

## REQUEST FOR APPLICATION

### Nevada K.I.D.S. Read ~ Nevada’s Read by Grade 3 Program Phase III State Grant

Application is due on or before:

**August 31, 2017**  
**5:00 p.m. (PST)**

**Funding Period:**

July 1, 2017 – June 30, 2018

**Existing Applications:** Applicants are requested to submit a paper application. They must be hand-delivered or mailed. (Applications received after the deadline will not be reviewed).

**Total Funding Amount:**

\$20,500,000.00 (SB 544, Section 21:1–4)

**Please address questions to:**

- **FAQ Posting** (listed next to this RFA Announcement on the NDE Website)
- **Dr. Kevin Marie Laxalt**  
Nevada K.I.D.S. Read ~  
Nevada’s Read by Grade 3 Program  
Northern Nevada Program Professional  
Phone: 775-687-9261  
[klaxalt@doe.nv.gov](mailto:klaxalt@doe.nv.gov)
- **Tabetha Haley**  
Nevada K.I.D.S. Read ~  
Nevada’s Read by Grade 3 Program  
Southern Nevada Program Professional  
Phone: 702-668-4343  
[thaley@doe.nv.gov](mailto:thaley@doe.nv.gov)

This Application is issued by:

The Nevada Department of Education  
Office of Student and School Supports



**Submit Applications to:**

Susan Johnson,  
Administrative Assistant II  
Office of Student and School Supports  
Nevada Department of Education  
700 East Fifth Street, Suite 113  
Carson City, Nevada 89701  
Email Address: [susanjohnson@doe.nv.gov](mailto:susanjohnson@doe.nv.gov)

**Restrictions/Conditions:**

This grant application process is open to all Nevada public school districts, district-sponsored charter schools, charter schools sponsored by the State Public Charter School Authority, and Achievement charter schools.

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## APPLICATION GUIDANCE

### I. RFA Overview

#### **A. General Information about the *Read by Grade 3 Grant*:**

On July 1, 2015, the Nevada State Legislature enacted Senate Bill 391, *Nevada’s Read by Grade Three Act*. A primary aim of this new state statute is to promote effective literacy instruction in grades Kindergarten through 3<sup>rd</sup> grade across both public school districts and charter schools of Nevada in order to ensure that all K–3 students achieve a proficiency level of achievement in the subject area of reading (as measured by the reading assessment that was approved by the Nevada State Board of Education).

**Section 15 of SB 391** specifically requires the Nevada Department of Education (NDE) to distribute money to carry out Sections 1–14 of this act through a competitive grant process. NDE has determined that the application and award processes for each year (Phase) will operate independently of one another. This means that even if a school district and/or charter school was awarded a *Read by Grade 3* grant previously, there is no guarantee that it would, in turn, receive a subsequent award. An automatic continuation of Phase II awarded programs into the upcoming Phase III funding cycle is not guaranteed.

**Therefore, it is critical for all applicants of this specific Request for Application (RFA) to recognize that it solely applies to the Phase III component of the Read by Grade 3 Grant.**

**Technical Assistance:** NDE’s Read by Grade 3 Team will be providing multiple webinars to assist LEAs in the Read by Grade 3 Phase III application process. These webinars will include step-by-step guidance through the application document, a detailed presentation on the NDE grant process, and full explanations on the new ESSA evidence-based requirements. The schedule for these webinars is forthcoming.

#### **B. Funding Allocations:**

The 2017 Nevada Legislative session allocated \$20,500,000 for the Phase III Fiscal Year 2017–2018 of SB 391 (2015) to carry out the identified provisions the *Nevada Read by Grade 3 Act*. Actual funds were awarded via Senate Bill 544: 21:1–4. SB 544 also mandates that the money appropriated must be appropriated in accordance with NRS 353.150 to 353.246. All allocated funds must be committed for expenditure by June 30 of the respective fiscal year. Funds not committed for expenditures by June 30, 2018, will revert to the State General Funds after all payments of funds committed have been made. The Annual Final Financial Report will be due on a date to be determined.

## II. RFA Instructions & Requirements

### A. Eligible Applicants:

All Nevada public school districts, district-sponsored charter schools, charter schools sponsored by the State Public Charter School Authority, and Achievement charter schools. Since the Read by Grade 3 grant specifically directs the work of the Kindergarten through 3<sup>rd</sup> grades respectively, such entities must offer coursework across the K–3 grade levels.

### B. Use of Funds:

1. All applications for the Phase III RFA must align their local literacy plan to the five Key Essentials of Nevada’s 2015 State Literacy Plan. These include:

The 5 Key Essentials of the Nevada State Literacy Plan

1. Leadership and Sustainability
2. Data-Driven Standards-Based Instruction and Intervention
3. Literacy Assessment Systems
4. Professional Learning
5. Family and Community Engagement

To utilize an electronic version of the 2015 Nevada State Literacy Plan, please access the following link:

**[2015 NEVADA STATE LITERACY PLAN](#)**

**B. Use of Funds (continued):**

2. SB 391 (2015) clearly identifies 5 specific sections of the law that must be addressed as part of this application. These sections include Section 5, Section 6, Section 8, Section 9, and Section 15. The following lists each of their primary topics:

- Section 5 identifies the required components for all local literacy plans which SB 391 (2015) requires for all K–3 district and charter school programs across the entire state (this local literacy plan will be a component of this application)
- Section 6 identifies the responsibilities and training requirements of the *Read by Grade 3* learning strategists and K–3 classroom teachers
- Section 8 identifies specific requirements for the school principal regarding procedures for notifying the parent or legal guardian of K–3 students who have been identified as “deficient” in reading
- Section 9 identifies specific requirements for sites to establish monitoring plans for K–3 students who have been identified as “deficient” in reading
- Section 15 identifies the reporting requirements for all Read by Grade 3 LEAs

Directions for writing to these 2 funding components will be addressed more specifically in the following section of the application under Section 2 titled “Application Narrative”.

For additional support, please access the electronic version of the 2015 Read by Grade 3 Guidance Document which outlines each section of the Read by Grade 3 law, please access the following link:

**[Read by Grade Three Guidance Document](#)**

**C. Review Criteria:**

The review criteria for this grant can be found in the application rubric located in the *Application Evaluation* section of this application. An expert review team will review and score all applications according to this rubric. The Read by Grade 3 Phase III Review Team will ultimately recommend: “total funding”, “partial funding”, or “no funding”. Final determinations will be made by NDE leadership.

**D. Proposed Timeline:**

Date	Activity
July 31, 2017	Applications made available to all eligible applicants
August 2017	NDE provides technical assistance on writing the application through multiple webinars
August 31, 2017	Applications are due to the Nevada Department of Education by 5:00 p.m. (PST)
September 2017	Applications are reviewed by expert review team
September 2017	Names of awardees are announced by the Office of the Nevada State Superintendent of Public Instruction
September 2017	Official awards are made and disseminated.
September 2017	NDE provides “Start-Up” technical assistance to Phase III awarded districts and schools
August – September 2017 (and ongoing as needed)	NDE sponsors Brigance KEA training provided by Curriculum Associates consultants  NDE sponsors MAP K-3 Reading Assessment Training provided by NWEA consultants
August, 2017–June, 2018	Grant-funded programs provide local professional learning on Key Essentials of the Nevada State Literacy Plan and core components of Nevada’s Ready by Grade 3 Act
August, 2017–June, 2018	Statewide implementation of mandated activities occurs across the academic year
August, 2017–June, 2018	NDE provides ongoing technical assistance and monitoring of grant funded LEA efforts
August, 2017–June, 2018	NDE’s Read by Grade 3 Team and all funded Read by Grade 3 Programs participate in research process conducted by NDE external evaluator
June 2018	LEAs submit a final programmatic report to NDE that includes a description of programs/services and the number of students who participated, etc.
August 2018	LEAs submit Annual Financial Budget Report to NDE
August 2018	NDE’s Read by Grade 3 Team submits a preliminary report to the State Board of Education and Legislative Committee on Education
November 2018	NDE’s Read by Grade 3 Team submits final report to the Governor and Legislative Counsel Bureau

## E. Application Preparation:

Specific components of the application are identified in the following pages of the Application section. A synopsis of the required sections includes:

**Section I. The Certification Page:** All sections of this page must be completed. This page must be signed and dated by the authorized school district or charter school representative.

**Section II. The Application Narrative:** All required components must be Included in the order presented.

### Section III. Budget and Expenditure Summary Forms:

- **Summary Section:** Complete this form, as appropriate. Please take note that there are 3 separate tabs to this actual form (a Summary tab, an Instruction tab, and a Support tab). Please make sure that all figures and sums are accurate. The Budget/Expenditure Summary must have an original signature of a person who is authorized by the applicant.
- **Narrative Section:** Complete this form, as appropriate. Please be certain that figures on the Budget Summary tab match those figures provided on the Instruction and Support tabs. For the narrative portion, provide information that supports and justifies that expenditures are appropriate. Make sure that major costs of the project are aligned with the program goals and objectives. *The required budget forms are located on the NDE website. They are listed right below this RFA. You may access them by clicking on the link titled: Read by Grade 3 Budget Forms.*

**Section IV. The Assurances Page:** This document must be signed and dated by the authorized school district/charter school representative and included in the application.

### ESSA Evidence-Based Component:

As part of the application process, applicants are required to provide evidence to support each identified “program, service, or curriculum” through formal APA citations and a full bibliography placed at the end of the Narrative Section of the application. Appendix D provides a Table illustrating the four levels of ESSA-evidence (Tier 1, Tier 2, Tier 3, and Tier 4). For each research study cited, applicants are required to identify which ESSA level of evidence has been met. Appendix E provides a listing of resources available for verifying the ESSA-evidence level for each cited study. Please indicate which resource was utilized for this purpose as well.

NDE’s Read by Grade 3 Team will provide a thorough explanation of these new federal ESSA evidence-based requirements during upcoming technical assistance webinars.

## F. Formatting Requirements:

All applications must be prepared in accordance appropriate formatting. Formatting requirements must be met in order for an application to be considered for review. Please pay close attention to the following guidelines:

- Typed, double-spaced on 8 ½” x 11” white paper (without lines)
- Font-size is no less than 10 points.
- Include all required items in the specified order
- Staple applications with ONE staple in the upper left-hand corner of the page. Do not place copies of applications in binders.
- Number each page of the application consecutively, starting with the Certification Page as Page 1.
- The Application Narrative may not exceed 20 pages (Matrices and Appendices are not included in the 20-page maximum).
- Applicants must submit an original copy with **required signatures in BLUE INK**, plus eight (8) additional copies (9 TOTAL SETS).

All questions in the Narrative Section must be addressed completely, labeled accordingly, and in the order presented. Additional appendices or attachments are only allowed where indicated. Unsolicited attachments will not be reviewed. NDE reserves the right to require awardees to amend any and all applications before formal awards are made.

**Applications must be received in the Office of School and Student Support **ON OR BEFORE Thursday, August 31, 2017 at 5:00 P.M. (PST)**.** Applications will not be accepted after this date. **Faxed or electronic copies of applications will not be accepted.** Submitted applications may not be changed and/or appended after submission. Please mail or hand-deliver applications to:

Susan Johnson, Administrative Assistant II  
Office of Student and School Supports  
Nevada Department of Education  
700 East Fifth Street, Suite 113  
Carson City, Nevada 89701



# **APPLICATION**

## **SECTION 1: Certification Page**

## Certification Page

### Application for Nevada K.I.D.S. Read – Nevada’s Read by Grade 3 Phase III Grant (2017–2018)

Nevada Department of Education  
Office of School and Student Supports  
Read by Grade 3 Program  
700 East Fifth Street, Suite #113  
Carson City, Nevada 89701

**1. Applicant/Fiscal Agent:**

**2. Amount of Funds Requested:**

**LEGAL NAME OF AGENCY**

\_\_\_\_\_

\_\_\_\_\_

**4. Name, Title, Phone Number, and Email  
Address of Authorized Contact Person:**

**3. Proposed number of Phase III  
participants to be served:**

Name:

Number of Students: \_\_\_\_\_

Title:

Number of Teachers: \_\_\_\_\_

Phone Number:

Email Address:

**5. Mailing Address: (Street, P.O. Box, City, State, Zip Code)**

**6. CERTIFICATION STATEMENT:**

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct.

The applicant designated below hereby applies for a sub-grant of State funds to provide instructional activities and services to meet the educational needs of the K–3 students as set forth in this application. The local Board of Trustees or governing board of the applicant’s organization has authorized me to file this application, and such action is recorded in the minutes of the agency’s meeting held on \_\_\_\_\_

(Date)

This plan may remain in effect for the duration of the authorization of the project, except as amendments are determined necessary, and for parts that require annual revision or a district may annually reapply.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### NEVADA DEPARTMENT OF EDUCATION USE

Time & Date Application was received: \_\_\_\_\_

Signature of NDE Staff Person in receipt of this application: \_\_\_\_\_

# APPLICATION

## Section 2: Application Narrative

The maximum number of pages allowed for the entire Application Narrative section is twenty (20) pages (this does not include any required Tables or Appendices). Please answer each of the following lettered questions in the order of presentation.

## Application Narrative

### SUBSECTION A. Local K–3 Literacy Plan

#### QUESTION A: Local Literacy Plan Status

A local literacy plan is a required component of this application. All K-3 local literacy plans must be aligned to the Nevada State Literacy Plan. Applicants are also required to align specific sections of the Read by Grade 3 Law (SB 391 - 2015) to the five Key Essentials of the Nevada State Literacy Plan. Appendix A provides the required Local Literacy Plan Template.

Applicants are also required to identify the status of their local literacy plan (as noted below). This particular item is included in the Literacy Plan Template (Appendix A).

- New Local Literacy Plan [Newly established charter schools (as of 2017-2018)]:**  
Utilizing the attached *Template: Nevada’s Local K–3 Literacy Plan* (Appendix A), create your first local literacy plan. Please note the two bullets listed below. These components are also required for all new local literacy plans.
- Revised Local Literacy Plan (Nevada Public School District or Charter School that submitted a local literacy plan to NDE in 2016 and is now submitting a revised local literacy plan based on the following):**  
Best practices include a reflection and adjustment process for programmatic decision-making. It is recommended that all 2016 local literacy plans be reviewed and revised for this 2017-2018 submission. The following indicates **2 new requirements** for every local literacy plan:
  - All “programs, services, or curriculum materials” identified within your local literacy plan must now demonstrate that they are supported by evidence per the new federal guidelines identified in the ESSA law and the new Nevada 2017 statute AB7.
  - All local literacy plans must now include reference to Nevada’s new statewide K-3 assessments (Brigance KEA and MAP K-3 Reading Assessment).

**Subsection A: Local K–3 Literacy Plan (Appendix A) = 40 Total Possible Points**

## SUBSECTION B: Evidence of Need and Eligibility

**QUESTION B.** Describe the data that your organization analyzed in order to identify the needs of each school(s) to be included in your Read by Grade 3 grant. Please address the following:

1. Demonstrate that the area of need to be served has a high percentage or large numbers of children and families in need of strategic early literacy instruction and intervention (K–3 levels) as indicated by high levels of poverty, illiteracy, homelessness, limited English proficiency, or other related indicators. Provide a listing of your selected school(s) categorized in order of priority of need (i.e. listing the school highest in need first, etc.).
2. Provide a description of the data that has been used to determine the need for each participating school. This data must be based on one or more of the following SB 391 (2015) criteria:
  - i. **Third Grade Smarter Balanced Performance in Reading;**
  - ii. **Evidence of a Performance Gap** for one or more recognized subgroups indicating one or more is lagging far behind the average level of the district or charter school’s K–3 reading performance;
  - iii. **Evidence of a Status Indicator** that identifies low performance on K–3 reading proficiency across whole populations;
  - iv. Other **locally identified performance measures** that indicate the district or charter school’s K–3 students are in need of intensive support in reading.

**Subsection B: Evidence of Need & Eligibility = 20 Total Possible Points**

## SUBSECTION C: School-Based Implementation Efforts

**QUESTION C:** Describe the implementation efforts that will be established at each of your school sites as aligned to specific sections of SB 391 (2015):

1. Identify how your school-based efforts will align to **Section 5 of SB 391 (2015): Implementing the Local Literacy Plan at the School Level** by describing the following:
  - i. the program designed to improve the literacy of all K–3 students
  - ii. the program(s) that will be implemented to provide intensive instruction for students who have been identified as being “deficient” in reading
    - ❖ how such program(s) will include:
      - regularly scheduled reading sessions in small groups
      - specific instruction on phonological and phonemic awareness, decoding skills, and reading fluency
      - specific instruction on reading comprehension (added by NDE)
  - iii. procedures schools will utilize to administer the Brigance and MAP

assessments, which have been approved by the Nevada State Board of Education

- ❖ these procedures will include:
  - testing windows for Fall, Winter, and Spring benchmarks
  - professional development planned to support teachers with test administration, report pulling, data-based decision making, etc.
  - location of testing (i.e., classroom, computer-lab)
  - technical capacity to test (number of labs, laptop carts, iPads, etc.)
- iv. protocols schools will use to assess the reading proficiency of kindergarten students within a child’s first 30 days in kindergarten
- v. protocols schools will use to assess the reading proficiency of students during grades 1, 2, and 3
- vi. a program to improve the proficiency of reading by students who are limited English proficient
- vii. procedures for ensuring a collaborative relationship between the learning strategist and the K–3 classroom teachers
- viii. methods for implementing the 5 Key Essentials of the Nevada State Literacy Plan
- ix. All “programs, services, or curriculum materials” identified within your listing of “school-based efforts” must now demonstrate that they are supported by evidence per the new federal guidelines identified in the ESSA law and Nevada’s AB7.

2. Identify how your school-based efforts will align to **Section 6 of SB 391: Implementing Professional Development at the School Level** by describing the following:

- i. procedures that the principal(s) will use to designate a licensed teacher as a *Read by Grade 3* learning strategist
- ii. procedures that the principal(s) will use to assign the required duties and responsibilities of the learning strategist as approved by the State Board of Education. (*see Appendix B*)
- iii. methods for completing the required training for the learning strategist as approved by the State Board of Education. (*see Appendix B*)
- iv. methods for completing the required training for the K–4 teachers (as approved by the State Board of Education). (*see Appendix C*)
- v. any additional compensation for the RBG3 learning strategist and K–4 teachers (please identify any additional compensation in the Budget Summary)

3. SB 391 (2015) requires written notification to parents and/or legal guardians of students who have been identified as struggling in reading (**Section 8 of SB 391 (2015): Written Notification to Parent or Legal Guardian of students who have been identified as “deficient” in reading**). Please attach a sample Read by Grade 3 parent notification letter as an Appendix to your application.

- ❖ protocols that the principal(s) will use to provide written notification to the parent or legal guardian of K–3 students that his/her child is performing at a deficient level in reading that includes the following:
    - notification is provided within 30 days after deficiency is discovered
    - identification of the services or programs that will be implemented with this student (with evidence-based support)
    - an explanation that should the child not achieve a proficiency level of reading by the end of third grade, he/she will be retained (unless a good-cause exemption has been granted)
    - a set of strategies for the parent or guardian to use at home to assist his/her child in reading development
    - information regarding the English literacy development of limited English proficient students
    - a set of strategies for the parent or guardian to use to assist the child in English literacy (with evidence-based support)
4. Identify how your school-based efforts will align to **Section 9 of SB 391 (2015): The Establishment of a Progress Monitoring Plan for all K–3 students identified as “deficient” in reading** including the following. Please attach a sample individualized progress monitoring plan that you will be using to monitor the progress of your struggling readers:
- i. describe how a plan will be established by the student’s teacher and any other relevant school personnel
  - ii. methods for ensuring that the plan has been approved by the site administrator
  - iii. evidence that the plan has been approved by the student’s parent or legal guardian
  - iv. identification of any intervention services provided to the student (with evidence-based support)
  - v. a description of the programs or services that the student will receive (aligned to the local literacy plan)
  - vi. methods for ensuring that the plan has been created within 30 days after parent notification

**Subsection C: School-Based Implementation Efforts = 40 Total Possible Points**

## SUBSECTION D: Identification of Measurable Performance Objectives

**QUESTION D:** Identify the measurable performance objectives based on aggregated Identify the measurable performance objectives based on aggregated student achievement data that will be used to capture the impact of all of the above-mentioned school-based efforts. Measureable performance objectives must be aligned to your local literacy plan. Complete the following MPO Table in order to meet this requirement (an excel spreadsheet can be used).

Descriptor	Kindergarten	First Grade	Second Grade	Third Grade
				<b>SBAC</b>
<b>Assessment Used:</b> Please identify only 1 tool per grade level (must be on 2015 state policy-approved list).				
<b>AGGREGATED DATA</b>				
Total Number of RBG3 Students Across All Identified Read by Grade 3 Sites				
Total Number of RBG3 Students Identified as Deficient in Reading				
Total Percentage (%) of Students Identified as Deficient in Reading (Deficiency Rate)				
<b>Measurable Performance Objective for All: [Anticipated reduction in deficiency rate as measured by percentage (%) JUNE 2018</b>				
<b>DISAGGREGATED DATA</b>				
Total Number of RBG3 EL Students Across All Identified Sites				
Total Number of RBG3 EL Students Identified as Deficient in Reading (Deficiency Rate)				
Total Percentage (%) of RBG3 EL Students Identified as Deficient in Reading (Deficiency Rate)				
<b>Measurable Performance Objective for RBG3 EL students: [Anticipated reduction in deficiency rate as measured by percentage (%) JUNE 2018</b>				
Total Number of RBG3 IEP Students Across All Identified Sites				
Total Number of RBG3 IEP Students Identified as Deficient in Reading (Deficiency Rate)				
Total Percentage (%) of RBG3 IEP Students Identified as Deficient in Reading (Deficiency Rate)				
<b>Measurable Performance Objective for RBG3 IEP students: [Anticipated reduction in deficiency rate as measured by percentage (%) JUNE 2018</b>				
Total Number of RBG3 FRL Students Across All Identified Sites				
Total Number of RBG3 FRL Students Identified as Deficient in Reading (Deficiency Rate)				
Total Percentage (%) of RBG3 FRL Students Identified as Deficient in Reading (Deficiency Rate)				
<b>Measurable Performance Objective for RBG3 FRL students: [Anticipated reduction in deficiency rate as measured by percentage (%) JUNE 2018</b>				



## DEFINITIONS ~

**Deficient Students:** Those students who have been determined to be below the identified **proficiency level** in the subject area of Reading (based on their performance on approved Reading assessments).

**English (Language) Learners:** Those students who have been identified as an “English (language) learners” (based on district/charter assessment tools).

**Exceptional Needs Students (Students with Disabilities):** Students under the age of 22 who deviate either educationally, physically, socially or emotionally so markedly from normal patterns that they cannot progress effectively in a regular school program and therefore need special instruction or special services.

**Students in Poverty (FRL):** Students who have been determined to be eligible for free or reduced-price meals under the National School Lunch Act.

### Subsection D: MPO Table = 20 Total Possible Points

- You may create an excel spreadsheet to represent this table.
- Please add the MPO Table as an Appendix.
- 2016-2017 Phase II funded Read by Grade 3 Programs are only required to complete the 2018 Measurable Performance Objectives indicated on the red rows of this table. However, the same Phase II funded programs are also required to submit their Final Data Submission Form as an Appendix to this Phase III application.

## ADDENDUM TO NARRATIVE: OPTIONAL INNOVATION POINTS

In the spirit of validating efforts of literacy innovation, the Nevada Department of Education has chosen to provide all applicants of its *Read by Grade Three Phase III* competitive grant with the option of acquiring bonus “innovation points” during their application process. Such points (if earned) would be automatically added to the applicant’s grand total of awarded points. Applicants are **not required** to include an innovation component to their application. This step is entirely optional.

Should applicants choose to apply for these **5 extra innovation points**, they are requested to provide a brief description of their methods of innovation. Such efforts must be categorized by utilizing one or more of the following method(s) listed below. Within their description, applicants must also describe how their identified method(s) of innovation meet ESSA evidence-based criteria and would directly impact the proficiency of K–3 students who are struggling in the subject of reading. LEAs may choose from the following:

### RECOMMENDED METHODS OF INNOVATION

- A strong commitment to school improvement as demonstrated by support providers, programs, and/or curriculum that meet ESSA evidence-based tiers 1-3 (criteria defined by the state)
- A unique organizational design
- A unique systemic design
- A unique instructional design
- A strategic integration of technology into reading instruction
- A strategic integration of family engagement practices into reading efforts
- A strategic collaborative relationship with community partners
- A strategic integration of the arts into reading instruction

# APPLICATION

## Section 3: Budget and Expenditure Summary

Please access the required Budget forms on the NDE Website (listed directly under the RFA). Be sure to open all 3 tabs.

## A. Budget Instructions:

**Budget/Expenditure Summary:** Complete this form, as appropriate. The Budget/Expenditure Summary must have an original signature of a person authorized by the applicant to do so.

**Budget Detail/Narrative:** Complete this form, as appropriate. Please take note that there are 3 separate tabs to this form (a Budget Summary tab, an Instruction tab, and a Support tab). Please be certain that figures on the Budget Summary section match those figures provided on the Instruction and Support sections. For the narrative portion, provide information that supports and justifies that expenditures are appropriate. Make sure that major costs of the project are aligned with the program goals and objectives. As a reminder, listed below are the following budget items to be considered:

- ❑ Budget emphasis should be placed on staff salaries and benefits, necessary classroom/curriculum/assessment materials (evidence-based), and required travel. Allocated Read by Grade 3 funds must not be used to remodel classrooms or facilities or for playground equipment.
- ❑ Do NOT include required program evaluation costs in proposed budget. This will be paid directly by Nevada Department of Education.
- ❑ Do NOT include indirect costs.
- ❑ Allocate for staff (at least one staff member) to travel to at least two Read by Grade 3 Program meetings. Plan as if the meetings are to be held in Reno or Carson City or Las Vegas.
- ❑ Allocate funding for the purchase of Brigance Screen III materials

## B. Read by Grade 3 Phase II Budget/Expenditure Summary Form

The required budget forms are located on the NDE website. They are listed right below this RFA. You may access them by clicking on the link titled: Read by Grade 3 Budget Forms.

# **APPLICATION**

## **Section 4: Assurances**

NEVADA DEPARTMENT OF EDUCATION  
GENERAL STATE GRANT ASSURANCES (030917)

NAME OF DISTRICT/AGENCY:

FISCAL YEAR:

GRANT/PROGRAM NAME:

PROJECT NUMBER:

I hereby certify that, to the best of my knowledge, the information in this application is correct. The applicant designated hereby applies for a subgrant of State funds. The local Board of Trustees/Organization has authorized me to file this application and such action is recorded in the minutes of the agency’s meeting.

**SUBGRANTEE**

The SUBGRANTEE assures, if awarded a grant, subgrant, or contract:  
The State Agency shall hold all SUBGRANTEES to the provisions within the applicable Nevada Revised Statute (NRS) that govern the funds passed through the STATE Agency to the SUBGRANTEE.

**STATE REGULATIONS**

**Shall hold the SUBGRANTEE to the provisions established by the STATE AGENCY which govern the funds and program:**

1. The SUBGRANTEE assumes full responsibility for the overall program which includes: fiscal administration, timely submission of required reports, program management including personnel, and meeting the goals and objectives in the approved grant application.
2. The SUBGRANTEE agrees to fully comply with the evaluation team that will evaluate the effectiveness of this grant. Noncompliance may affect the SUBGRANTEE’S eligibility in future sub-awards from NDE or result in forfeiture of remaining funds.
3. The SUBGRANTEE agrees that any funds not committed for expenditures by the end of the grant cycle will be de-obligated to State general fund with the Annual Financial Report.
4. The SUBGRANTEE will submit the Final Financials to the Nevada Department of Education (NDE) within 30 days or less from the end of the grant cycle. Noncompliance will result in ineligibility for future sub-grant cycles.
5. All requests for budget amendments must be made in writing and approved prior to expenditure of funds.
6. Monthly requests for reimbursement are due to the NDE by the 15th of the month for the previous month of services.

### NDE RFA: Nevada K.I.D.S. Read – Nevada’s Read by Grade 3 Program - Phase III

7. That the SUBGRANTEE agrees to comply with NDE’s requirement to submit supporting source documentation with reimbursement requests which will ensure that all costs charged to state grants are allowable.
8. The documentation for all transactions, controls and other significant events must be clear and readily available for examination upon request. All documentation such as invoices or contracts, etc. should be maintained at the SUBGRANTEE’s principal place of business. If they are not, the SUBGRANTEE must bear the cost of making original documents available for examination by the State.
9. Personnel employed as teachers and instructional aides by the SUBGRANTEE or personnel contracted to provide such service to the SUBGRANTEE shall be certified pursuant to the provisions of NRS 386.590 (as amended by Senate Bill 509 of the 2015 Session of the Nevada Legislature, Chapter 238, Statutes of Nevada (2015)).
10. The SUBGRANTEE shall maintain effective control and accountability for all grant funds, property, and other assets. Good internal control necessitates that fiscal responsibilities be clearly established. Accounting functions should be separated to the fullest extent possible so that no one person authorizes, executes, and approves the same transactions. Policies covering personnel and accounting procedures and separation of duties must be documented in a policies and procedures manual or other similar document.
11. The SUBGRANTEE must maintain continuing responsibility for the overall program. This includes the establishment of written policies and procedures for program operations. The following areas must not be delegated to subrecipients or persons who are not employees or officials of the SUBGRANTEE organization:
  - a. Being informed of and accountable for all program income and expenditures;
  - b. Performance of timely written evaluations of the program, and monitoring of established goals and objectives as written in the program’s grant award;
  - c. Financial reports and all other reports required by NDE including monthly Requests for Funds, required quarterly progress reports and final program reports (as applicable);
  - d. Administration of the program in accordance with each agency’s administrative practice.
12. If the SUBGRANTEE decides to establish a policy-making body (or is required either by law or by funding source to establish such a body), its roles and responsibilities must be clearly defined. This must be approved by the Program Director.
13. Any activities that deviate from the scope of work/goals and objectives identified in the grant agreement must receive prior written approval from the Education Programs Professional and may require an amendment to the grant agreement.
14. SUBGRANTEES must notify the Education Programs Professional immediately regarding any legal action or negative publicity related to grant-funded events, activities, services, purchases, or outreach.
15. All instructions, requirements, rules and regulations for grants administered through the SUBGRANTEE are applicable to subgrantees, contracts or other mechanisms passing on these funds. It is the responsibility of the SUBGRANTEE to ensure compliance of subrecipients through monitoring, reporting, site visits, fiscal reviews or other means. NDE may implement probationary measures with the SUBGRANTEE for noncompliance.

16. Indirect costs are not allowed on State grants or contracts to school districts or charter schools.
17. No organization may participate in the grant-funded project in any capacity or be a recipient of state funds designated for this project if the organization has been debarred or suspended or otherwise found to be ineligible for participation in federal assistance programs under Executive Order 12549, “Debarment and Suspension” (see 45 CFR 92.35). Prior to issuing subawards or contracts under this grant, the SUBGRANTEE must consult the Excluded Parties List System to ensure that organizations under funding consideration are not ineligible. The list may be accessed online through the System for Award Management (SAM) at <https://www.sam.gov>.
18. Decisions made by Education Program Professionals must be based on the grant agreements, approved budgets, grant assurance, written program policies and procedures, and written fiscal policies and procedures including those in the State Administrative Manual (SAM) and in any Nevada Revised Statute or state regulations and guidance that apply to the funding source. If a SUBGRANTEE disagrees with a decision, the SUBGRANTEE has the option to dispute the decision by taking the following steps:

**REQUEST IN WRITING FROM EDUCATION PROGRAM PROFESSIONAL:**

- a. Documentation upon which a decision is based. Written response will be made within seven (7) working days.
  - b. If the disagreement is still unresolved, request in writing that the matter be reviewed by the NDE Program Director, whose decision will be final and will not be open to further discussion or challenge.
  - c. All interactions will be conducted with honesty, courtesy, and respect. It is essential that a professional relationship be maintained in order to properly administer the grant and provide effective services in the community.
  - d. Conduct that interferes with the administration of the grant or negatively impacts the ability to provide effective program services may result in termination of the grant after NDE carefully reviews the circumstances.
  - e. Timeliness of report submission will be tracked and noted in the grant file. Any extensions or exceptions to requirements must also be noted in the grant file.
19. Assurance Specific to Nevada K.I.D.S. Read Grant (Read by Grade 3):
    - a. To receive services funded by this project, students must be enrolled in a Nevada public school districts, district-sponsored charter schools, charter schools sponsored by the State Public Charter School Authority, and Achievement charter schools. Since the Read by Grade 3 grant specifically directs the work of the Kindergarten through 3rd grades respectively, such entities must offer coursework across the K–3 grade levels.



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- b. Each funded Read by Grade 3 local program must adhere to the following, per SB 391 (2015):
- The designation of a Read by Grade 3 Learning Strategist
  - Participation in the Statewide Evaluation System, including participation in tracking Read by Grade 3 students and providing student data to identified independent evaluator
  - Provide required report information and data to the NDE (SB 391: Section 15) including but not limited to:
    - Identification of the schools that received an allocation of money and the amount of funds received by each school;
    - Description of programs or services for which the money was used by each school;
    - Number of students who participated in a program or received services;
    - Average expenditure per pupil for each program or service;
    - Data regarding the academic and linguistic achievement and proficiency of pupils who participated in such a program or received such services.
- c. Funds received under this program will be used solely for the purpose of supporting the activities as outlined in the attached proposal and RFA document in accordance with all applicable stated regulations and policy and procedures. Any grantee receiving funds for equipment of \$500 value or more may be required to return the equipment to the Department of Education if, for any reason, the program is discontinued, unless a request for exemption is approved in writing with specified conditions;
- d. Each project must participate in the statewide program evaluation system (annual and longitudinal); this includes using the outcome indicators and providing required data e.g., pre/post test data, test data on longitudinal participants who are now in Kindergarten, 1st, 2nd, and 3rd grade, program data, etc.) to the NDE evaluator and the Department of Education. The applicant is required to use assessments that have been approved by the Nevada State Board of Education, by regulation;
- e. Funds must be appropriated in accordance with Nevada state laws (NRS 353.150 to 353.246);
- f. All allocated funds must be committed for expenditure by June 30, 2018.
- g. Funds not committed for expenditures by June 30, 2018, will revert to the State General Fund after all reimbursement payments have been made.
- h. Project personnel will attend the entirety of all required meetings and training sessions as required by the Nevada Department of Education (NDE).

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- i. Project personnel will establish an effective communication system for ensuring that Read by Grade 3 information is disseminated by program leads to all Read by Grade 3 K-3 classroom teachers and interventionists.
- j. Funds received under this program will not be used for lobbying or to influence any federal or state agency or legislative staff involved in the award of such funding.
- k. The applicant organization will provide or continue to provide a drug-free workplace.
- l. A complete file will be established to include the approved application form, award document, approved revision (if any), verification of expenditures, logs of receipts and expenditures, correspondence, and final reports. This file shall be available for review by NDE project personnel or their authorized representatives upon request.
- m. A bookkeeping system will be developed to monitor receipts and expenditures by line item. Expenditures cannot exceed the approved budget in any line item without prior written approval from the Nevada Department of Education (NDE).
- n. Records shall be maintained in accordance with general accounting standards. Receipts, invoices, and/or computer printouts will be maintained to verify expenditures. Copies of this verification will be submitted to the NDE upon request.
- o. Travel claims will be maintained for any travel reimbursement made with project funds. (Per diem, mileage, and lodging payment are allowable only at state-approved rates.)
- p. All activities must take place within the funding period.
- q. An inventory of materials and supplies purchased through Read by Grade 3 grant funds shall be maintained and made available upon request.

Failure to comply with the terms and conditions detailed above may result in the loss of state funds and may be considered grounds for the suspension or termination of this grant.

\_\_\_\_\_  
Signature of Authorized Person

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name and Title

\_\_\_\_\_  
District/Organization

## APPLICATION EVALUATIONS

### A. The Application Review Process:

The Nevada Department of Education will establish a panel of local/national experts to review the *Read by Grade 3 Phase III* applications. Members of this review panel may include the following:

- a K–3 literacy expert (NDE – Office of Student and School Supports)
- an NDE Grants Analyst
- an NSHE - Nevada System of Higher Education K–3 literacy expert
- an internal NDE (from outside the Office of Student and School Supports) outside reviewer
- an external (within the state of Nevada but from another agency) outside reviewer
- a K–3 primary stakeholder
- a K–3 national expert

Each section/item will be reviewed by this team. Members will utilize the following **Application Evaluation Form with an embedded Scoring Rubric** to make their determinations.

## B. Application Evaluation Form

<b>Name of Reviewer:</b>	<b>Date:</b>
<b>Name of Applicant:</b>	<b>Total Number of Points Awarded by Reviewer:</b>
<b>Section I: Certification Page</b>	<p><i>Although no points are allocated for this section, it is required that this section be properly completed by the applicant. All required signatures must be included.</i></p> <p><b>Maximum Points for this Section: 0 points</b></p>
<b>Section II: Narrative of Proposed Program</b>	<p><i>The maximum number of pages for the narrative section is 20 pages. (This total does not include the MPO Table or any other required documents located in the Appendix Section).</i></p> <p><b>Maximum Points Possible for this Section: 120 points</b></p>

Question A	Question B	Question C				Question D
<b>Subsection A</b> <i>District or Charter School Level Local K-3 Literacy Plan (40 Points)</i>	<b>Subsection B</b> <i>Evidence of Need &amp; Eligibility (20 Points)</i>	SB 391, Section 5: Implementation of Literacy Plan (10 Points)	SB 391, Section 6: Implementation of Professional Learning (10 Points)	SB 391, Section 8: Notification to Parent/Legal Guardian (10 Points)	SB 391, Section 9: Progress Monitoring Plan (10 Points)	<b>Subsection D</b> <i>MPO Table (20 Points)</i>
Points Earned:	Points Earned:	Points Earned:	Points Earned:	Points Earned:	Points Earned:	Points Earned:

<b>Section III: Budget &amp; Expenditure Summary</b>	<p><i>There are 3 tabs to this form that must be completed. This form is located on the NDE website below the RFA.</i></p> <p><b>Maximum Points Possible for this Section: 30 points</b></p>
<b>Section IV: Assurances</b>	<p><i>Although no points are allocated for this section, it is required that this section be properly completed by the applicant. All required signatures must be included.</i></p> <p><b>Maximum Points for this Section: 0 points</b></p>
<b>SUB-TOTALS:</b>	
<b>Section I (0 points) &amp; Section II (120 Points)</b>	<b>Points Earned =</b>
<b>Section III (30 points) &amp; Section IV (0 Points)</b>	<b>Points Earned =</b>
<b>Optional Bonus Innovation Points (+5)</b>	<b>Points Earned =</b>
	<b>FINAL TALLY OF POINTS AWARDED=____/150 Possible</b>

## APPLICATION RUBRIC – NARRATIVE SECTION

### QUESTION A: Local K–3 Literacy Plan (40 Possible Points)

Narrative Section	Question A: Local K–3 (40 Possible Points)	Literacy Plan
Level I 0–13 Points	Level II 13–26 Points	Level III 27–40 Points
<ul style="list-style-type: none"> <li>• An ineffective plan for improving the literacy of K–3 students is provided</li> <li>• A poorly viable program of intensive instruction for K–3 students who have been identified as deficient in reading is included</li> <li>• Ineffective strategies for providing regularly scheduled small reading groups for deficient students are included</li> <li>• Specific instruction poorly addresses 5 key components of reading: phonological and phonemic awareness, decoding skills, fluency, and comprehension</li> <li>• Procedures for assessing K–3 students with the Reading Assessment Suite approved by the State Board are poorly defined</li> <li>• Procedures for assessing K-3 students at 30-day mark are poorly defined</li> <li>• Methods for assessing 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> grade students during the school year are poorly defined</li> <li>• A poorly viable program for improving the reading proficiency of students who are limited English proficient is included</li> <li>• Procedures for collaboration between strategist &amp; teachers are not effective</li> <li>• A weak alignment to the Nevada State Literacy Plan is provided</li> <li>• Literacy Team not identified</li> <li>• Literacy Plan’s programs, services, and curriculum have no evidence base (ESSA requirements) (see Appendix D)</li> </ul>	<ul style="list-style-type: none"> <li>• A somewhat effective plan for improving the literacy of K–3 students is provided</li> <li>• A somewhat viable program of intensive instruction for K–3 students who have been identified as deficient in reading is included</li> <li>• Somewhat effective strategies for providing regularly scheduled small reading groups for deficient students are included</li> <li>• Specific instruction randomly addresses 5 key components of reading: phonological and phonemic awareness, decoding skills, fluency, and comprehension</li> <li>• Procedures for assessing K–3 students with the Reading Assessment Suite approved by the State Board are vaguely defined</li> <li>• Procedures for assessing K-3 students at 30-day mark are vaguely defined</li> <li>• Methods for assessing 1st, 2nd, 3rd grade students during the school year are vaguely defined</li> <li>• A somewhat viable program for improving the reading proficiency of students who are limited English proficient is included</li> <li>• Procedures for collaboration between strategist &amp; teachers are somewhat effective</li> <li>• A mediocre alignment to the Nevada State Literacy Plan is provided</li> <li>• Part of Literacy Team identified</li> <li>• Literacy Plan’s programs and services must demonstrate Essa-evidenced Tier1-Tier 4 support. All curriculum purchased by RBG3 funds must meet Essa-evidence Tiers 1-3 support. (ESSA requirements) (see Appendix D)</li> </ul>	<ul style="list-style-type: none"> <li>• A very effective plan for improving the literacy of K–3 students is provided</li> <li>• A very viable program of intensive instruction for K–3 students who have been identified as deficient in reading is included</li> <li>• Very effective strategies for providing regularly scheduled small reading groups for deficient students are included</li> <li>• Specific instruction strategically addresses 5 key components of reading: phonological and phonemic awareness, decoding skills, fluency, and comprehension</li> <li>• Procedures for assessing K–3 students with the Reading Assessment Suite approved by the State Board are clearly defined</li> <li>• Procedures for assessing K-3 students at 30-day mark are clearly defined</li> <li>• Methods for assessing 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> grade students during the school year are clearly defined</li> <li>• A very viable program for improving the reading proficiency of students who are limited English proficient is included</li> <li>• Procedures for collaboration between strategist &amp; teachers are very effective</li> <li>• A strong alignment to the Nevada State Literacy Plan is provided</li> <li>• Literacy Team identified</li> <li>• Literacy Plan’s programs, services, and curriculum demonstrate Tier 1-3 support with high effect sizes (ESSA requirements) (see Appendix D)</li> </ul>

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Narrative Section	Question B: (20 Possible Points)	Evidence of Need and Eligibility
Level I 0-6 Points	Level II 7-13 points	Level III 14-20 Points
<ul style="list-style-type: none"> <li>Selected schools demonstrate little to no need.</li> <li>A list of selected sites has not been included;</li> <li>None of the required criteria for determining need were used to establish need</li> </ul>	<ul style="list-style-type: none"> <li>Selected schools demonstrate some need.</li> <li>A List of selected sites is only partially complete; sites listed are not in order of priority.</li> <li>Methods used for determining need have minimal to no alignment to required criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Selected schools demonstrate great need that is based on required criteria.</li> <li>A complete list of selected sites has been provided; list provided has been organized into a very clear order of priority</li> <li>Methods used for determining need have been aligned to required criteria.</li> </ul>
Comments:		Total Points:

Narrative Section	Question C: School-Based (40 Possible Points)	Implementation Efforts
Level I 0-6 Points	Level II 7-13 Points	Level III 14-20 Points
<ul style="list-style-type: none"> <li>Required elements of Section 5 of SB 391 have not been effectively addressed (i.e. a school-level approach for implementing local literacy plan has been provided)</li> <li>Required elements of Section 6 of SB 391 have not been effectively addressed (i.e. a school-level approach for professional learning in reading)</li> <li>Required elements of Section 8 of SB 391 have not been effectively addressed (i.e. parent notification for students deficient in reading)</li> <li>Required elements of Section 9 of SB 391 have not been effectively addressed (i.e. parent notification for students deficient in reading)</li> <li>School-based programs, services, and curriculum have no evidence base (ESSA requirements) (see Appendix D)</li> </ul>	<ul style="list-style-type: none"> <li>Required elements of Section 5 of SB 391 have been somewhat effectively addressed (i.e. a school-level approach for implementing local literacy plan has been provided)</li> <li>Required elements of Section 6 of SB 391 have been very effectively addressed (i.e. a school-level approach for professional learning in reading)</li> <li>Required elements of Section 8 of SB 391 have been somewhat effectively addressed (i.e. parent notification for students deficient in reading)</li> <li>Required elements of Section 9 of SB 391 have been somewhat effectively addressed (i.e. parent notification for students deficient in reading)</li> <li>School-based programs and services must demonstrate Essa-evidenced Tier1-Tier 4 support. All curriculum purchased by RBG3 funds must meet Essa-evidence Tiers 1-3 support. (ESSA requirements) (see Appendix D)</li> </ul>	<ul style="list-style-type: none"> <li>Required elements of Section 5 of SB 391 have been very effectively addressed (i.e. a school-level approach for implementing local literacy plan has been provided)</li> <li>Required elements of Section 6 of SB 391 have been very effectively addressed (i.e. a school-level approach for professional learning in reading)</li> <li>Required elements of Section 8 of SB 391 have been very effectively addressed (i.e. parent notification for students deficient in reading)</li> <li>Required elements of Section 9 of SB 391 have been very effectively addressed (i.e. developing a monitoring plan for students deficient in reading)</li> <li>School-based programs, services, and curriculum demonstrate ESSA-evidenced Tier 1-3 support with high effect sizes (ESSA requirements) (see Appendix D)</li> </ul>
Comments:		Total Points:

Narrative Section Question		D: Measurable Performance (20 Possible Points)	Objectives Table
Level I 0–6 Points	Level II 7–13 Points	Level III 14–20 Points	
<ul style="list-style-type: none"> <li>MPO Table includes none or a minimal amount of the required components (including aggregated data and disaggregated data).</li> <li>MPO Table is not clear and is difficult to understand.</li> <li>Identified measurable objectives do not align to the district/charter school literacy plan.</li> <li>Identified measurable objectives pose no challenges for this district/charter school.</li> <li>Identified measurable objectives would be impossible to attain by this district/charter school.</li> </ul>	<ul style="list-style-type: none"> <li>MPO Table includes some of the required components (including aggregated data and disaggregated data).</li> <li>MPO Table is fairly clearly labeled and is somewhat easy to understand.</li> <li>Identified measurable objectives somewhat align to the district/charter school literacy plan.</li> <li>Identified measurable objectives pose weak challenges for this district/charter school.</li> <li>Identified measurable objectives would be difficult to attain by this district/charter school.</li> </ul>	<ul style="list-style-type: none"> <li>MPO Table includes all required components (including aggregated data and disaggregated data).</li> <li>MPO Table is clearly labeled and is very easy to understand.</li> <li>Identified measurable objectives clearly align to the district/charter school literacy plan.</li> <li>Identified measurable objectives pose achievable challenges for this district/charter school.</li> <li>Identified measurable objectives are clearly attainable by this district/charter school.</li> </ul>	
Comments:		Total Points:	



## APPENDICES

## Appendix A: Template for Local K-3 Literacy Plan

**District or Charter School Name:**

**Number of Sites Being Served:**

**Name and Title and Phone Number of Contact Person:**

***Members and Titles of District/Charter Literacy Team:***

**Status:** \_\_\_\_\_ New K-3 Local Literacy Plan      \_\_\_\_\_ Revised K-3 Local Literacy Plan

### **I. Title of Your Local Literacy Plan**

### **II. Introduction**

### **III. NSLP Key Essential Number 1: Leadership & Sustainability**

- A. Description of Baseline Score on Self-Assessment Tool
- B. Description of Primary Plans of Action
- C. Alignment to SB 391: Section 5, Section 6, Section 8, and Section 9

### **IV. NSLP Key Essential Number 2: Data-Driven Standard-Based Instruction & Intervention**

- A. Description of Baseline Score on Self-Assessment Tool
- B. Description of Primary Plans of Action
- C. Alignment to SB 391 (2015): Section 5 and Section 9

### **V. NSLP Key Essential Number 3: Literacy Assessment Systems**

- A. Description of Baseline Score on Self-Assessment Tool
- B. Description of Primary Plans of Action
- C. Alignment to SB 391 (2015): Section 5, Section 8, and Section 9

### **VI. NSLP Key Essential Number 4: Professional Learning**

- A. Description of Baseline Score on Self-Assessment Tool

B. Description of Primary Plans of Action

C. Alignment to SB 391 (2015): Section 5 and Section 6

**VII. NSLP Key Essential Number 5: Family and Community Engagement**

A. Description of Baseline Score on Self-Assessment Tool

B. Description of Primary Plans of Action

C. Alignment to SB 391 (2015): Section 5, Section 6, Section 8, and Section 9

## APPENDIX B

### The Role & Responsibilities of the Read by Grade 3 Learning Strategist (9-16) (as identified in SB 391 and the Nevada Administrative Code (NAC), Chapter 388, Sections 3-5)

	<b>Completion of Required Professional Development in the following areas:</b>	<b>Facilitation and/or Delivery of Required Professional Development for K-4 Classroom Educators</b>	<b>Additional Duties</b>
NSLP Essential 1 Leadership & Sustainability	<ul style="list-style-type: none"> <li>• Components of Nevada State Literacy Plan (2015) [emphasis on the Elementary Section]</li> <li>• National standards for coaching concerning literacy</li> <li>• Methods for effectively delivering and receiving constructive feedback</li> <li>• Methods for assisting the board of trustees of a school district or the governing body of a charter school in preparing a plan to improve the literacy of pupils enrolled in K–3</li> </ul>	<ul style="list-style-type: none"> <li>• Components of Nevada State Literacy Plan (2015) [emphasis on the Elementary Section]</li> <li>• How to effectively deliver and receive constructive feedback</li> <li>• Methods for maintaining collaborative and reflective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Provide leadership and support to the board of trustees of a school district or the governing body of a charter school in preparing a plan to improve the literacy of pupils enrolled in K–3</li> </ul>
NSLP Essential 2 Data-Driven, Standards-Based Instruction & Intervention	<ul style="list-style-type: none"> <li>• Effective Implementation of the NVACS (Nevada Academic Content Standards) in the English Language Arts for K–3</li> <li>• Requirements of the Nevada State Educator Performance Framework (NEPF)</li> <li>• Evidence-based best practices for instruction and intervention concerning literacy</li> <li>• Methods for screening for and intervention concerning dyslexia and other reading disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Implementation of the NVACS (Nevada Academic Content Standards) in the English Language Arts for K–3</li> <li>• Using student data to improve instruction concerning literacy</li> <li>• Evidence-based best practices for instruction and intervention concerning literacy</li> <li>• Methods for screening for and intervention concerning dyslexia and other reading disabilities</li> </ul>	<p><b>Oversee the following assessment protocols:</b></p> <ul style="list-style-type: none"> <li>• the assessment of all kindergarten students in Reading within the first 30 days of school using State Board approved assessments</li> <li>• the assessment of all students in Reading for grades 1, 2, &amp; 3 using State Board approved assessments</li> <li>• the development of a progress monitoring plan for every student identified as “deficient” in Reading</li> <li>• systematic progress monitoring for these students</li> <li>• the assessment of all identified students during winter and spring benchmarks</li> </ul>
NSLP Essential 3 Literacy Assessment Systems	<ul style="list-style-type: none"> <li>• Effective implementation of the RBG3 K-3 Reading Assessments per the July, 2015 policy list (2016-2017)</li> <li>• Effective implementation of the RBG3 Reading Assessments: Brigance Screener III (K) &amp; MAP K–3 Reading Assessments (2017-2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Effective implementation of the RBG3 K-3 Reading Assessments per the July, 2015 policy list (2016-2017)</li> <li>• Effective implementation of the RBG3 Reading Assessments: Brigance Screener III (K) &amp; MAP K–3 Reading Assessments (2017-2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Oversee an effective implementation of the RBG3 K-3 Reading Assessments per the July, 2015 policy list (2016-2017)</li> <li>• Oversee an effective implementation of the RBG3 Reading Assessments: Brigance Screener III (K) &amp; MAP K–3 Reading Assessments (2017-2018)</li> </ul>
NSLP Essential 4 Professional Learning	<ul style="list-style-type: none"> <li>• See Essentials 1–3 for Professional Learning Topics</li> </ul>	<ul style="list-style-type: none"> <li>• See Essentials 1–3 for Professional Learning Topics</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate and/or deliver the professional learning topics required for RBG3 K–4 classroom teachers</li> <li>• Participate in all required professional development areas that have been identified in the Nevada Administrative Code, Chapter 388</li> </ul>
NSLP Essential 5 Family and Community Engagement			<ul style="list-style-type: none"> <li>• Ensure that parents and/or legal guardians within 30 days of the determination that a K-3 student is struggling in the subject area of reading (SB 391)</li> <li>• Ensure that parents' and/or legal guardians' approve of progress monitoring plans for struggling students (SB 391)</li> <li>• Provide instruction and support for the parents and guardians of pupils who have been identified as struggling in the subject area of reading</li> </ul>

**APPENDIX C**

**The Role & Responsibilities of the Nevada’s K-3 Classroom Teachers (9-16)**

(as identified in SB 391 and the Nevada Administrative Code (NAC), Chapter 388, Section 4)

	<b>Completion of Required Professional Development in the following areas (K-4):</b>	<b>Identified Responsibilities (K-3)</b>
<b>NSLP Essential 1 Leadership &amp; Sustainability</b>	<ul style="list-style-type: none"> <li>• Components of the Nevada State Literacy Plan (2015) [emphasis on the Elementary Section]</li> <li>• Methods for effectively delivering and receiving constructive feedback</li> <li>• Methods for maintaining collaborative and reflective communication</li> </ul>	
<b>NSLP Essential 2 Data-Driven, Standards-Based Instruction &amp; Intervention</b>	<ul style="list-style-type: none"> <li>• Effective Implementation of the NVACS (Nevada Academic Content Standards) in the English Language Arts for K–3</li> <li>• Using student data to improve instruction concerning literacy</li> <li>• Evidence-based best practices for instruction and intervention concerning literacy</li> <li>• Methods for screening for and intervention concerning dyslexia and other reading disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Create a progress monitoring plan for each student who has been identified as a Read by Grade 3 Intervention Student</li> <li>• Implement progress monitoring plans using current K–3 evidence-based best practices in literacy instruction and intervention</li> <li>• Modify progress monitoring plans for students based on data as necessary</li> </ul>
<b>NSLP Essential 3 Literacy Assessment Systems</b>	<ul style="list-style-type: none"> <li>• Effective implementation of the RBG3 K-3 Reading Assessments per the July, 2015 policy list (2016-2017)</li> <li>• Effective implementation of the RBG3 Reading Assessments: Brigance Screener III (K) &amp; MAP K–3 Reading Assessments (2017-2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Assess all kindergarten students within the first 30 days of school using State Board approved assessments</li> <li>• (Based on current best practices) assess all students in grades 1,2, &amp; 3 utilizing State Board approved assessments</li> <li>• Develop a progress monitoring plan for every student identified as “deficient” in the subject area of reading</li> <li>• Conduct systematic progress monitoring of these students’ progress in reading</li> <li>• Assess all students at identified winter and spring benchmarks</li> </ul>
<b>NSLP Essential 4 Professional Learning</b>	<ul style="list-style-type: none"> <li>• See Essentials 1–3 for Professional Learning Topics</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in all required professional development areas that have been identified in the Nevada Administrative Code, Chapter 388</li> </ul>
<b>NSLP Essential 5 Family &amp; Community Engagement</b>		<ul style="list-style-type: none"> <li>• Notify parents and/or legal guardians within 30 days of the determination that a K-3 student is struggling in the subject area of reading (SB 391)</li> <li>• Obtain parents’ and/or legal guardians’ approval of progress monitoring plan (SB 391)</li> <li>• Provide instruction and support for the parents and guardians of pupils who have been identified as struggling in the subject area of reading</li> </ul>

**APPENDIX D**

**ESSA Levels of Evidence**

[as required in new federal ESSA law and Nevada Statute AB7 (2017)]

<p>“Activities, programs, and interventions” noted demonstrate a <i>statistically significant effect on improving student outcomes</i></p>	<p><b>LEVEL 1: STRONG EVIDENCE</b></p>	<p>Evidence cited is based on: <i>at least 1 well-designed and well-implemented experimental study</i></p>
	<p><b>LEVEL 2: MODERATE EVIDENCE</b></p>	<p>Evidence cited is based on: <i>at least 1 well-designed and well-implemented quasi-experimental study</i></p>
	<p><b>LEVEL 3: PROMISING EVIDENCE</b></p>	<p>Evidence cited is based on: <i>at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias</i></p>
<p>“Described programs, services, and/or curriculum” demonstrate a <i>rationale that such activity, strategy, or intervention is likely to improve student outcomes</i></p>	<p><b>LEVEL 4: DEMONSTRATES A RATIONALE</b></p>	<p>Evidence cited is based on: <i>high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention</i></p>

## APPENDIX E

### Recommended Resources for Verifying ESSA Levels of Evidence

The following resources are available for Read by Grade 3 applicants to determine which level of ESSA-evidence has been met (i.e. Tier 1, Tier 2, Tier 3, or Tier 4) in cited studies per federal guidelines.

The U.S. Department of Education issued non-regulatory guidance on [Using Evidence to Strengthen Education Investment](#) to help in school improvement planning.

[Evidence for ESSA](#) is a website developed by the Center for Research and Reform in Education at Johns Hopkins University School of Education to help educators identify programs and practices that meet the ESSA evidence standards.

The [What Works Clearinghouse](#), developed by the Institute of Education Sciences (IES), is a user-friendly database organized by topic and content area to locate studies on specific intervention types to meet ESSA standards.

[An LEA Guide for Identifying Evidence-Based Interventions for School Improvement](#), developed by the Florida Center for Reading Research (FCRR)

[Best Evidence Encyclopedia](#), developed by the Center for Data-Driven Reform in Education at Johns Hopkins University School of Education (not categorized in ESSA evidence tiers)

[CCSSO](#) has a list of resources on ESSA evidence-based practices under the School Supports and Interventions section on its website, [www.ccsso.org/ESSA](http://www.ccsso.org/ESSA).

[Results First Clearinghouse Database](#), developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)