



REQUEST FOR APPLICATION

Title IVA: Student Support and Academic Achievement Grant

ISSUED BY
Nevada Department of Education
700 E. 5th Street
Carson City, NV 89701

Grant Period:	July 1, 2017- September 30, 2018
Applications Due:	January 24, 2018
Total Funds Available:	\$3.0 million
Source of Funding:	Federal

Restrictions/Conditions

All Nevada public schools, district-sponsored charter schools, charter schools sponsored by the State Public Charter School Authority, and Achievement District schools are eligible to apply.

Questions related to this funding should be addressed to:

Maria Sauter, Education Program Professional
Office of Student and School Support
Nevada Department of Education
700 E. 5th Street, Carson City, NV 89701
775-486-6624
775-687-9248
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APPLICATION GUIDANCE

I. RFA Overview

A. General Information about the Title IV: Student Support and Academic Achievement Grant:

Title IV, Part A of the Every Student Succeeds Act of 2015 is intended to improve students' academic achievement by increasing the capacity of States, local educational agencies (LEAs), schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students (*ESEA* section 4101).

B. Funding Allocations:

U.S. Department of education has allocated \$3.0 million to the State of Nevada for distribution to schools. The three areas for funding are 1) Well-Rounded Education, must be greater than 20% of statewide allocation; 2) Safe and Healthy Schools, must be greater than 20% of statewide allocation; and 3) Technology, must be less than 60% of statewide allocation.

LEAs have 15 months in which to request allocated Title IV, Part A funds beginning July 1, of the fiscal year for which the funds are allocated. For example, FY 17-18 funds begin the 15 month countdown on July 1, 2017. Once funds have expired, there is no recourse to recover the funds (see timeline for details).

II. RFA Instructions & Requirements

A. Eligible Applicants:

All Nevada public schools, district-sponsored charter schools, charter schools sponsored by the State Public Charter School Authority, and Achievement District schools are eligible to apply.

- NDE reserves the right to preference these funds to the schools/districts with:
- greatest needs, i.e., Comprehensive Support and Improvement Schools;
- to ensure geographic diversity;
- are in alignment with State priorities
- have strong evidence for interventions, strategies and activities (i.e., ESSA evidence and impact on student outcomes)

All final funding decision will be determined by NDE Leadership.



Activities supported with Title IV, Part A funds must be planned through consultation with parents, teachers, principals, other school leaders, special service providers, students, community-based organizations, local government representatives, Indian tribes or tribal organizations that may be located in the region served by the LEA, and other relevant stakeholders. The LEA must also engage in continued consultation with these stakeholders to improve supported activities.

LEAs who submit an application, in addition to meeting the above requirements, must:

1. Base the plan on a comprehensive needs assessment to determine needs for improvement of well-rounded educational opportunities, school conditions for student learning, and access to personalized learning experiences supported by technology;
2. Prioritize the distribution of Title IV, Part A funds to schools that:
 - a. have the greatest needs (as determined by the LEA),
 - b. have the highest percentages or numbers of low-income children,
 - c. are identified for targeted or comprehensive support and improvement, OR
 - d. are identified as a persistently dangerous public elementary or secondary school under section 8532 of the ESSA;
3. Submit an evaluation or report at the end of the funding cycle with regard to the outcomes identified in the application plan. NDE will provide a template after the funding has been awarded.

B. Use of Funds:

Nevada Department of Education is offering LEAs an opportunity to support students with the Title IV, Part A, Student Support and Academic Enrichment (SSAE) Program. There are three areas of support within this program:

- 1) provide all students with access to a well-rounded education
- 2) improve school conditions for student learning, and
- 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. (*ESEA* section 4101).

The Department intends to fund plans that align with the priorities outlined in Nevada's Strategic Plan. Listed in the table below are the priority options for the use of funds.



Prioritized Activities:

Well-Rounded Education- must be greater than 20% statewide	Safe and Healthy Students – must be greater than 20% statewide	Technology – must be less than 60% of total statewide
<ul style="list-style-type: none"> • New or expanded Title I Pre-k seats that include NDE’s required components for pre-k programs (see Appendix A for Requirements) <ol style="list-style-type: none"> 1. New Title I Pre-k seats and/or 2. Existing Title I Pre-k seats expanded from half-day to full day programs • Advance STEM programs • College and career guidance and counseling programs with state vendor (JAG, CIS, AVID, etc.) 	<ul style="list-style-type: none"> • Extension of Social Workers in Schools Program via matching funds (see Appendix B for information) • Implementation of Multi-Tiered Systems of Support, PBIS or other frameworks that intentionally build a single system of delivery in schools that can sustain effective practices. These systemic elements can include: 1) teaming and collaboration, 2) data based decision making, 3) tiered systems of intervention that match student need both academically and behaviorally, 4) an equity focus, 5) use of evidence based practices, 6) early access to interventions, 7) progress monitoring, 8) effective teaching as prevention, and 9) coaching • Teaching SEL Competencies • School-based mental health services—expansion of Project Aware or Safe Schools Healthy Students 	<ul style="list-style-type: none"> • Through technology, expansion of access advanced coursework and career and technical (CTE) courses (i.e., for rural students and subgroups that historically have been underserved) • Evidence-based professional development to support high quality, rigorous instruction in advanced courses and CTE courses • School- and district-wide evidence-based approaches to inform instruction, support collaboration and personalize student learning

State Priorities

Focus on Underperforming Schools + Leadership Development + Data-Driven Decision Making



Other possible activities:

Well-Rounded Education- must be greater than 20% statewide	Safe and Healthy Students – must be greater than 20% statewide	Technology – must be less than 60% of total statewide
<ul style="list-style-type: none"> • Improving access to foreign language instruction, arts and music education • Supporting participation in nonprofit competitions (robotics, math competitions, etc.) • Facilitating collaboration between in-school programs/activities and those that take place out-of-school • Hands-on learning and exposure to STEM including field-based and service-learning • Drop-out prevention programs 	<ul style="list-style-type: none"> • Drug and violence prevention activities that are evidence-based • Integrating health and safety practices into school or athletic programs • Nutritional education and physical education activities • Bullying and harassment prevention • Activities that improve instructional practices for developing relationship-building skills • Prevention of teen and dating violence, stalking, domestic abuse, and sexual violence and harassment • Establishing or improving school dropout and reentry programs • Training school personnel in effective practices related to the above 	<ul style="list-style-type: none"> • Innovative blended learning or PBL projects opportunities • Professional development for teachers in the implementation of technology as a student-centered learning tool • Adapt and share high-quality resources (may include: full online courses, curated digital collections, videos or assessments)

C. Supplement, Not Supplant

Title IV, Part A funds must only be used to provide additional services, staff, programs, or materials that are not provided with State or local resources absent federal funds; federal funds cannot pay for resources that would otherwise be purchased with State and/or local funds.

D. 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 review team will ultimately recommend: “total funding”, “partial funding”, or “no funding”. Final determinations will be made by NDE leadership based on recommendations from the review team.



E. Proposed Timeline:

Date	Activity
December 21, 2017	Applications made available to all eligible applicants
January 8, 2018	NDE provides technical assistance on writing the application
January 24, 2018	Applications are due to the Nevada Department of Education by 5:00 p.m. (PST)
January 25-February 9, 2018	Applications are reviewed by expert review team
February 16, 2018	Names of awardees are announced by the Office of the Nevada State Superintendent of Public Instruction
September 30, 2018	Funds must be obligated (salaries must be expended by this date)
December 15, 2018	Final requests against this money must made no later than this date

F. ESSA Evidence-Based Component:

As part of the application process, applicants are required to provide evidence to support each identified “intervention, strategy or program” by completing the chart in the Narrative Section of this application. Appendix C provides a table illustrating the four levels of ESSA-evidence (Tier 1, Strong; Tier 2, Moderate; Tier 3, Promising; and Tier 4, Rationale). For each research study cited, applicants are required to identify which ESSA level of evidence has been met. Appendix D provides a listing of resources available for verifying the ESSA-evidence level for each cited study.

G. Additional Support

The Office of Student and School Supports (OSSS) is committed to setting up LEAs and schools for success to significantly and rapidly improve school and student outcomes. If your team has any questions or need further clarification please contact Maria Sauter at msauter@doe.nv.gov.



H. 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.*

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.

This page will be sent to District Grants Analysts as a separate electronic document in early January 2018. Please contact Maria Sauter, msauter@doe.nv.gov, if you do not receive this document.



H. 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, single on 8 ½" x 11" white paper (without lines)
- Font-size is no less than 12 point.
- 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 15 pages (Appendices are not included in the 15-page maximum).
- Applicants must submit an original copy with **required signatures in BLUE INK**, plus four (4) additional copies (5 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 Wednesday, January 24, 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:

Maria Sauter
Office of Student and School Supports
Nevada Department of Education
700 East Fifth Street, Suite 110
Carson City, Nevada 89701



III. APPLICATION

Cover Page

District: Complete the following chart for each school the district is applying for. This sheet should be the first sheet of the application (add rows as needed).

School	ESSA tiers of interventions (list all that apply to each item requested for funding)	Need of the school (high, moderate, low)

Technical Assistance will be provided for complete understanding of how the OSSS team will use this chart.



Section 1: Certification Page

STATEMENT OF CERTIFICATION

Title IVA: Student Support and Academic Achievement Grant

SECTION A: APPLICATION FOR A GRANT/SUBGRANT CERTIFICATION

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

The applicant designated below hereby applies for federal funds for the Title IV: Student Supports and Academic Achievement Grant. The local Board of Trustees/Organization has authorized me to file this application and such action is recorded in the minutes of the board meeting held on _____ (Date).

Signature: _____ Date: _____
Authorized Representative

PART I – APPLICANT

Applicant: (Legal Name of Agency): _____

Mailing Address (Street, P. O. Box, City/ Zip): _____

Name, title and phone number of Applicant: _____

Authorized Contact Person: _____

Name, title and phone number of Applicant: _____

Fiscal Contact Person: _____

Amount of application: _____

PART II – STATE DEPARTMENT OF EDUCATION USE

Date Received: _____

Obligation Amount: _____

Reviewer’s Signature: _____

Date: _____



Section 2: Narrative

District Strategy

What is your comprehensive and holistic district improvement plan to address school improvement and equity gaps for the schools requesting these funds? How is the district coordinating school improvement efforts to address equity gaps that exist for the schools requesting these funds?

What is the rationale for identifying these schools? How will the district define success and what results are you expecting to see? These schools should be clearly aligned to the district strategy outlined above and directly related to the funding requested.

School Strategy

How does your school strategy for school improvement align to the district strategy for school improvement (as outlined above)? How will your school define success and what results are you expecting to see?

Directions: For each school requesting funds, please identify the school and have the school leadership team complete a brief narrative describing alignment with the district strategy for school improvement. The brief narrative should be no longer than 1-page, single spaced, 12 font for every school narrative. The narrative should also include how these requested funds build upon other current funding streams (e.g., Victory, ZOOM, RBG3, etc.).

Collective Responsibility

The highest performing education systems have systems level coherence and alignment. Moreover, all stakeholders share responsibility for the success of the education system.

Please complete the charts below for each role, keeping in mind where the district and schools are in the continuous improvement cycle. This helps to identify shared commitments and action to improve student outcomes. Information may emphasize what each role will do to support the planning, implementation, and/or sustainability phases (focus your attention on the current phase). Brief narratives or bullet points are appropriate for this section.



Superintendent	Planning → Implementation → Sustainability
School leadership development	
Data informed decisions	
Focus on lowest performing schools	
[Add other relevant focus points]	
Associate Superintendent	Planning → Implementation → Sustainability
School leadership development	
Data informed decisions	
Focus on lowest performing schools	
[Add other relevant focus points]	
District Offices (SEL, Family Engagement, Special Ed, Equity, etc.)	Planning → Implementation → Sustainability
School leadership development	
Data informed decisions	
Focus on lowest performing schools	
[Add other relevant focus points]	



For each item requested for funding, please list under the object code and mark (X) which ESSA level of evidence it meets. Include the citation for the study in the last column.

NDE Budget Object Code	Description of Funds Requested	Amount requested	Level 1 - Strong	Level 2 - Moderate	Level 3 Promising	Level 4 - Rationale	ESSA Evidence Citations (in APA or MLA format, or attach the study)
Example	1. Support Provider – Leadership (NAME) 2. Support Provider – Data-driven (NAME)	1. \$65,000 2. \$30,000	1	1. x 2. x			1. (cite at least 1 rigorous study) 2. (cite at least 1 rigorous study)
320/330 Purchased services							
100/200 salaries							
400 Purchased property							
500 (other)							
580 Travel							
600 (other)							
610 supplies							



NDE Budget Object Code	Description of Funds Requested	Amount requested	Level 1 - Strong	Level 2 - Moderate	Level 3 Promising	Level 4 - Rationale	ESSA Evidence Citations (in APA or MLA format, or attach the study)
640	Books/periodicals						
641	Textbooks						
650	supplies: info tech						
651	Software						
652	Information Tech						
653	Web-based programs						
800	Dues/fees/miscellaneous						
700	Equipment						
900	Other						



Section 3: Budget Summary and Narrative

Please access the required Budget forms on the NDE Website (listed directly under the RFA). Be sure to open and complete all 3 tabs. The budget narrative needs to be detailed and broken down by numbers, costs of each item, etc.

For example:

- Identify the support provider for each professional development request
- Identify the specific supplemental curriculum or content, including quantity
- For travel, identify conference, where conference takes place and how many are traveling.



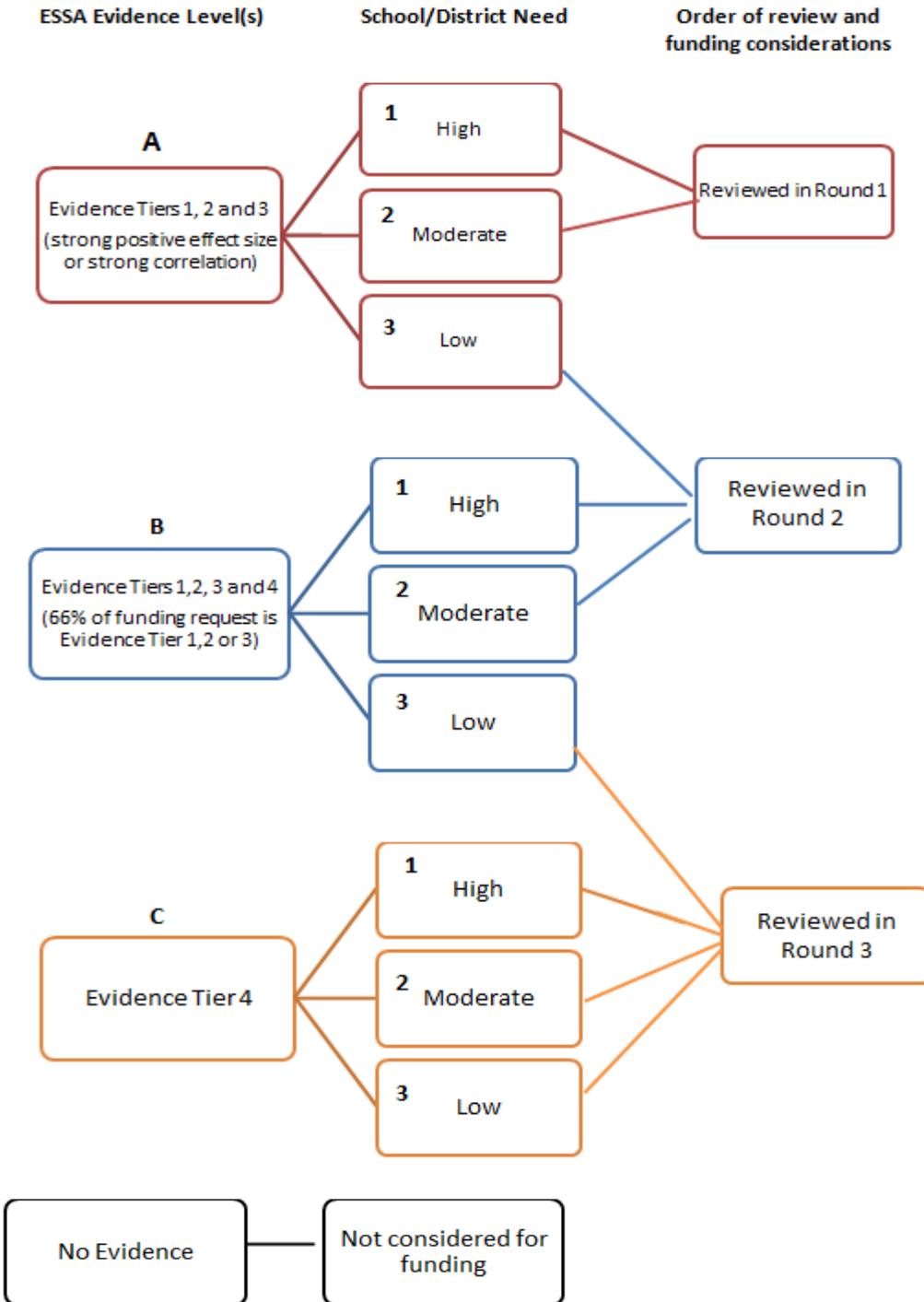
Section 5: Scoring Guide and Rubric

All applications will be prioritized and scored according to the following process:

- 1) All applications will be prioritized first by the level of ESSA evidence of the requested funded items.
- 2) All applications will be prioritized second based on the needs of the district/school for the allowable activities of the grant.
- 3) All applications will be scored by an expert review team and scored according to the included rubric. District/school interventions, activities and strategies that are in alignment with one or more NDE priorities will receive the strongest considerations. These priorities are: School Leadership, Data-driven Decision Making and Focus on Underperforming Schools.
- 4) All applications will be ranked order by each category and considered for funding beginning with the strongest applications first.

Application rubric score will determine the order of funding considerations within each grouping of A, B or C. Funding will be considered for all eligible applications until all funding is expended.

See diagram below.





Examples:

1. An application with all requests for funding that meet ESSA evidence tiers 2 (Moderate) & 3 (Promising), and is a high needs school, will be prioritized as A1. It will be scored and ranked for funding consideration in the first round.
2. An application with requests for funding that meets 66% of funding requests at ESSA evidence tier 3 (Promising) and some tier 4 (Demonstrates a Rationale) funding requests, and is a high needs school, will be prioritized as B1. It will be scored and ranked for funding consideration in the second round.
3. An application that meets ESSA evidence tier 4 (demonstrates a Rationale), plus is a moderate needs school will be prioritized as C2. It will be scored and ranked for funding consideration in the third round.

Application scoring rubric:

Total 50 Points			Total 40 Points	Total 10 Points
District Strategy (20)	School Strategy (20)	Collective Responsibility (10)	Commitment to School Improvement (40)	Budget Summary and Narrative (10)
<ul style="list-style-type: none"> • Comprehensive and holistic plan for school improvement • Coordinated district improvement efforts (horizontal and vertical systems alignment) • Alignment to state priorities* • Success and results are clearly defined, measureable, ambitious and realistic 	<ul style="list-style-type: none"> • Comprehensive and holistic plan for school improvement • Coordinated school improvement efforts (horizontal and vertical systems alignment) • Alignment to district priorities* • Success and results are clearly defined, measureable, ambitious and realistic 	<ul style="list-style-type: none"> • All roles and responsibilities are clearly identified and defined • System level coherence and alignment (e.g., collaboration, coordinated efforts, aligned to school improvement strategies and closing equity gaps) 	<ul style="list-style-type: none"> • Interventions, activities, and strategies selected meet the highest ESSA Evidence Tiers • Interventions are a strong match to the school/district needs • Strong monitoring and evaluation: <ul style="list-style-type: none"> ○ Course changes are made when necessary ○ Outcomes are established and monitored ○ An evaluation process is in place (internal and/or external) • Strong alignment with State priorities: <ul style="list-style-type: none"> ○ School leadership ○ Data informed decision-making ○ Focus on lowest performing schools 	<ul style="list-style-type: none"> • Summary provides all requested funding interventions, activities, and strategies • Narrative is detailed

*Evidence-based policymaking will be an expectation of the Department in future applications



Appendix A - Required Components for Pre-K Programs

*REQUIRED COMPONENTS FOR PRE-K PROGRAMS

Pre-K Component	Component Description
1) Teacher Qualifications	Each early childhood education (ECE) teacher responsible for providing direct instruction must fulfill the licensure requirements for teaching the pre-k population. This is an Early Childhood (Birth – 2G) License and/or a Special Education License with an Early Childhood Developmentally Delayed Endorsement.
2) Class size/ratio	Pre-k programs must not exceed the following: <ul style="list-style-type: none"> ◆ A class size of no more than 20 ◆ A child-to-instructional staff ratio of no more than 10 to 1 Class size and ratios are based on enrollment at beginning of the school year
3) Intensity	Pre-k programs must provide a minimum of 25 hours per week; and not fewer than five hours a day.
4) Inclusion	Programs must be inclusive of children with IEPs with an inclusion rate, at a minimum of 8% and no more than 50%.
5) Eligibility	Four-year-old children from families whose income is at or below 200 percent of the Federal Poverty Limit. Child must have turned four on or before September 30 of the same school year.
6) Curriculum	Programs must utilize the Nevada Pre-Kindergarten Content Standards that were revised and adopted by the Nevada State Board of Education in June 2010. Programs must implement developmentally appropriate, research-based curriculum, such as Creative Curriculum, High Scope, etc.
7) Assessment	Pre-k programs must have an early learning assessment system that at a minimum includes the Brigance Screen III and a formative assessment.
8) Evaluation	Pre-k programs must participate in the statewide program evaluation system. This includes providing required data (e.g., pre/post test data, test data on longitudinal participants who are now in elementary school, program data, etc.)
9) Family Engagement	Pre-k programs must have a family engagement component which includes a family engagement plan and the use of the NDE Family Engagement Survey.
10) Other Required Components	In order to provide enhanced and comprehensive services to pre-k students and their families, programs must demonstrate coordination with existing programs and/or community services through collaborative and cooperative efforts. A preschool child who is homeless must have equal access to the same public preschool programs as provided to other children, and that child must be enrolled immediately (if space available), even if the child lacks records normally required for enrollment (e.g., immunization records). <i>If desired, a copy of the Federal Homeless legislation (the McKinney-Vento Act) is available from this office upon request.</i>



Appendix B – Social Workers in Schools Guide

Who: to provide for social workers or other licensed mental health workers, defined as:

- (a) Licensed Clinical Social Worker;
- (b) Social Worker;
- (c) Social Worker Intern with Supervision;
- (d) Clinical Psychologist;
- (e) Psychologist Intern with Supervision;
- (f) Marriage and Family Therapist;
- (g) Mental Health Counselor;
- (h) Community Health Worker;
- (i) School-Based Health Centers; and
- (j) Licensed Nurse.

Goal

The goal of this project is to operationalize the OSRLE Theory of Action, culminating in schools providing a safe and respectful learning environment for all students by:

Using strength-based approaches in the classroom, discipline situations, and school events

Considering the uniqueness of learning styles

Intentionally focusing on building positive school climate and culture

Taking all complaints of bullying and harassment seriously

Engaging in meaningful conversations with students

Providing referrals for students and families when in need.

Implement MTSS

Scope of Work:

The scope of work for the social worker/mental health professional needs to follow the Mission Statement and Theory of Action as established by OSRLE. These professionals are embedded within the schools to transform that schools climate and culture to reflect the mission statement. This is accomplished through the social worker/mental health professional utilizing strength-based, evidence-based programs and best practices in the Tier 1 and Tier 2 preventions and interventions provided to schools, and only providing Tier 3 supports when needed for crisis/tragedy or with an individualized treatment/care coordination plan agreed upon with active consent by the child and family team. All professionals must work within their state professional licensure and their allowable scope of practice, and follow all related confidentiality laws and practices.



Appendix C – 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>LEVEL 1: STRONG EVIDENCE</p>	<p>Evidence cited is based on: <i>at least 1 well-designed and well-implemented experimental study</i></p>
	<p>LEVEL 2: MODERATE EVIDENCE</p>	<p>Evidence cited is based on: <i>at least 1 well-designed and well-implemented quasi-experimental study</i></p>
	<p>LEVEL 3: PROMISING EVIDENCE</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>LEVEL 4: DEMONSTRATES A RATIONALE</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 D – Resources for Verifying ESSA Levels of Evidence

The following resources are available for 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.

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