

NEVADA DEPARTMENT OF EDUCATION
GUIDANCE DOCUMENT FOR
Title II, Part A



2020-2021 Biennium

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INTRODUCTION

Nevada’s Statewide Plan for the Improvement of Pupils (2020 STIP)

Nevada’s Recommended Priorities are reflective of a 50-week strategic planning process that included direct input from each district in Nevada. The newly approved 2020 STIP – Nevada Department of Education Strategic Plan is framed by six NDE values which represent essential aspects of our work:

- **Access to Quality:** The availability of high-quality services in different schools, districts, and settings
- **Success:** Assessing and measuring the outcomes of students’ and educators’ efforts
- **Transparency:** NDE role in being responsible stewards, implementing legislative intent faithfully, and serving districts effectively
- **Equity:** Providing high-quality opportunities and support to all students and educators, regardless of zip code and race; meeting students where they are, rather than treating them equally regardless of their background
- **Inclusivity:** Educating students in the least restrictive environment; promoting culturally responsive and sustaining schools.
- **Community:** Stakeholder / family engagement and cross-agency partnerships

Work across NDE is intentionally focused to support implementation of effective and high impact activities to realize visionary goals:

1. All children enter kindergarten ready to succeed.
2. All students have access to effective educators by 2025.
3. All Students Achieve Their Core Academic Potential
4. All students graduate future ready and globally prepared to harness postsecondary success.
5. All students, regardless of zip code, benefit from an efficient and effective use of public funds to achieve the highest return on educational investment
6. All students attend safe schools and have their identities acknowledged, valued, and celebrated.

The NDE 2020 STIP is congruent and aligned to the Nevada State ESSA Plan.

OVERVIEW OF TITLE II, PART A PROGRAM

Purpose

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

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

Title II, Part A 2020 Award

Nevada's fiscal year (FY) 2020 (school year (SY) 2020-2021) *preliminary estimates* of State allocations for Supporting Effective Instruction (Title II, Part A). These estimates are based on the FY 2020 appropriation, which became law in December 2019. In calculating the preliminary allocations ED applied the:

- State Title II, Part A hold harmless requirement in section 2101(b)(1)(C) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA); and
- Percentages specified for FY 2020 in section 2102(b)(2)(B)(ii) of the ESEA with respect to a State's ages 5 to 17 population and ages 5 to 17 population in poverty. See pages 15-16 in ED's November 2016 guidance on ESSA fiscal changes, available at: <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf> for more information about sections 2101(b)(1)(C) and 2102(b)(2)(B)(ii).

The allocation estimate below is based on the Title II, Part A preliminary allocation table received 01/23/2020, which shows the maximum amount of State level reservations and the minimum amount that must be allocated to local educational agencies based on the preliminary allocations.

ED expects to issue final FY 2020 allocations in June, which will be the basis for the July 1, 2020 grant award. The final allocations will likely differ from the preliminary allocations due to the expected availability in June of updated State level ages 5 to 17 population data from the U.S. Census Bureau.

FFY20 Preliminary Allocation

(based on the Further Consolidated Appropriations Act, 2020)

- | | |
|--|--------------|
| • Total Title II, Part A Allocation | \$14,943,098 |
| • Maximum Reservation for State Activities (5%) | \$747,154 |
| • Maximum Reservation for Administration (1% of the 5% State Activities) | \$149,430 |
| • Maximum Amount of Optional School Leader Reservation (2.85%) | \$425,878 |
| • Total Allocation LEA Formula Subgrants (92.15%) | \$13,770,066 |

Title II, Part A Preliminary LEA Allocations

In FY21, the LEA's Hold Harmless is completely eliminated and the State's Hold Harmless is reduced. The award is adjusted for charter schools free and reduced lunch numbers, and for private school population numbers. Nevada Department of Education must allocate at least 92.15% of the total grant award to LEAs based on the following weighted formula using Census data: 20% based on the LEA's population of children ages 5-17 relative to that of all LEAs in Nevada and 80% based on the LEA's population of children ages 5-17 from families in poverty relative to that of all LEAs in Nevada.

SY2021-SY2022: Preliminary Nevada allocations for Title II, Part A The final allocations will likely differ from the preliminary allocations due to the expected availability in June of updated State level ages 5 to 17 population data from the U.S. Census Bureau.

	Fiscal Year	2020 Award Adjusted Preliminary Allocation received: 1/23/2020
Carson City SD	2021	204,434.81
Churchill County SD	2021	86,865.49
Clark County SD	2021	8,892,081.03
Douglas County SD	2021	120,334.08
Elko County SD	2021	157,239.97
Esmeralda County	2021	2,968.77
Eureka County	2021	-
Humboldt County SD	2021	84,627.38
Lander County SD	2021	22,690.61
Lincoln County SD	2021	18,949.52
Lyon County SD	2021	234,374.34
Mineral County SD	2021	22,653.60
Nye County SD	2021	198,591.91
Pershing County SD	2021	23,409.38
State Sponsored Charter Schools	2021	2,345,625.77
Storey County SD	2021	8,467.06
Washoe County SD	2021	1,318,983.32
White Pine County SD	2021	27,767.77
TOTALS		13,770,065.00

PROGRAM REQUIREMENTS

Local Applications

- 1) **In general.** A local educational agency shall apply to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.
- 2) **Contents of Application.** Each application shall include the following:
 - (a) A description of the activities to be carried out and how these activities will be aligned with challenging State academic standards
 - (b) A description of the systems of professional growth and improvement, including alignment with the Nevada Professional Development/Learning Standards
 - (c) A description of how the local educational agency will prioritize funds to schools implementing comprehensive support and improvement activities and targeted support and improvement activities
 - (d) A description of how the local educational agency will use data and ongoing consultation to continually update and improve activities supported with TIIA
 - (e) An assurance that the local educational agency will comply with section 8501, regarding participation by private school children and teachers
 - (f) An assurance that the local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs
- 3) **Consultation.** In developing the application, a local educational agency shall
 - (a) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of TIIA;
 - (b) seek advice from the individuals and organizations described in subparagraph (a) (above) regarding how best to improve activities to meet the purpose of TIIA; and
 - (c) coordinate activities under TIIA with other related strategies, programs, and activities being conducted in the community.
- 4) **Activity Plan.** All activities shall be in accordance with the purpose of TIIA. The description of each activity shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students. An activity can also be described as providing services for identified student needs. For each activity:
 - (a) identify Nevada priorities and/or use of allowable fund activity
 - (b) identify and describe “evidence-based” level
 - (c) develop an action plan(s), including improvement goals to address identified needs, objectives, strategies, timeline, person(s) responsible, resources needed/budget, indicators of success, evaluation plan with results and measurable impact on educator effectiveness and student achievement

Nevada Academic Content Standards

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

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

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

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

Educator Effectiveness and Capacity

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

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

WHAT: What is the purpose of the activity?

What knowledge and skills are participants receiving?

What are the measurable goals of the professional learning activity?

WHO: Who are the participants?

HOW: How is impact measured?

How will implementation of learned knowledge be measured?

How will impact on student learning be measured?

How will this activity drive continuous professional growth?

How will this activity drive continuous improvement of future activity?

Professional Development Standards

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

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

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

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

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

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

ESSA's Evidence-base Criteria

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

- **Strong evidence** from at least one well-designed and well-implemented experimental study
- **Moderate evidence** from at least one well-designed and well-implemented quasi-experimental study, or
- **Promising evidence** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias, or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention

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

Mandated Activities and/or Services

Private School Equitable Service

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

The Every Student Succeeds Act strengthens and enhances the equitable services provisions. An LEA must determine the amount of funds available for providing equitable services prior to any expenditures or transfers of funds. Funds allocated to an LEA for educational services and other benefits to eligible private school children, teachers and other educational personnel, and families must be obligated in the fiscal year for which the funds are received by the LEA.

An LEA must conduct timely consultation with private school officials to design appropriate equitable services so that those services can begin at the beginning of the school year for which the funds are appropriated. The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children.

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

Title programs from which an LEA may transfer funds include Title II, Part A, and Title IV, Part A. An LEA may not transfer funds it receives under any other ESEA Program. Title programs to which an LEA May Transfer Funds include Title I, Part A-Improving basic programs operated by LEAs; Title I, Part C – Education of migratory children; Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk; Title II, Part A – Supporting effective instruction state grants; Title III, Part A – State grants for English language acquisition and language enhancement; Title IV, Part A – Student support and academic enrichment grants; and Title V, Part B – Rural education.

Private School Equitable Service Formula:

A. Number of Students

A1: LEA Enrollment

A2: Participating Private Schools Enrollment

A3: Total Enrollment

B. Title II, Part A Allocation

B1: Total LEA Allocation

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

B3: LEA Allocation Minus Administrative Costs

C. Per Pupil Rate

C1: B3 divided by A3

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

Use of Funds

Title I, Part A, Authorized Uses of SEA funds (Section 2101)

- Induction/mentoring programs
- Recruitment and retention
- Modernize/reform state certification/licensure
- Multiple career path opportunities for teachers
- Preparation program standards and approval processes
- Reforming teacher/school leader preparation programs
- Establishing or expanding teacher/school leader academies
- Expand or improve ARL programs
- Implementation/improvement of educator evaluations
- Equitable access to teachers for students in high minority, high poverty, high EL
- Effective school library support
- Develop/reform teacher tenure systems
- Develop/reform differentiated salary schedules or other incentive programs
- High-quality professional development programs for school leaders
- High-quality professional development for teachers: technology integration/blended learning; postsecondary education coursework (early college HS or dual enrollment); prevent and recognize child sexual abuse; appropriate technology use related to data privacy; STEM support

Title II, Part, Authorized Use of LEA funds (Sections 2102-2014)

- Induction/mentoring programs
- Recruitment and retention
- Modernize/reform state certification/licensure
- Multiple career path opportunities for teachers
- Preparation program standards and approval processes
- Class Size Reduction
- Reforming teacher/school leader preparation programs
- Establishing or expanding teacher/school leader academies
- Expand or improve ARL programs
- Implementation/improvement of educator evaluations
- Equitable access to teachers for students in high minority, high poverty, high EL
- Effective school library support
- Develop/reform teacher tenure systems
- Develop/reform differentiated salary schedules/incentive programs
- Mechanisms to improve working conditions/reporting/feedback
- Evidence-based, high-quality, professional development programs for school leaders
- Evidence-based, high-quality professional development for teachers: technology integration/blended learning; family engagement; rigorous academic content, CTE, work-based learning; post-secondary education coursework; trauma, mental health, safety, drug/alcohol abuse, chronic absenteeism; prevent and recognize child sexual abuse; GATE; early learning; assessments (formative, summative, data use); appropriate technology use related to data privacy; STEM support

Transferability of funds:

LEAs may transfer funds they receive by formula under certain programs to other programs to better address local needs. The ESSA amended the transferability authority by changing the programs from and to which an LEA may transfer funds and removing limits on the amount of funds that may be transferred. An LEA may transfer all or a portion of funds it receives for Title II, Part A. The transferability authority is subject to the equitable services requirements.

Title IIA provides professional development funding to provide evidence/research-based, ongoing training, supplemental strategies, and activities that deepen the understanding of academic subjects and strengthen instructional practices focused on improved student learning.

It is critical that State Educational Agencies (SEAs) and Local Education Agencies (LEAs) consider how to best use these funds, among other sources, to ensure equity of educational opportunity.

Allowable Use of Funds:

In order to determine allowable use of funds, it is helpful to ask the following questions:

- Is the proposed cost allowable under the relevant program?
- Is the proposed cost reasonable?
- Is the proposed cost necessary?
- Is the proposed cost consistent with an approved program plan and budget?
- Is the proposed cost consistent with program specific fiscal rules?
For example, the use federal funds only to supplement and not supplant.
- Is the proposed cost consistent with EDGAR?
- Is the proposed cost consistent with applicable specific conditions imposed on the grant?

All activities are expected to be directly related to desired outcomes proposed in the application. All activities are expected to have an identified need for improving student access to effective educators based on three metrics:

Effective: Professional Learning/Development

Experience: Recruitment & Retention (3+ years of experience),

Fully licensed: Educator Assignments (in-field assignment, and fully licensed/certified)

***in the most recent EDT table included in the NV ESSA Plan, the area showing the greatest equity gap is in Experience (2017-2018 data).*

Unique Fiscal Requirements:

- Funding Availability: obligation and expenditure 15 months
SY2020-21: July 1, 2020-September 30, 2021*
**General Education Provisions Act Section 421(b): funds not obligated by the end of the funding period remain available for obligation and expenditure at the local level for an additional 12 months*
- Carryover of Funds: No limit on percentage of carryover funds
- Requests for Reimbursement: due monthly
- Expiration of Funds: 27 months

Maintenance of Effort:

An LEA may receive funds under a covered program for any fiscal year only if the SEA finds that either the combined fiscal effort per student; or the aggregate expenditures of State and local funds with respect to the provision of free public education by the LEA for the preceding fiscal year was not less than 90 percent of the combined fiscal effort per student or aggregate expenditures for the second preceding fiscal year. ESSA's flexibility regarding reduction of an LEA's allocation for failing to maintain effort: An SEA must reduce an LEA's allocation under a covered program if the LEA fails to maintain effort in a given fiscal year and also failed to maintain effort in one or more of the five immediately preceding fiscal years.

Monitoring

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

- Determine compliance with federal and state guidelines.
- Determine compliance with approved grant objectives and budgets.
- Serve as a tool for analysis for program improvement.

Continuous Improvement:

Monitoring, data, evaluation should include concrete data to represent: prioritized needs, selected action, project plan, baseline/pre--, implementation, benchmark, post--/outcome, evaluation, and identified next steps/trajectory

Financial Management:

- The LEA has records to support whether funds were obligated and liquidated within the approved grant period. Agency submits RFFs in timely manner.
- The LEA's budget and accounting records align with approved funding application; and maintaining separate accounting records for Title II, Part A, grant which reflect the approved line items and amounts.
- The LEA assures funds made available under Title II, Part A, will supplement, and shall not supplant, non-federal funds expended to carry out activities.
- All Title II, Part A, expenditures support approved grant objectives and are within approved budget amounts.
- If an LEA transfers funds between formula programs documentation for consolidated administration and fiscal records are maintained to reflect transfer.
- Equipment and inventory complete and current, functional and used as intended. Equipment was essential and purchased for the benefit of the program. Controls are in place to ensure adequate safeguards to prevent loss or damage.
- Time and effort reports for grant-funded personnel indicate splits between/among funding sources where necessary and cost objective identified.

Program Components Monitored:

- Needs Assessment: Evidence of involvement of teachers, including teachers participating in Title I-A, in the needs assessment to reflect the needs for professional development; and needs assessment process and findings on file.
- Meaningful consultation in developing the application: with teachers, principals, school leaders, paraprofessionals, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title; seek advice how best to improve the LEA's activities to meet the purpose of this title; and coordinate the LEA's activities with related strategies, programs, and activities being conducted in the community.
- Prioritized funds to schools that are identified for school improvement (comprehensive, targeted, Rising Stars, equity) and/or largest avg. class size
- Equitable service for private schools with representative(s) notified; timely and meaningful consultation; funding; program services; efforts to resolve complaints; and transfer of funds and equitable services under the program to which funds were transferred to.
- Approved application noted in ePAGE
- Program Components/Activities and how use(s) of funds are evidence based.
- Evaluation plan

Application Process

Program and fiscal component data must be entered into the online platform ePage as part of the Consolidated Application. Additional documents listed below are uploaded into the Related Documents section of Title IIA

- ePAGE program and fiscal Component data: Budget; Budget Overview; Budget Overview Plus/Minus; Program Details; Eligible Nonpublic Service; Plan Relationships;
- ePAGE related documents upload: Supplemental Application, Application Development Consultation, Equitable Expenditures Formula, Affirmation of Consultation with Private Schools

Timeline

Submission date of Title II, Part A, Application; Title II, Part A, Application Development Consultation; and ePAGE is June 2020 for substantially approved date of 7-1-20 (fiscal year 7-1-20 to 6-30-21). Title II, Part A, final application is due 9-30-2020. Final ePAGE review and approval of the Consolidated Application for 100% use of funds is dependent upon the district's fiscal and authorized representative approval; NDE Title II, Part A, EPP approval; and NDE Director approval of original submitted consolidated application.

Contacts

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