

Advanced Placement Program - Test Fee Payment Program

This program funds a portion of the International Baccalaureate exam fees for eligible students, based on their household socioeconomic status.

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

American Recovery and Reinvestment Act (ARRA) - Title I School Improvement Grant (SIG) Sec 1003(g) Cohort 1 of the Elementary and Secondary Education Act to support school improvement activities in persistently lowest-achieving schools that have been identified as In Needs of Improvement, in corrective action, or restructuring under Title I. The Department of Education appropriated federal flow-through, formula-based funding for this grant under the Consolidation Appropriations Act of 2010, and funding from the ARRA Fiscal Year 2009 Title I appropriation. The District has elected to serve two schools under this SIG Cohort 1 grant - Kit Carson Elementary and Rancho High Schools by implementing intervention strategies to improve academic achievement.

American Recovery and Reinvestment Act (ARRA) - Title I School Improvement Grant (SIG) Sec 1003(g) Cohort 2

American Recovery and Reinvestment Act (ARRA) - Title I School Improvement Grant (SIG) Sec 1003(g) Cohort 2 of the Elementary and Secondary Education Act to support school improvement activities in persistently lowest-achieving schools that have been identified as In Needs of Improvement, in corrective action, or restructuring under Title I. The Department of Education appropriated federal flow-through, formula-based funding for this grant under the Consolidation Appropriations Act of 2010, and carryover funding from the ARRA Fiscal Year 2009 Title I appropriation. The District has elected to serve four schools under this SIG Cohort 2 grant - Doris Hancock Elementary, Chaparral High, Mojave High, and Western High Schools by implementing intervention strategies to improve academic achievement.

AT&T Foundation

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

extra-curricular opportunities for students to explore STEM concepts; and prepare educators to deliver the coursework, with emphasis on the needs of students with learning disabilities and English language learners in a project-based environment.

Bulletproof Vest Partnership

Funding made available by the Department of Justice to assist with the purchase of bulletproof vests to enhance law enforcement officer safety as part of the Bulletproof Vest Partnership grant. The School District Police Department will advance the safety of its officers in and around schools throughout the District by purchasing bulletproof vests through this grant program.

Career and Technical Education (CTE) - Allocation

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

Career and Technical Education (CTE) - Competitive

A percentage of Career and Technical Education (CTE) state funds are made available for competitive grant applications to drive change at the school or district level through the development and expansion of high school CTE programs. Competitive funds will be awarded to school districts that focus efforts to improve and develop CTE programs based on three funding purposes: 1) develop and strengthen program(s) to meet State standards and to align course sequences with the 2013-14 State CTE course catalog; 2) align programs and course sequences to the economic development priorities in the new state plan for economic development; 3) implement the new State standards for Employability Skills for Career Readiness.

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

Competitive funding is made available through the Carl D. Perkins Career and Technical Education (CTE) Improvement act of 2006 for program development in key areas based on two funding purposes: 1) support the development of new programs based on State, regional or local economic and workforce development needs; 2) projects that support innovation in the delivery of existing programs based on State, regional or local economic and workforce development needs.

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

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

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

Carl D. Perkins Career and Technical Education (CTE) Improvement Act of 2006 provides funding to state or county youth correctional facilities charged with the responsibility for court-adjudicated youth, ages 14 through 17, and only those facilities which serve youth on a long-term placements (i.e., four months or longer) and offer occupational education programs.

Class Size Reduction - Kindergarten

During the 77th Nevada Legislature in 2013, kindergarten class size reduction was approved for the first time through the passage of Senate Bill 522 and Assembly Bill 2. State general funds were appropriated for the 2013-14 school year, to reduce the kindergarten class size to a ratio of 21 (no more than 25) students to one teacher in one-third of the full-day kindergarten classrooms and in all half-day kindergarten classrooms. The program resources will be allocated to schools based on need throughout the program year. Implementation will occur in collaboration with facilities and personnel availability. It is anticipated that this grant will provide funding for approximately 166 teachers.

Class Size Reduction - Portables

The Nevada State Legislature has made funds available to provide facilities to support the implementation of Kindergarten Class Size Reduction in the District through the 2013-14 school year. These facilities will be placed according to need for projected classroom additions at schools where additional teachers are required to implement the Kindergarten Class Size Reduction. Funding is requested for the module units, delivery, set-up, siting, connectivity, finishing, permit fees, and furniture. According to the funding legislation, indirect costs are not allowable for this project.

College Board Confucius Institutes and Classrooms

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

Community Oriented Policing Services (COPS)

Funding has been provided for the Datacasting 2.0 Project by the Department of Justice to assist with the development of school safety resources as part of the Community Oriented Policing Services (COPS) - Secure Our Schools (SOS) program. The School District Police Department will partner with Vegas Public Broadcasting and the CCSD Crisis Response Team to advance the safety of schools and coordination of response to incidents throughout the District by enhancing the existing datacasting technology, expanding the service to all responders, and providing training. The goal for this project is to leverage the already successful datacast program to the next logical step by incorporating greater bandwidth, interactivity, and an expanded feature set to provide more flexible and thorough response on the part of school police and crisis responders. These enhancements will impact the community by providing greater student safety through greater situational awareness, more incident prevention, and the ability to share information and react to changing circumstances more rapidly.

Community Oriented Policing Services (COPS) - Secure Our Schools (SOS)

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

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

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

Confucius Program - Asia Society

The Hanban-Asia Society Confucius Classrooms Network provides support for Chinese language programs in four key areas: curriculum and instruction, partnerships, integration and culture, and leadership. The following components will be implemented at the schools to be served: 1) each school will establish a partnership with a school in China to enhance language and cultural learning; 2) students will have ongoing

communication, classroom observations, and activities with students and teachers in China; 3) new local partnerships will improve diversification of activities in the classroom to promote language immersion and cultural knowledge; 4) schools will also develop partnerships with other regional and national Confucius Classrooms Network schools to share best practices and resources; 5) integration and culture will be promoted through improved teacher collaborations among the schools served to share best practices and resources, to improve teaching strategies, and to plan cultural events; 6) one teacher from each of the served schools will attend the National Chinese Language Conference organized by the Hanban-Asia Society and the College Board.

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

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

Differentiated Consequences Grant

Funding from the U. S. Department of Education through the Nevada Department of Education is provided for Title I schools designated as In Need of Improvement - Year 4 or beyond. These funds will include updating the Nevada Comprehensive Curriculum Audit Tool for Schools, providing targeted technical assistance, conducting professional development, assisting school support teams, and/or resource acquisition.

Full Day Kindergarten - Portables

The Nevada State Legislature has made funds available to provide facilities to support Full Day Kindergarten Expansion in the District through the 2013-14 school year. These facilities will be placed according to need and projected classroom additions at schools where additional teachers are required to implement Full Day Kindergarten in additional schools. Funding is requested for the module units, delivery, set-up, siting, connectivity, finishing, permit fees, and furniture. According to the funding legislation, indirect costs are not allowable for this project.

Full-Day Kindergarten

The 77th Nevada Legislature provided funding for the continuation and expansion of the Full-Day Kindergarten Program. School eligibility is determined by the Department

of Education and is driven by a school's free and reduced lunch data for the opportunity to provide full-day kindergarten for their students. Grant funds authorized through this bill have been awarded to the District to fund positions for Full-Day Kindergarten Program teachers.

Fund for the Improvement of Education (FIE) - English Language Learners (ELL)

Fund for the Improvement of Education (FIE) - English Language Learners (ELL) funds are used for the expansion of instructional support for ELL. ELL students in the District are assured equitable access to an educational experience designed to enable them to develop academic skills and concepts at the same level as other students in the District, while acquiring English language proficiency as rapidly as possible. Funds are used to compensate existing teachers for prep buy-outs, before and after school tutoring, summer school, and/or intersessions for the purpose of providing supplemental services for ELL students in K-12 schools with the most need. Teachers assisted an estimated 1,200 ELL students with learning English, attaining standards in all content areas, and credit retrieval.

Fund for the Improvement of Education (FIE) - Highly Gifted

The Fund for the Improvement of Education (FIE) - Highly Gifted project provides designated students with an appropriate learning environment that is challenging and meaningful. The program increases the enrollment of highly gifted students in accelerated classes, particularly in grades 6-12. Professional development is provided for teachers, counselors, and administrators, training them to better address the academic, social, and emotional needs of highly gifted students. Mentors will be assigned to every participating student. These licensed teachers interact with students and their families, helping to locate accelerated classes and/or additional academic opportunities, assisting with the enrollment process, and engaging in problem-solving to address any issues that may arise. Parent support groups and workshops empower families to support highly gifted students so they can reach their maximum potential.

GEAR UP

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

Gifted & Talented Discretionary Units

The District's Gifted and Talented Education (GATE) program emphasizes the development of critical thinking and problem solving skills through the implementation of curricula that focus on technology integration. Embedded technologies such as simulations and virtual science labs are promoted by both the Department of Education and the National Science Foundation as instructional tools that promote linkages between Science, Technology, Engineering, and Mathematics (STEM) education research and instructional practice. These tools further promote scientific inquiry as supported by the National Committee on Science Education Standards and Assessment.

Through the GATE State Discretionary Unit Grant, the program will acquire 70 tablet computer units, accompanying software applications, and virtual microscopes for instructional use with gifted students throughout the District. These instructional resources will make possible in-depth instruction on the structure and function of individual cells, organs, and systems; students will view and manipulate three-dimensional images, performing virtual dissections. This cutting edge technology prepares students to compete in the global technology economy of the future while allowing them to build deeper interest in scientific technology and strengthen research and problem solving skills.

Google K-12 Talent Academy-Pilot Program

Google K-12 Talent Academy-Pilot Program is an eight month pilot leadership development program aimed at sharing best practices in talent management or strategic human capital management between educational institutions and corporate sectors to help improve schools as a workplace.

High School Graduation Initiative Program

This federal program supports effective, sustainable, and coordinated dropout prevention and re-entry programs in high schools with annual dropout rates that exceed the state average dropout rate. Eight high schools and the largest feeder middle school were selected for this program. Those schools are: Canyon Springs HS/Sedway MS, Chaparral HS/Mack MS, Cheyenne HS/Swainston MS, Del Sol HS/Cannon MS, Eldorado HS/O'Callaghan MS, Mojave HS/Findlay MS, Valley HS/Fremont MS, and Western HS/Gibson MS. The components for this dropout prevention and intervention program include: a social worker to be assigned to each targeted school to determine students at-risk for dropping out of school; the provision of social services and counseling; and referrals to community partners for wraparound services. Social workers will assist youth who have already dropped out of school to re-enter and complete their secondary education. Parent education and support will be provided. Educational support services will be offered to students, such as tutoring and referrals to various academic and credit-retrieval programs. The Truancy Diversion Program is also an important component, designed to support students as they work to improve attendance and grades. Truancy court sessions will be held once a week at the school sites with both students and parents, where the presiding judge evaluates

attendance records, teacher reports, and weekly grades. Social workers will assess students, coordinate activities and wraparound services that support student attendance and achievement at school, and will report weekly to the presiding judge. The Clark County 8th Judicial District Court is an important partner in this program.

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

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

Individuals with Disabilities Education Act (IDEA) Special Project - Special Education District Improvement Grant (SPDIG)

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

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

The Pathways to Science, Technology, Engineering, and Mathematics (STEM) Initiative (PSI) serve approximately 5,600 students and will target four middle schools and two high schools that are feeder-aligned and have high percentages of students underrepresented in STEM. Schools selected for services are: Garside Middle, Gibson Middle, Findlay Middle, and Johnston Middle Schools as well as Mojave High and Western High Schools. Students will have access to project-based STEM coursework that uses technology and equipment embedded into the classroom curriculum; create extra-curricular opportunities for students to explore STEM concepts; and prepare educators to deliver the coursework, with emphasis on the needs of students

with learning disabilities and English language learners in a project-based environment. The PSI model allows students to discover, explore and pursue STEM by providing various levels of involvement. PSI will also provide students an opportunity to participate in various project activities. PSI activities include weekly sessions with STEM professionals, STEM Club, and STEM summer camp.

Jobs for America's Graduates (JAG)

This partnership between Community Services Agency, the District, and Jobs for America's Graduates (JAG) aims to successfully implement and sustain the JAG multi-year dropout prevention program in the following ten high schools: Basic, Bonanza, Cheyenne, Cimarron-Memorial, Del Sol, Desert Pines, Legacy, Mojave, Spring Valley, and Valley. The mission is to ensure that at-risk high school students remain in school, attain employability skills through classroom and work-based learning experiences during high school, graduate, and receive 12 months of follow-up services by the JAG Specialists.

Johnson/O'Malley Grant (JOM)

The purpose of the Johnson O'Malley (JOM) grant is to provide academic, college, career, and cultural programs that meet the needs of American Indian/Alaska Native students. The following activities will be conducted during the project period: 1) eligible American Indian/Alaska Native students throughout the District will continue to be identified and tracked for attendance and academic achievement; 2) college, career, and cultural awareness activities will be implemented for eligible American Indian/Alaska Native students that enhance and support academic achievement; 3) fees for uniforms, classes, labs, and credit retrieval for qualifying students will be provided; 4) parent events will be implemented; and 5) the Indian Education Parent Committee will continue to plan, monitor, and participate in program activities. Measurable objectives are: 1) JOM students' average daily attendance will show a one percent increase above the 2010-11 academic year, and for each successive school year through 2013-14; 2) the percentage of JOM students participating in tutoring programs will show an increase of two percent over the previous year, beginning with the 2010-11 academic year; and 3) eighty percent of student participants in cultural events will report on surveys that the event reinforced their cultural identity.

Local Plan - Individuals with Disabilities Education Act (IDEA)

Funding is provided through the Individuals with Disabilities Education Act, Part B, Public Law 101-476, to assist school districts in the initiation, expansion, and improvement of programs for the education of students with disabilities. Students with educational, physical, mental, emotional, and/or social disabilities are provided programs and services to afford them an opportunity to maximize their potential. In accordance with federal regulations pertaining to the education of students with disabilities, populations of unserved and underserved children are identified.

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

Math and Science Partnership (MSP) - Project: Venture Into Scientific Inquiry Organized around Nevada Standards (VISIONS) is a professional development project that will increase science and mathematics achievement for elementary students in the District. Partners in the project are the District and the University of Nevada, Las Vegas (UNLV) Center for Mathematics and Science Education (CSME). Research-based professional development will increase teacher content knowledge and instill inquiry-based pedagogical practices that aid science and mathematics instruction through reflective processes. In addition, collaboration between elementary and high school science teachers will be established to deliver a consistent curriculum aligned to state standards. Project VISIONS will: 1) develop high school and elementary teams that will provide ongoing professional development in science content knowledge and the Full Option Science System (FOSS) Districtwide; 2) increase science and mathematical content knowledge of elementary school teachers and improve the effectiveness of classroom instruction, thus resulting in increased student achievement in science and mathematics; and 3) target schools that are in need of improvement as specified by No Child Left Behind legislation and have a high percentage of teachers who do not have highly qualified status.

Mathematics and Science Partnership Program (MSP)

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

McKinney-Vento Education for Homeless Children and Youth

Through the McKinney-Vento Homeless Assistance Act of 1987, amended by the No Child Left Behind Act of 2001, funds are made available through the Nevada Department of Education to support programs that facilitate the academic success of students who are homeless, guaranteeing access to all appropriate educational opportunities and services. The District's McKinney-Vento grant program contains three main components: A Place Called Homeless Outreach Program for Education (HOPE) Rooms, Middle and High School Mentor Program, and ParentLink Training for Parents. Through these projects, the Title I HOPE office will continue to improve and extend the connection between homeless students and the

services they need to stay in school and succeed. The goals of the McKinney-Vento projects are aligned with A Look Ahead which aims to raise the bar to focus on preparing students so they are ready by exit. A Place Called HOPE provides resources such as food, clothing, hygiene items, and academic support to high school students in need. Licensed teachers will act as mentors. The Middle and High School Mentor Program provides opportunities for students to improve and strengthen their skills both academically and socially. Students meet weekly with an identified teacher to develop and monitor achievement toward goals in areas including academics and life and social skills. ParentLink Training for Parents will provide training for parents of students experiencing homelessness to understand and utilize the District's online student grade and attendance tracking system.

Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Bailey

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

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

The intent of the Children's Literature, Mathematics and Science (CLaMS): Creative Connections Across Content Areas, is to examine, explore, and enhance instructional strategies that will entice children to make mathematical and science related connections to literature through oral and written means. A summer institute and professional development will enable 40 teachers in teams of 2-5 in the District to have the opportunity to further their math and science content knowledge and instructional strategies in reading and writing. These professional development activities will be conducted jointly by University of Nevada, Las Vegas (UNLV) and College of Southern Nevada (CSN) professors and involve CCSD teacher leaders. Participants will address the Common Core State Standards and Nevada State Standards related to science, mathematics and literacy in order to further the goals and objectives of their respective schools. Using technology such as Flip video cameras and

podcasts, teachers will be able to investigate the process by which children solve mathematical problems, respond to science content in literature, and generate connections both mathematical and science related to the literature that they are reading. Using the six traits of writing, teachers will further engage children in written responses that will reveal the connections they are making with science, mathematics, and literacy. Through this proposed project, reading, writing along with scientific and mathematical thinking will significantly impact instructional practice and student learning.

Nevada Collaborative Teaching Improvement Program (NeCoTIP) - Dr. Higgins - Project Grow

The purpose of Project Grow is to provide professional development to 18 teachers at three high schools in the District (Cheyenne HS, Liberty HS, and Mojave HS) to unwrap biology content standards, create standards-based assessments, and plan instructional adaptations based on student assessment scores. The District has two primary roles in Project Grow; 1) formatively evaluating the materials created by project staff and; 2) providing opportunities for teachers to attend professional development activities during the summers of 2012 and 2013 and during the 2012-13 school year.

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

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

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

CPD Division staff members are working in partnership with University of Nevada, Las Vegas (UNLV) on the Nevada Partnership for Effective Mathematics and Science Teaching and Learning (N-PEMSTL) project to increase grades 3-5 teachers' mathematics and science knowledge. The goals

of this project are to: 1) increase teachers' understanding of Science, Technology, Engineering, and Mathematics (STEM) integration, and 2) to increase teachers' capacity in the effective alignment of instructional materials to the Nevada Academic Content Standards in Mathematics and Science. A summer professional development, school-year follow up, and professional learning communities will be used to accomplish the goals of the project. Up to 40 teachers are invited to participate in the project. Most participants in this project were included in the 2013-14 N-PEMSTL project; however, some turnover is expected and openings will be communicated to teachers in schools whose data indicate the need for additional support. UNLV is the applicant and the District will act as the local school district partner. The subaward will be used to pay for extra-duty pay for teachers to assist with the development of professional development and for teachers to attend professional development.

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

Nevada Commission on Educational Technology (NCET) - State Educational Technology Implementation Funds (SETF)-Consortium provides high-quality online professional development (PD) to support the implementation of the Common Core State Standards (CCSS), leading to improved student achievement. This PD is a combination of modules developed by the District, commercially available packages, and technology lesson plans. The Bringing Learning and Standards Together (BLAST) project provides online PD modules tied to CCSS and rich in classroom examples and technology integration. These are available to individual teachers, groups of teachers (such as a grade level), or whole schools. They are also available for use by other Nevada districts. As part of this effort to provide quality online PD, Public Broadcasting Service Teacher Line classes will also be used to support rollout of the CCSS.

Nevada Comprehensive Curriculum Audit Tool for Districts (NCCAT-D)

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

Nevada Growth Model/Washoe Teacher Incentive Fund

During the 2009 Legislative Session, Assembly Bill 14 was enacted which required the Nevada Department of Education to develop and implement a growth model. The Nevada Growth Model is a tool for using performance data to more accurately assess and report on annual academic progress. It is used to identify schools that obtain high growth as well as those achieving typical growth and those achieving low-growth. This helps the District in its effort to close achievement gaps. When fully implemented, the Nevada Growth Model

will include a parent-friendly component that is both simple and informative, and will allow users to see how their child, their child's classroom, and their child's school compare to other similar populations.

Nevada Homeland Security

The Homeland Security Grant will provide funds to update the School District Police Department dispatch communications system to increase the local and regional interoperability of its system through the Southern Nevada Area Communications Council System (SNAAC).

Nevada Library Books Purchase

These funds purchase library books for all District schools with libraries and/or media centers. The amount of funds available for each of the eligible schools is determined by a per pupil allocation. Funds awarded above and beyond the formulated amount are based on school need with special consideration given to libraries at schools serving high numbers of disadvantaged students and/or English Language Learners. Schools changing the grade levels that will be served in the upcoming school year are also given special consideration for extra funding. School librarians, in cooperation with their administrators, determine school library book needs and order accordingly. These expenditures are at the discretion of the District Library Services Coordinator based on his review of current statistical reports of school library collections, current demographics and knowledge of changes within student populations to be served at each school.

Nevada State Pre-Kindergarten Program

The Clark County School District Nevada State Pre-Kindergarten Education Program, formerly the Early Childhood Education Comprehensive Plan has been providing families of at-risk children with high quality pre-kindergarten education opportunities since 2001. The mission of this highly successful program is to continue to increase developmental preschool education opportunities for children with disabilities, children from low-income families, and children from bilingual families or families who are non-English proficient. During the 2013-14 school year, this program will collaborate with Early Childhood Special Education, Title III, and Title I to provide services at these elementaries: Bracken, Bunker, Cunningham, Dondero, Harris, Lake, McCaw, McWilliams, Rundle.

Prevention Advocacy Choices Teamwork (PACT) - Quannah McCall

Quannah McCall Elementary receives funding to implement evidence-based services aligned with one or more of three established coalition priorities. The priorities include: 1) developing a strong organizational infrastructure; 2) building strong community ties; and 3) prevent early onset of childhood and underage drinking/drug use. The program initiatives include after-school positive action tutoring, parenting wisely classes, summer school, and Saturday family and community activities. Through this initiative the program will

impacts approximately 490 students and their families. The program objectives for this grant are to increase: 1) student achievement; 2) student social skills; 3) parental awareness with positive action and parenting wisely; and 4) parent and community involvement.

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

The District's Safe and Drug Free Schools program seeks to pilot the Reconnecting Youth program at various high schools during the 2013-14 school year as a means of reintroducing a prevention element into its programming. Reconnecting Youth is classified as an evidence-based prevention program that is intended for high-risk youth and is effective with multicultural groups from diverse racial/ethnic populations as well as monocultural groups. Reconnecting Youth program was adapted in the early 1990's to address youth at suicide-risk as well as those at risk for potential dropout and drug involvement. Efficacy tests showed that Reconnecting Youth worked to decrease suicide-risk factors, drug involvement, and poor school performance. This program has been adapted by others for use in alternative high schools, juvenile correction programs, group homes, and middle schools.

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

Professional Development for Arts Educators (PDAE) Program

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

Project Focusing on Crosscutting Concepts to Understand Science (FOCCUS) - Math and Science Partnership

The goals for Project Focusing on Crosscutting Concepts to Understand Science (FOCCUS) are: 1) increase teacher knowledge of science content, practices, and crosscutting concepts as they are represented in the science Nevada Academic Content Standards (NVACS); 2) develop teacher ability to integrate crosscutting concepts represented in the science NVACS into content-focused instruction; 3) increase academic achievement of students taught by FOCCUS participants; and 4) develop an online science educator network.

Project FOCCUS will provide participants with a 3-phase professional development cycle: 1) the summer science institute, 2) implementation and reflection, and 3) the Engineering Content Connections Institute. Phase 1 content will be delivered through a blended-learning approach mixing online with face-to-face sessions. K-12 participant cohorts will work through activities based on crosscutting concepts articulated in the science NVACS. Phase 2 will focus on the direct classroom implementation of the participant-developed content knowledge of topics represented in the science NVACS. In the final element of Phase 2, participants will reflect on their experiences using student assessment data and evaluate the effectiveness of their lessons. Phase 3 will concentrate on developing a deeper understanding of the content needed to support engineering and how elements and practices of engineering can be best translated into classroom practices that are supported by the science NVACS.

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

Refugee School Impact Aid

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

Safe Routes To School (SRTS) Coordinator

Safe Routes to School (SRTS) funds are used to support development and implementation of programs that examine conditions around schools and conduct projects and activities that improve safety and reduce traffic and air pollution in the vicinity of schools. This project funds a safety coordinator position to oversee/ensure implementation of SRTS initiatives.

Silver State Kindergarten Inventory of Development Statewide (KIDS)

The District currently has more than 500 teachers utilizing Teaching Strategies GOLD™ (TSG™) as the authentic assessment for preschoolers in both general education and special education. These funds be utilized to purchase iPads to pilot a new method of data collection by teachers to drive and inform instruction. This new method of implementing the assessment will significantly reduce the time it takes teachers to input data as the device can be with them while they are teaching children and data can be collected “on the spot.” It is imperative that teachers monitor progress and growth to ensure readiness for kindergarten, both for general education preschoolers and preschoolers with disabilities. The result of implementing this technology will be an increase in instructional time for students of these teachers.

Special Education Early Childhood

The aim of this program is to address the needs of children with disabilities before they are eligible to enter first grade. The funding also enables the District to implement a continuum of placement options that address the least restrictive education environment. Specified goals and objectives for the proposed program are to: 1) enable young children with disabilities to begin schooling as early as possible to mitigate the effects of their disabilities, as required by federal law; 2) provide a systematic structure for parent training, identification of eligible students, and implementation of specific early childhood special education curriculum; 3) provide staff training in special education procedures and instructional techniques; and 4) develop and implement a plan for dissemination of information to the public regarding early childhood education.

Special Olympics Nevada

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

Striving Readers Comprehensive Literacy (SRCL) Program
The Striving Readers Comprehensive Literacy (SRCL) Program serves children from birth through grade twelve. The overall goal of the SRCL Program is to improve literacy and college and career readiness for all students, and to ensure all students are ready by exit to be successful in

higher education and their chosen career pathways. Phase II SRCL schools are targeted in this project period; schools were selected based upon academic need. All schools are aligned by feeder patterns to promote vertical alignment, coordination of programs, and structured transition activities. The following goals have been developed for the SRCL Program: 1) through high-quality, job-embedded professional development, teachers will understand and apply elements of effective literacy instruction and intentional use of instructional materials that are aligned to the CCSS so that every student knows how to use reading, writing, listening, viewing, speaking, presenting, and critical thinking skills from birth through grade 12; 2) implement interventions to ensure that all students (including students who are experiencing difficulties and students who are progressing ahead of their peers) are identified and served appropriately; and 3) establish Data Based Decision-Making (DBDM) Literacy Teams at schools that are aligned with a Response to Intervention/Instruction framework and maintain a purposeful, respectful environment in which data can be collected, analyzed, and used to continually improve literacy achievement.

All proposed SRCL activities align with the Nevada State and District literacy plans. Program activities are designed to ensure that the above-stated goals are achieved and include the following: Striving Readers literacy coaches will be placed at each of the targeted school sites to increase capacity through coaching, mentoring, and training; DBDM literacy teams at the Local Education Agency (LEA) and site levels will assist in reviewing student data, will support teachers in making evidenced-based instructional decisions, and will provide ongoing progress monitoring. High quality, job embedded professional development and summer academies will be provided to all teachers and administrators at targeted school sites; assessments and intervention programs and materials will be provided to supplement instruction at the schools sites; summer school support will be provided to students in need of additional academic support at the secondary level; and partnerships with community-based organizations and institutions of higher education will implement birth through grade 12 literacy programs with students and families, including: the University of Nevada Cooperative Extension, local daycare centers, Vegas Public Broadcasting Service, and local libraries.

Summer School Diversion Program - Justice Assistance Grant (JAG)

The District is a subrecipient of funding from the Bureau of Justice Assistance through Clark County, Nevada for participation in the Edward Byrne Memorial Justice Assistance Grant (JAG 2010). CCSD assists credit deficient high school students with the costs of attending summer school and to receiving high school accreditation.

Technical Assistance Grant

Funding has been allocated to support Title I schools identified as Priority schools under Nevada's Elementary and Secondary Education Act (ESEA) Flexibility Waiver, but were not awarded School Improvement funds for fiscal year 2013-

14. These funds are allocated from the Nevada Department of Education administrative School Improvement Grant (SIG) to provide technical assistance support to Del Sol and Valley High Schools during the current school year to strengthen the capacity to successfully implement each school's Priority school plan.

Title I - Focus School Improvement

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

Title I Part D Neglected or Delinquent

The Title I, Part D Neglected and Delinquent grant funds the Youthful Offender Program (YOP). The YOP is an adult high school program in the District. Located in High Desert State Prison (HDSP), the program serves approximately 890 inmates ages 16-26 who have been adjudicated by the court system. The YOP offers general academic classes such as English, math science, language, social studies, special education, General Equivalency Diploma (GED) preparation, and computers. Career and technical classes including automotive, culinary, heating ventilation and air conditioning, and industrial technology are conducted in vocational classrooms. There is also a construction strand that is offered which includes electrical, hydraulics, machinery, tools, green technology inclusive of Leadership in Energy and Environmental Design (LEED) certification. The instructional program at HDSP is unique in that students placed are ready to be integrated back into society at the conclusion of their prison term. Those who develop their talents in the areas of communication, computational trade, and social skills are successful.

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

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

Title I School Improvement Section 1003(g)-Priority Schools - Cohort 4

The Priority School Improvement Grant Under Title I, Sections 1003(g) and 1003(a) of the Elementary and Secondary Education Act (ESEA) will provide support through school improvement activities in persistently low-achieving schools

by implementing one of four Department of Education school intervention models. The project goals for Desert Pines High School are to increase the number of students successfully participating in advanced coursework and to ensure all students experience success in school and are ready by exit.

Title IIA Teacher and Principal Training and Recruiting

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

Title III English Language Learners

This grant is used to assist all second language learners in becoming proficient in English. Students at all grade levels are served. Professional development, dual immersion, elementary education, secondary education, program services, and parent involvement are the six projects.

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

The 21st Century Community Learning Center (CCLC) programs provide academic and enrichment activities, before and after school, designed to help children in high-need schools succeed academically while enhancing their physical, cultural, social, and economic lives. The programs are guided by four stated goals: 1) improve student academic success; 2) provide enrichment opportunities, including civics education, and Science, Technology, Engineering, and Mathematics (STEM) activities; 3) facilitate family and community engagement by providing support for literacy and related educational services to families of program youth; and 4) promote student health and fitness, including participation in activities that support drug and alcohol prevention. The programs must operate 12 hours per week, for a minimum of 120 days, and serve at least 100 regular attendees who participate 30 or more days in the program.

Title VII-Indian Education

This program provides educational opportunities for American Indian or Alaska Native students. The program is developed in partnership with the Clark County Indian Education Parent Committee. The following activities will be conducted during the school year: 1) identify American Indian and Alaska Native students throughout the county; 2) identify students from elementary, middle, and high schools who are determined to

be in need of tutorial services in accordance with established selection criteria; 3) provide after-school tutoring in reading, mathematics, and science for an estimated 75 students from approximately 50 schools Districtwide; 4) schedule cultural awareness activities districtwide for American Indian and Alaska Native students that enhance and support academic achievement; 5) provide a college tour for qualifying students; and 6) provide opportunities for parents and guardians to participate in the project through the Clark County Indian Education Parent Committee.

United Way Of Southern Nevada (Family Engagement for High School Success)

The focus of the Family Engagement for High School Success Initiative is to increase Nevada's high school graduation rate and levels of college and career readiness. The funds are for the purpose of promoting family engagement through support of resource centers at five identified high schools. Clark, Eldorado, Silverado, Sunrise Mountain, and Western will each receive funding to continue implementation of a parent resource center for families allowing for an increase in engagement with school activities. Topics to be addressed through center resources involve four key areas: 1) technology and information for communication; 2) relationships and self-advocacy; 3) parental roles in promoting high school success; and 4) family economic and financial burdens.

Windsong - Pre-Kindergarten

The Windsong Trust provided additional funds to the District for the 2013-14 school year, to take the following actions to continue it's Early Childhood Education Initiative: 1) sustain five Windsong sponsored pre-kindergarten general-education classrooms; and 2) expand the partnership with Teach For America to provide corps members and/or alumni as Early Childhood Education lead classroom teachers. In addition to increasing the capacity of the Early Childhood Education Initiative, the District is focused on enhancing programmatic support for Early Childhood Education teachers.

The Windsong Trust is also supporting the District's expanded recruitment efforts due to an increase in the number of teachers originally anticipated to be hired for the 2013-14 school year. The funding is being utilized to purchase additional advertising, produce recruitment materials, provide incentives to principals and teachers for reaching staffing and recruitment targets, and to hire and train expert teachers who will assist with screening teacher applications.

Windsong - The New Teacher Project (TNTP)

The Windsong Trust provided a grant to the District to contract with The New Teacher Project (TNTP) to assist with the development and implementation of sustainable systems for educator excellence. TNTP staff facilitate strategic design and stakeholder engagement sessions; assist District staff in designing high-impact, tailored solutions based on research and best practices; support and coach staff in setting goals and creating accountability mechanisms; and support staff to create, implement, monitor, and improve project plans.

The focus is on assisting District leaders in developing both people and processes, so as to assist the District in building the capacity for lasting change and continuous improvement. TNTP staff work with the District's Human Resources Division to understand its current situation and human capital challenges and to develop appropriate, effective, and sustainable mechanisms for change. In designing solutions, TNTP will bring to bear extensive knowledge and experience in human capital reform from working with states and school districts around the country. In addition, TNTP works with client teams to establish specific and measurable outcome goals and metrics for each phase and aspect of the engagement. TNTP assist the District specifically in the areas of recruitment and selection of high quality teachers and leaders, timely vacancy identification and early hiring, so that all schools are 100 percent staffed with high quality educators by school opening. Additionally, TNTP works with the District's academic and administrative leaders and stakeholders to design and implement high quality educator evaluation systems focused on student learning. Finally, TNTP supports the District's academic leaders in designing effective training and professional development for principals in human capital and performance management.

Youthbuild Program - Desert Rose High School

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

Zoom Schools

Zoom School funding is to provide extended services for elementary students and was approved initially by the 77th Nevada Legislature in 2013 through the passage of Senate Bill 504. The Legislature appropriated money from the State general fund to provide additional funds for expanded school-wide services in certain elementary schools during the 2013-14 and 2014-15 school years. These funds will be utilized to offer the following services free of charge to families of identified schools: 1) pre-kindergarten children; 2) full-day kindergarten to students; 3) a reading skills center; and 4) a Summer or Intersession Academy.

Fourteen elementary schools have been identified as follows: Cambeiro, Cortez, Craig, Detwiler, Diaz, Herron, Lunt, Martinez, Paradise, Petersen, Ronzone, Tate, Warren, and Tom Williams.

Source: CCSD Grants Development and Administration