

***NEVADA DEPARTMENT OF EDUCATION***  
***GUIDANCE DOCUMENT FOR***  
***Title IV, Part A***



For the 2019-2020 School Year

## Table of Contents

Introduction .....	3
Nevada’s Vision, Mission, Goals and Strategic Priorities .....	3
Overview of the Title IV, Part A Program .....	4
Purpose .....	4
Title IV, Part A Spending Areas .....	4
Priority Use of Funds.....	5
Program Application Requirements .....	5
ESSA’s Evidence-based Tier Requirements .....	6
Organization .....	6
LEA Application/Implementation Process .....	6
Program Plan.....	6
Overview of Examples of Allowable SSAE Uses of Funds.....	8
Mandated Consultation with Stakeholders.....	9
Mandated Private School Consultation.....	9
Monitoring.....	10
Contacts.....	10

## **Introduction**

The *Nevada Department of Education (NDE)* acts as an advocate and visionary for all children and sets policy that allows every child equal access to education services, provides the vision for a premier educational system and works in partnership with other stakeholders to ensure high levels of success for all in terms of job readiness, graduation, ability to be lifelong learners, problem solvers and citizens able to adapt to a changing world and contributing members of society.

The NDE makes every effort to ensure that the allowable activities contained in the Title IV, Part A program selected and implemented by the states Local Education Agencies (LEAs) and Charter Schools are closely aligned with the NDE's vision, mission, goals and strategic priorities listed below.

## **Nevada's Vision, Mission, Goals and Strategic Priorities**

**Vision** – All Nevadans ready for success in the global 21<sup>st</sup> Century.

**Mission** – To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

### **State Education Goals: 2020**

- Goal 1 – All students are proficient in reading by the end of 3<sup>rd</sup> grade.
- Goal 2 – All students enter high school with the skills necessary to succeed.
- Goal 3 – All students graduate college and career ready.
- Goal 4 – All students served by effective educators.
- Goal 5 – Efficient and effective use of public funds to achieve the highest return on education investment.
- Goal 6 – All students learn in an environment that is physically, emotionally, and intellectually safe.

## **Strategic Priorities**

- Implement standards, programs, and assessments that prepare all students for college and careers.
- Facilitate high-impact instruction and leadership through measurement and support of educator's effectiveness and family engagement.
- Evaluate and publicize school, district, and state performance and assign rewards, technical assistance, and interventions.
- Continually improve Department leadership and collaboration with all stakeholders.

## **Overview of the Title IV, Part A of the Federal Student Support and Academic Enrichment (SSAE) Program**

### **Purpose**

In 2015, President Obama signed the *Every Student Succeeds Act (ESSA)* which reauthorized the *Elementary and Secondary Education Act (ESEA)* of 1965 which authorizes the NDE to make sub-grants available to all LEAs in the state of Nevada. The purpose of this federal funding program is to promote equity of opportunity for all students through the implementation of meaningful activities by the LEA's *primarily focusing on improving the underserved, lowest-performing schools and schools with underperforming student sub-groups.*

The Title IV, Part A Program's goals and objectives directly align with all six of the State Strategic goals, mission and vision.

### **Title IV, Part A Spending Areas**

The goal of the Title IV, Part A Program is apportioned into three content areas:

1. Provide all students with access to a *Well-Rounded* education;
2. Improve school conditions (*Safety and Healthy* related) for student learning;
3. Improve the *Effective Use of Technology* to improve the academic achievement and digital literacy of all students.

## **Priority Use of Funds**

LEAs or a consortium of LEAs applying for Title IV, Part A sub-grants to the State Department of Education *must* prioritize the distribution of funds to schools based on one or more of several factors, including schools that are;

- (1) Are among those with the greatest needs as determined and justified by the LEA;
- (2) Have the highest numbers of low-income students;
- (3) Have been identified for comprehensive targeted support and improvement;
- (4) Are implementing targeted support and improvement plans in schools;
- (5) Are identified and justified as persistently dangerous public schools.

## **Program Application Requirements**

The NDE awards funding through block grants to all LEAs by formula in the same proportion as the LEA's prior year's Title 1, Part A allocations. The Title IV, Part A three content areas are as follows:

- *At least 20 percent* of the funds for activities to support *well-rounded* educational opportunities;
- *At least 20 percent* of the funds for activities to support *Safe and Healthy* students;
- *A portion* of the funds for activities to support *Effective Use of Technology*. Note, at least 85 percent of these funds *must* be used to support professional learning to enable the effective use of educational technology. LEA's may not spend more than 15 percent of funding on devices, equipment, software applications, platforms, digital instruction resources and/or other one-time IT purchases.

There is no LEA matching funds requirement.

The NDE *must* use at least 95 percent of the total funding for sub-grants to LEAs.

### **LEA \$30,000 or More Mandate**

An LEA that receives at least \$30,000 in Title IV, Part A funds *must* conduct *comprehensive needs assessment* that includes, at a minimum, a focus on the three content areas. Based on the outcomes of this assessment, the LEA *must* budget their funds according to the content areas (well-rounded, Safe/Health and Technology) in the proportions listed above.

### **LEA \$10,000 or less Mandate**

All LEAs shall receive a minimum of \$10,000. Any LEA that receives less than \$30,000 is not required to budget their funding into all three of content areas listed above. In other words, all funding can be budgeted into one or two content areas. It is recommended that all LEAs regardless of funding appropriations, conduct a comprehensive needs assessment.

## **ESSA's Evidence-Based Tier Requirements**

The ESSA has consistently directed educators to implement interventions grounded in research. ESSA's Evidence-Based interventions are practices or programs that produce *evidence* to show that they are effective at producing results and outcomes when implemented. This kind of evidence is generally produced through formal studies and research. Under ESSA, there are *four tiers, or levels of evidence* which *must* be used by LEAs to justify their chosen school improvement program activities.

**Tier 1 – Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies;

**Tier 2 – Moderate Evidence:** supported one or more well-designed and well-implemented quasi-experimental studies;

**Tier 3 – Promising Evidence:** supported by one or more well-designed and well-implemented correlation studies (with statistical controls for selection bias);

**Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency (SEA), LEA, or outside research organization to determine their effectiveness.

## **Organization**

The Title IV, Part A Program is managed and administered out of the Office of Student and School Supports (OSSS) in the Student Achievement Division located in Carson City Nevada.

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## **LEA Application Process**

### **Program Plan**

The Title IV, Part A, funding source is to be used to improve students' academic achievement by increasing the capacity of the SEAS, LEAs, schools, local communities and other stakeholders to-

- (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 and digital literacy of all students.

Each LEA *must* apply to the NDE for their Title IV, Part A allocated funding. The LEA *must* provide a detailed budget and program description stating exactly what activities the funding will support and identify what tier-level evidence-based measures the LEA will use to assess the activities effectiveness and anticipated outcomes.

Each LEA *must* complete an annual State report regarding how funds for the SSAE Title IV, Part A program are being used.

Table 1 below provides an overview of examples of activities LEAs may consider. Allowable uses of funds under each of the three component areas may include, but are not limited to: direct services for students, professional development for teachers and administrators, salaries of personnel to carry out identified programs and services, and supplemental educational resources and equipment.

**Table 1. Overview of Examples of Allowable SSAE Uses of Funds\***

Overview of Allowable SSAE Program Activities		
Well-Rounded Educational Opportunities (ESEA section 4107)	Safe and Healthy Students (ESEA section 4108)	Effective Use of Technology (ESEA section 4109)
<ul style="list-style-type: none"> <li>Improving access to foreign language instruction, arts, and music education</li> <li>Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA</li> <li>Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups</li> <li>Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent<sup>5</sup> enrollment programs and early college high schools<sup>6</sup></li> <li>Strengthening instruction in American history, civics, economics, geography, government education, and environmental education</li> </ul>	<ul style="list-style-type: none"> <li>Promoting community and parent involvement in schools</li> <li>Providing school-based mental health services and counseling</li> <li>Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline</li> <li>Establishing or improving dropout prevention</li> <li>Supporting re-entry programs and transition services for justice-involved youth</li> <li>Implementing programs that support a healthy, active lifestyle (nutritional and physical education)</li> <li>Implementing systems and practices to prevent bullying and harassment</li> <li>Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse</li> <li>Establishing community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement</li> <li>Building technological capacity and infrastructure</li> <li>Carrying out innovative blended learning projects</li> <li>Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities</li> <li>Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology</li> </ul>

\*Note: This table provides examples of allowable activities and is not an exhaustive list. Please consult the statute for more information. The text of the *ESEA*, as amended by *ESSA*, is available at: <http://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20of%201965.pdf>.

## Mandated Consultation with Stakeholders

Stakeholder consultation is a formal engagement process between stakeholders and LEAs necessary for LEA's to be eligible for funding. The LEA or a consortium of LEA's *must* engage in consultation with stakeholders during the design and development of their Title IV, Part A applications. The LEA's *must* also continue to consult with their identified stakeholders to improve the activities it is conducting and to coordinate implementation with other related activities conducted in the community.

Stakeholders may include but are not limited to the following:

- Parents
- Teachers
- Principals
- Students
- School Leaders
- State and District officials
- Business groups
- Civil Rights groups
- Appropriate private school officials
- Charter school teachers, principals, and other school leaders when applicable
- Specialized instructional support personnel
- Indian Tribes or Tribal organizations when applicable
- Local government representatives
- Community-based organizations
- The general public
- Others with relevant and demonstrated expertise

Note: The US Department of Education also encourages both SEA's and LEA's to seek out individuals or groups who have not been historically engaged in public education dialog.

## Mandated Private School Consultation

LEAs *must* consult with private school officials to identify the needs of eligible private school students and teachers. The NDE designated an equitable service ombudsman to serve as the agency representative for ensuring that equitable service requirements under Title IV, Part A are being met by LEAs.

The Equitable Service Ombudsman:

Melissa Schroder, M.S. – Lead  
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702-486-8259

## **Monitoring**

Title IV, Part A funds are monitored by NDE. Fiscal monitoring includes the review and approval of all Requests for Funds, Final Financial Reports and any requested amendments to the grant.

Performance monitoring by NDE involves tracking data about LEA grant funded activities to see how outcomes compare to identified targets and goals. These rigorous data-based evaluations measure the effectiveness of the activities and the student impact on the specific activities' measured outcomes.

School Improvement is monitored by NDE personnel. Comprehensive data review through technical assistance, site visits or LEA/NDE conference calls, are used to monitor improvements related to the application submitted for the use of funds.

## **Contacts**

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