and when the LEA will make decisions about the delivery of services
- What services the LEA will offer to eligible private school children
- How, where, and by whom the LEA will provide services to eligible private school children, including a thorough analysis of whether services will be provided directly or through a separate government agency, consortium, entity or third-party contractor
- The method of sources of data that the LEA will use under 200.78 to determine the number of private school children from low incomes families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used
- If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private school the reasons in writing why the LEA chooses not to use a contractor.
- Pooling Option: Combine funds allocated for private school students and teachers for the two or more private schools interested in participating in this option to create a pool of funds from which the LEA provides equitable services to private school students and teachers in some or all of these schools. However, an LEA may not pool funds across multiple *ESEA* programs for this purpose. If the LEA pursues this option, the LEA, in consultation with private school officials, establishes criteria to determine how services will be allocated among the private school students and teachers in different schools. Under this option, the services provided to private school students and teachers in any particular school are not dependent on the amount of funds generated by students and teachers in that school, but rather by the amount of funds generated in total and the criteria developed for allocating services among the private school students and teachers.

Federal funds will be pooled for multiple private schools: Yes _____ No _____

Permissible Use of Funds for Equitable Services Title II, Part A:

- Funds may be used for professional development activities for eligible educators to address specific student needs;
- Funds may be used for services provided for the benefit of private school participants that are allowable under statute; meet the specific needs of students enrolled in the private school, not the school itself; and are provided by the public agency or through a contract by the public agency with an individual, association, agency, or organization who must be independent of the private school/any religious organization;
- Contracts must be under control and supervision of the public agency; and all funds remain under the control of the public agency; and
- Funds may NOT be used for class-size reduction in a private school because a private school’s contracts for its teachers and staff would be inconsistent with the requirements in ESEA section 8501(d) regarding public control of funds and the supervision and control of employees or contractors.

Provided Services: Summative description and results of consultation

Title II, Part A Monitor Tool

Component one--desktop monitor rubric and assurance:

Desktop monitoring: annual monitor requirements can be met by completing the desktop monitoring process.

Below you will find the Title II, Part A LEA Fiscal and Program Monitor Rubric. The Rubric provides seven Fiscal Management indicators and 10 Program Management indicators, examples of evidence artifacts/documents, and an area for the LEA narrative response.

LEA Statement of Assurance – [Title II, Part A Fiscal and Program Monitoring](#) (link): **Due annually by 7/20.**

Please collect and keep on file at the district:

1. the fully completed Title II, Part A Program Monitor District Response Form: Fiscal and Program Management Rubric
2. access to supporting evidence artifacts/documents for each desktop monitoring indicator included in the rubric
3. a copy of the signed TIIA Monitoring Assurance indicating the district's assurance that desktop monitoring evidence artifacts/documents will be made available to NDE-TIIA when requested.

Component two—direct virtual/on-site monitoring session:

Desktop monitoring is strengthened with direct virtual and/or in-person monitoring sessions. Direct monitoring provides the opportunity for increased focus on selected monitor topics and areas of performance. Each year, virtual/on-site sessions will be scheduled for 30, 60, or 90 minutes, to be **completed each year by 11/30.**

AGENDA:

I. **Fiscal Management:** Budget

- allocation
- spending
- targeted discussion regarding Fiscal Management selected indicators

II. **Program Management:** Activities

- planning
- implementation
- metrics and outcomes
- insights: highlights, successes/challenges, needs, recommendations
- targeted discussion regarding Program Management selected indicators

Selecting and preparing documents to demonstrate document maintenance, and for submission:

The purpose of maintaining documents is for the review and testing of effective policy and procedure, to demonstrate compliance, meeting TIIA goals, objectives, and performance outcomes, and to ensure that efforts are in place to safeguard from waste, fraud, and abuse.

Where a process is selected, documents are submitted to facilitate the testing and/or reconstruction of each step in the selected process to demonstrate compliance. *guiding question* “**do the steps taken match the steps as outlined in current policy/procedure?**”

Directions for completing the rubric.

For each indicator provide a brief narrative response to address the following:

- a) compliance, efforts toward compliance, or non-compliance.
- b) a numbered or bulleted list of artifacts that will be maintained by the LEA to demonstrate compliance, efforts toward compliance, or areas of non-compliance where artifacts are in development/implementation.
- c) for any areas self-reported as non-compliant, a plan of action describing efforts toward compliance.
- d) the list of evidence artifacts to be submitted with the completed rubric for selected indicators in both Fiscal Management and Program Management areas. These ongoing and collaborative monitoring together with the desktop monitor process will determine the selected indicators.

Required current and/or updated written** policies and procedures maintained:

- procurement
- inventory and cash management,
- allowability: *reasonable, appropriate, necessary, documentable*
- travel: pre- and post-pandemic
- time and effort
- computer systems and equipment**
- adequate financial management systems**
- document maintenance requirements**

Other key documentation to maintain:

- Job descriptions
- Organizational chart
- TIIA Program Plan with updates including benchmark/outcome data
- Most recent audit/monitoring reports
- Current or recently completed corrective action plans for any federal awards
- Specific conditions on any federal awards

** *these items are highlighted because they are identified as commonly cited for non-compliance*

Nevada Department of Education
Title II, Part A LEA Monitor Statement of Assurance

Due annually by 7/20: In accordance with Title 2 of the Code of Federal Regulations (CFR), 200.331(d) and 34 CFR §76.770, the Nevada Department of Education (NDE) must monitor the activities of federal grant subrecipients to ensure that federal grant awards are used for authorized purposes in compliance with federal statutes, regulations, and the terms and conditions of federal awards. NDE-TIIA partners with local education agencies (LEAs) and schools to provide technical assistance that ensures compliance with program requirements and supports LEAs to reach performance goals.

The TIIA Desktop Monitoring process is intended to ensure program compliance. In Component one, the LEA provides narrative descriptions of policy/procedure addressing program requirements. In Component two, closer review serves to highlight areas of need for targeted technical assistance to support efforts toward compliance and/or address areas of non-compliance, and to highlight areas of success and best practices.

Inquiries should be directed to NDE Education Programs Professional – Title II-Part A, State Director: [Silvana Gorton, PhD, sgorton @doe.nv.gov](mailto:sgorton@doe.nv.gov)

LEA Statement of Assurance – Title II, Part A Fiscal and Program Monitoring

I hereby certify that all federal laws and regulations have been properly observed and implemented. I understand that NDE will require these materials to be sent to the appropriate NDE program staff as part of an ongoing monitoring process. In addition, all required compliance monitoring elements, including the monitoring criteria questions, categories, items, required documents/evidence and legal citations are on file or will be on file at the LEA by the Fall for State review for the following programs that are applicable to the LEA: Title II, Part A

LEA: _____

Printed Name of Superintendent/Designee*:

Signature of Superintendent/Designee*:

Date

**By signing, the designee affirms that s/he has received authority by the appropriate LEA representative(s) to sign on behalf of the Superintendent and/or as an appropriate designee.*

Nevada Department of Education
Title II, Part A Program Monitor District Response Form

Local Education Agency: _____ Date: _____

Name and Title of LEA Representative: _____

District contacts completing the Title II, Part A Program Monitoring District Response Form:

NAME	TITLE	EMAIL/PHONE	PROGRAM/ACTIVITY

NDE Education Programs Professional – Title II-Part A, State Director: [Silvana Gorton, PhD, sgorton@doe.nv.gov](mailto:sgorton@doe.nv.gov)

The purpose of the Title II, Part A program monitoring is to:

1. Determine compliance with federal (ESSA SEC. 2001 [20 U.S.C. 6601]) and state guidelines.
2. Determine strength of internal controls aimed to ensure accountability for approved grant objectives and budgets.
3. Serve as a tool to inform program improvement; demonstrate internal review/assessment process to continuously improve.

Fiscal Management Rubric: Title II, Part A Monitor Response Form

LEA response required

Financial Management Indicators	Examples of evidence artifacts	LEA Response for SY
1. The local education agency assures that funds made available under TIIA will supplement, and shall not supplant, non-federal funds expended to carry out activities.	<ul style="list-style-type: none"> ▪ SNS policy and procedure samples ▪ <i>Note: included in ePage as assurance 49</i> 	
2. Equipment management: LEA provides procedures for managing equipment, including replacement equipment, whether acquired in whole or part under a federal award until disposition takes place. Inventory is complete and current. Equipment is essential, functional, used as intended, and purchased for the benefit of the program. Controls in place ensure adequate safeguards to prevent loss or damage.	<ul style="list-style-type: none"> ▪ Equipment management policy and procedure samples ▪ Items are properly labeled ▪ Inventory record ▪ <i>Note: included in ePage related to assurances 27, 43</i> 	

Financial Management Indicators	Evidence to be retrieved from ePage
3. The LEA has records to support whether funds were obligated and liquidated within the approved grant period. Agency submits RFFs in timely manner.	<ul style="list-style-type: none"> ▪ ePAGE RFFs/GLs ▪ ePAGE FFRs
4. The LEA’s budget and accounting records align with approved funding application; LEA maintains separate accounting records for TIIA grant which reflect the approved line items and amounts	<ul style="list-style-type: none"> ▪ Approved ePAGE Funding Application ▪ ePAGE RFFs/GLs ▪ ePAGE FFRs
5. All TIIA expenditures support approved grant objectives and are within approved budget amounts. <i>Allowable costs: 2 CFR 200.302(b)(7), Subp.E (Cost Principles); ESSA §1118, §2103, §1114(b)(7), §1115(b)(2); EDGAR 76.563-565, 76.707-710</i>	<ul style="list-style-type: none"> ▪ Grant budgets (including revisions) ▪ Budget narratives ▪ Expenditure Reports: GL/Account Detail ▪ Personnel expenditure tracking/Labor reports or payroll reports indicating distribution of charges
6. Time and effort documentation: LEA charges for grant-funded personnel are based on records that accurately reflect work performed, indicate cost objective and splits between/among funding sources where necessary <i>Authority: Universal Grant Guidance 2 CFR 200, Subp E, 200.430(i)</i>	<ul style="list-style-type: none"> ▪ List of programs with personnel roster, title/role, and FTE ▪ Personnel activity reports (PARS) (multiple cost objectives) ▪ Semi-Annual signed and dated report (single cost objective) ▪ Time and effort log
7. LEA transfers funds between formula programs. Transfer documentation for consolidated administration and fiscal records are maintained to reflect transfer.	<ul style="list-style-type: none"> ▪ ePage History Log entry and/or related document that includes: <ul style="list-style-type: none"> ○ statement of notification of intent to transfer ○ identified programs ○ indication regarding eligible private schools

Program Management Rubric: Title II, Part A Monitor Response Form

Program Management Indicators	Examples of evidence artifacts	LEA Response
<p>1. CONTINUOUS IMPROVEMENT: Describe use of data and meaningful ongoing consultation to develop application, and continually update and improve TIIA activities.</p>	<ul style="list-style-type: none"> ▪ Agenda/minutes/sign in sheets/ meeting materials ▪ Related working/planning notes ▪ SPP/DPP/TIIA Program Plan ▪ Written communications ▪ Stakeholder feedback notes ▪ Sample data analysis used to inform decision making 	
<p>2. PRIORITIZED FUNDING Demonstrate how TIIA funds are prioritized for schools that are identified for i. comprehensive support and school improvement activities, and ii. targeted support and improvement activities, and prioritizes children in poverty, children who are neglected or delinquent when making decisions about how to use program funds</p>	<ul style="list-style-type: none"> ▪ Written procedures/criteria for allocating funds ▪ DPP/SPP alignment ▪ Action Plan 	
<p>3. USE OF FUNDS: Demonstrate that professional development activities meet the statutory definition of professional development in 8101(42), which requires that professional development be: sustained intensive collaborative job-embedded data-driven classroom-focused</p>	<ul style="list-style-type: none"> ▪ Professional Development Plan <ul style="list-style-type: none"> ○ Calendar, schedule ▪ Agendas, notes, materials, handouts ▪ Outcome/comprehensive summary including: <ul style="list-style-type: none"> ○ Target participant group ○ Focus of activity: learning arc, skill set; measurable/intended impact, outcomes ○ Feedback, participant evaluation 	
<p>4. USE OF FUNDS: Demonstrate that professional development activities are increasing effective educators, and ultimately increasing student achievement.</p>	<ul style="list-style-type: none"> ▪ Definition of effectiveness ▪ Measure of effectiveness ▪ Indicators of increased capacity ▪ Retention indicators: number of teachers at start versus end of school year 	
<p>5. USE OF FUNDS: Demonstrate that activities are evidence-based, and that evidence is available (e.g. reducing class size to an evidence-based level, providing teachers and school leaders with evidence-based professional development, or other evidence-based activities that meet the purpose of Title II, Part A).</p>	<ul style="list-style-type: none"> ▪ Citation of evidence reviewed ▪ DPP/SPP alignment ▪ Guidance that State has provided, if any, to LEAs about evidence-based practices 	

Program Management Indicators	Examples of evidence artifacts	LEA Response
<p>6. USE OF FUNDS: Demonstrate how activities to recruit and hire additional teachers to reduce class size in order to improve student achievement include procedures to ensure these teachers are “effective”</p>	<ul style="list-style-type: none"> ▪ Recruitment plan ▪ Sample data collection and analysis plan <ul style="list-style-type: none"> ○ Metrics defined ○ Data collection procedure ○ Data analysis procedure ▪ DPP alignment 	
<p>7. EQUITABLE SERVICE FOR PRIVATE SCHOOLS: Private School representative(s) notified; timely and meaningful consultation; funding formula; needs of program services; efforts to resolve complaints; and transfer of funds and equitable services under the program to which funds were transferred</p>	<ul style="list-style-type: none"> ▪ Notification Letter with information on benefits/program services ▪ Agenda, minutes, participants, sign-in and dates of meeting(s) ▪ Funding Formula Spreadsheet/Data base ▪ Record of complaints, efforts to resolve ▪ Transfer funds: to and services provided 	<p><i>For FY24 LEAs with private schools (8): Carson, Churchill, Clark, Douglas, Elko, Lyon, Nye, Washoe</i></p>

Additional narrative:

LEA Activities Monitored:
Highlights/Successes:
Noncompliance Items and Recommended Corrective Actions:
District Needs/Technical Assistance Requests:

Comments:

District Representative Signature

Printed Name and Title

Date

NDE EPP Signature

Date

Inquiries should be directed to NDE Education Programs Professional – Title II-Part A, State Director: [Silvana Gorton, PhD, sgorton@doe.nv.gov](mailto:sgorton@doe.nv.gov)