Nevada Department of Education

## SB 405 District Application
## Form A: Prekindergarten Programs

District Name: Elko County School District Date: 8/1/2015
District Contact: Karen Branzell

**Statutory Language**: *"The creation or expansion of high-quality, developmentally appropriate prekindergarten programs, free of charge, that will increase enrollment of children who are limited English proficient."*

| | |
|---|---|
| Description/Overview (Include goals and objectives for students' knowledge, skills, and behavior): | **Northside Elementary:** Continue one Pre K classroom at Northside Elementary to continue to expand the literacy base for ELL students. Pre-Kindergarten English language learners will communicate for social and instructional purposes within the school setting, and will communicate ideas and concepts necessary for academic success in the content areas of Language Arts, Mathematics, Science and Social Studies. The Creative Curriculum will be implemented using Nevada Pre K standards. |
| Justify selection of this program/School(s) – (include needs assessment): | Northside Elementary has had a Pre K program funded by SB504 for SY 12-13 and 13-14. It has served 40 students each year; 20 in each half-day class. This year, 15-16, the pre-school will have two classes of 4 yr olds.<br>Approximately 50% of students entering Kindergarten are identified as ELLs, but less than half are served by a pre-school. By continuing to fund the preschool, more students will enter Kindergarten ready to learn, with a higher degree of English language proficiency. |
| Location & School(s) Served: | Northside Elementary will continue 1 Pre K classroom, serving 40 students on their existing campus |
| Projected number of ELLs and non-ELLs by age: did we receive final guidance on the % of ELs and none here?<br>***If EL student participation is less than two-thirds, please provide research/ justification in next section.*** | |

| Age | Number of ELL Students | | Number of Non- ELL Students | |
|---|---|---|---|---|
| 3 | | | | |
| 4 | 27 | | 13 | |
| 5 | | | | |
| Total | 27 | 67.5% | 32.5 | % |

| | |
|---|---|
| If applicable, justify* non-EL student participation as part of the instructional design that will academically benefit all participants: | Non-ELL students will make up at least one-third of each classroom. This ensures peer communication in English throughout the school day. Non-ELL students will also serve as English models for the ELL students. |
| Student participation selection process: | (What was the criterion upon which this was based? How was priority determined?)<br>For a class of 20 students, the first 15 ELLs identified will be placed in the PreK class, with the remaining 5 students coming from the non-ELL student population. ELL eligibility was determined by the home language survey given to all students upon registration |

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| EL Identification process: | (i.e. HLS survey)<br>Students will be identified through a Home Language Survey and subsequent W-APT or Kindergarten MODEL to determine whether they are limited English Proficient. |
| Personnel and certification: | (List certifications: TESL, ECE certified, be specific.)<br>Teachers are highly-qualified, with certification in Early Childhood. Preference be given to those trained in SIOP or TESL methods. Teacher's Aides will be highly-qualified, preferably bilingual. |
| Start and end date: | August 31, 2015 – June 10, 2016 |
| Daily session time(s):<br>(AM/PM) | 8:30-11:00am<br>12:30-3:00am |
| Days of the week: | Monday, Tuesday, Wednesday, Thursday |
| Assessment(s): | ▪ Must use WIDA-MODEL for Pre/Post Assessment<br>▪ Others |
| Parental Engagement: | Parenting Indicator 1: Parenting Skills<br>Ninety-two percent (92%) of participating adults enrolled in SB 405 Pre K program for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year. Measurement tool: Parent survey<br>Parenting Indicator 2: Parents and Child Together Time (PACT)<br>Eighty percent (80%) of first-year SB 405 Pre K program parents will increase the amount of time they spend with their children weekly within a reporting year. Measurement tool: Weekly PACT log<br>Parenting Indicator 3: Parents and Children Reading Together<br>Eighty percent (80%) of first-year SB 405 Pre K program parents will increase the amount of time they spend reading with their children within a reporting year. Measurement tool: Monthly Reading log |
| Curriculum:<br>(i.e., Creative Curriculum, Reggio, etc.)<br><br>Description and/or philosophy of the learning activity environment | Creative Curriculum is a comprehensive curriculum that includes a framework for decision making along with a focus on interest areas. The curriculum guides teachers in planning a program that integrates the teaching of academic, social, emotional, and physical skills.<br>HighScope Curriculum views children as active learners, who learn best from activities they plan, carry out, and reflect upon (PLAN-DO-REVIEW). The role of the adult in the High/Scope approach is to plan activities based on the children's interests, facilitate learning through encouragement, and engage in positive adult-child interaction strategies.<br>Professional Development in the curriculum, EC standards, ELD standards, ECERS, ELLCO, and best practices will continue throughout the year. |
| Coordination with existing programs: | Continuation of current SB504 funded pre-school |

| (i.e., State PreK, Title I, etc.) | |
|---|---|
| Verify program aligns with Nevada State PreK criteria: (see appendix A)<br>▪ Class size/Staff ratios<br>▪ Teacher qualification<br>▪ Eligibility<br>▪ Intensity<br>▪ Use of PreK Standards<br>▪ Others as identified by districts | 4-yr-olds: 20 kids/ 2 adults (1 certified, 1 classified)<br>Students must be 4 years old by September 30.<br>Students will meet 10 hours weekly.<br>NV PreK Standards will be used to guide instruction.<br>WIDA Standards will be used. |
| Program Report: | Required under SB 405:<br>(15)(a) Schools receiving allocations<br>(15)(b) Allocations per school<br>(15)(c) Description of this program<br>(15)(d) Number of students participated in this program<br>(15)(e) Average expenditure per child in this program<br>(15)(f) Evaluation for the effectiveness of this program<br>Qualitative Data (i.e., Teacher Feedback, Observation Protocol)<br>Quantitative Data (i.e., WIDA-MODEL Pre-Post Scores)<br>(15)(g) Recommendations for legislation to continue/expand effective programs<br>(16)(a) 5/15/16—Report due to NDE (Activities up to 5/1/16)<br>(16)(b) 1/15/17—Report due to NDE (Activities up to 12/30/16) |
| Program Evaluation (15)(f)<br>Define the measures you will use and how you will collect, analyze, and report the data to provide evidence of meeting the program goals and objectives. Please be specific:<br>▪ Qualitative Measures<br>▪ Quantitative Measures<br>Child performance and/or Program Quality (ECERS, ELLCO, etc.) (See evaluation section, Appendix A) | Early Childhood Education Indicator 1: Eighty percent (80%) of ECE children with a minimum of four months of participation will increase their standard scores in receptive and expressive language skills tests.<br>Early Childhood Education Indicator 2: ECE children with a minimum of four months of participation will make an average gain of 8 or 10 standard score points in auditory comprehension and expressive communication.<br>EOW and PPVT will be used to assess the above mentioned<br>Early Childhood Education Indicator 3: With a minimum of four months of participation, ECE children from 3-5 years with limited English skills will make an average gain of 20 raw score points in English acquisition as measured by the W-APT and WIDA MODEL for Kindergarten (Spring only).<br>Parenting Indicator 2: Parents and Child Together Time (PACT)<br>Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year. Measurement tool: Weekly PACT log<br>Parenting Indicator 3: Parents and Children Reading Together<br>Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year. Measurement tool: Monthly Reading log<br><br>The Pre-K program must will participate in the statewide program evaluation system (annual and longitudinal). This includes using the outcome indicators described below and providing required data (e.g., pre/post test data, test data on longitudinal participants who are now in |

| | |
|---|---|
| | elementary school, program data, etc.) to the Pre-K Education program evaluator and the Nevada Department of Education.<br><br>Northside Pre-K Education program will have a plan for the longitudinal evaluation of the program to determine the effectiveness of the program on the academic achievement of children who participate and on parental involvement.<br><br>Northside Pre-K Education program will use child performance program quality measurement tool such as the Early Childhood Environment Rating Scale-Revised (ECERS-R) and the Early Language and Literacy Classroom Observation (ELLCO) to assess program quality and improvement as required in other early childhood programs. |

## SB 405 District Application
## Form A: Prekindergarten Programs

**All Districts need to fill this section out.**

### ASSURANCES

Upon approval of this proposal, _____Karen Branzell_____ makes the following assurances:
*(Name of Fiscal Authorized Agent)*

- Funds received under this program will be used solely for the purpose of supporting the activities as outlined in SB 405.
- Each district and the Nevada State Public Charter School Authority receiving these funds must provide written reports and program evaluations as required in SB 405.
- A homeless child will be enrolled in his/her "school of origin" or the school in which the child was last enrolled. A homeless child shall immediately enroll in school, even if the child lacks records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. The enrolling school must refer the parent/guardian of a homeless child to the school district homeless liaison, who shall help obtain necessary immunizations or immunization or medical records. Any record ordinarily kept by the school of each homeless child must be maintained so that the records are available.
- Funds received under this program will not be used for lobbying or to influence any federal or state agency or legislative staff involved in the award of such funding.
- The applicant organization will provide or continue to provide a drug-free workplace.
- Funds received under this application will not be used to supplant existing financial support for current programs administered by applicant or collaborating entities. If blended funding streams are used to support the program, the amount of these funds and what they are supporting must be clearly described.
- A bookkeeping system will be developed to monitor receipts and expenditures by line item. Expenditures cannot exceed the approved budget in any line item.
- Records shall be maintained in accordance with general accounting standards. Receipts, invoices, and/or computer printouts will be maintained to verify expenditures. Copies of this verification will be submitted to the NDE upon request.
- Travel claims will be maintained for any travel reimbursement made with project funds. (Per Diem, mileage, and lodging payment are allowable only at State-approved rates.)
- All activities must take place within the funding period.
- An inventory of materials and supplies purchased through these funds shall be maintained and made available upon request.

Print or Type Name and Title:
Karen Branzell- Special Services Director

8/1/2005

K Branzell
*Signature* *Date*

## APPENDIX A: Required State Prekindergarten Program Components

| Required Program Components | |
|---|---|
| **Teacher Qualifications** | Each Early Childhood Education (ECE)/Pre-K teacher responsible for providing direct instruction to early childhood students must fulfill the licensure requirements for teaching the pre-Kindergarten population. Typically, this is an Early Childhood teacher's license or an ECE endorsement on a teacher's license. |
| **Eligibility** | Children enrolled in the program must be under Kindergarten age and within the traditional Pre-K age range of 3 to 5 years old. If a child is age eligible for Kindergarten (5 years old on or before September 30, 2013), then that child is not eligible to participate in the Nevada Pre-Kindergarten Education program during that year. This program is intended for pre-K children only. |
| **Intensity** | All programs must provide a minimum of 10 hours per week of Pre-K. |
| **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. |
| **Class sizes/ Staff ratios** | Class sizes and child/staff ratios must not exceed the following NAEYC recommendations:<br>♦ Three year-olds are in groups of no more than 16 children with 2 adults<br>♦ Four year-olds are in groups of no more than 20 children with 2 adults<br>♦ Five year-olds are in groups of no more than 25 children with 2 adults<br>♦ Multi-age classrooms do not exceed class sizes or child/staff ratios for the age group with the largest representation<br>♦ Class sizes and ratios are based on enrollment at beginning of school year |
| **Evaluation** | Each Pre-K Education program must participate in the statewide program evaluation system (annual and longitudinal). This includes using the outcome indicators described below and providing required data (e.g., pre/post test data, test data on longitudinal participants who are now in elementary school, program data, etc.) to the Pre-K Education program evaluator and the Nevada Department of Education.<br><br>Each Pre-K Education program must have a plan for the longitudinal evaluation of the program to determine the effectiveness of the program on the academic achievement of children who participate and on parental involvement.<br><br>Programs may use child performance and/or program quality measurement tools such as the Early Childhood Environment Rating Scale-Revised (ECERS-R) and/or the Early Language and Literacy Classroom Observation (ELLCO) to assess program quality and improvement as required in other early childhood programs. |
| **Other Required Components** | A parental involvement component must be administered in conjunction with the Pre-K program.<br><br>In order to provide enhanced and comprehensive services to Pre-Kindergarten students and their families, Pre-K programs must demonstrate coordination with existing programs and/or community services through collaborative and cooperative efforts.<br><br>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). *If desired, a copy of the Federal Homeless legislation (the McKinney-Vento Act) is available from this office upon request.* |

## Program Evaluation: Required Indicators

A key component of the evaluation is the use of quality indicators of program delivery and program outcomes to describe the projects and evaluate their effectiveness. In fact, legislation directs the NDE to develop statewide performance and outcome indicators to measure the effectiveness of ECE programs. Per legislation, the indicators must include:

- Measures of the developmental progress of children before and after their completion of the program;
- Measures of parental involvement in the program before and after completion of the program; and
- The percentage of participants who drop out of the program before completion.

Rather than developing new performance and outcome indicators for early childhood education, it was determined that the Pre-K programs would use the existing indicators developed and used by Even Start programs. Therefore, as part of the evaluation system, the NDE requires each Pre-K Education program to use the following indicators on participant outcomes:

| Outcome Indicators | |
|---|---|
| **Early Childhood Education Indicator 1** | Eighty percent (80%) of ECE children with a minimum of four months of participation will increase their standard scores in receptive and expressive language skills tests. |
| **Early Childhood Education Indicator 2** | ECE children with a minimum of four months of participation will make an average gain of 8 or 10 standard score points in auditory comprehension and expressive communication. |
| **Early Childhood Education Indicator 3** | With a minimum of four months of participation, ECE children from 3-5 years with limited English skills will make an average gain of 20 raw score points in English acquisition as measured by the Preschool Language Assessment Scale (PreLAS). |
| **Parenting Indicator 1: Parenting Skills** | Ninety-two percent (92%) of participating adults enrolled in ECE for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year. |
| **Parenting Indicator 2: Parents and Child Together Time (PACT)** | Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year. |
| **Parenting Indicator 3: Parents and Children Reading Together** | Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year. |

## SB 405 District Application
## Form A: Prekindergarten Programs

### APPENDIX B: BUDGET/EXPENDITURE SUMMARY

The following budget forms can be located on the Nevada Department of Education website: http://nde.doe.nv.gov/FiscalServices.htm. Please note that column B, Supplemental Schedule, should **explain each item in specific terms.** All items must be named, directly related, and necessary to the operation of the program.

**State or Federal Budget Expenditure Summary**

| | | | |
|---|---|---|---|
| **Agency:** | **Elko County School District** | **Project Number:** | |
| **Project Name:** | **SB405 Zoom Districts** | **Fiscal Year:** | **16** |
| **Check One:** | **BUDGET:** ☒ **BUDGET AMENDMENT:** ☐ | **FINAL REPORT:** ☐ | |

| OBJECT | DESCRIPTION | INSTRUCTION COST | SUPPORT SERVICES | TOTAL |
|---|---|---|---|---|
| 100 | Salaries | 62,000.00 | | 62,000.00 |
| 200 | Benefits | 34,756.00 | | 34,756.00 |
| 300 | Purchased Professional/Technical Services | 15,400.00 | | 15,400.00 |
| 400 | Purchased Property Services | | | 0.00 |
| 500 | 510 Student Transportation Services | | | |
| | 580 Staff Travel | 4,200.00 | | |
| | Other (520, 530, 540, 550, 560, 570, 590) | | | |
| | **Total 500** | | | 4,200.00 |
| 600 | 610 General Supplies (exclude 612) | 9,180.00 | | |
| | * 612 Non-Technology Items of Higher Value | | | |
| | 620 Energy | | | |
| | 630 Food | | | |
| | 640 Books and Periodicals (exclude 641) | 3,000.00 | | |
| | 641 Textbooks | | | |
| | 650 Supplies - Information Technology Related (exclude 651, 652, 653) | | | |
| | 651 Software | | | |
| | * 652 Technology Items of Higher Value | | | |
| | 653 Web-based and Similar Programs | | | |
| | **Total 600** | | | 12,180.00 |
| 800 | 810 Dues and Fees | 130.00 | | |
| | 890 Other Miscellaneous | | | |
| | Other (820, 830) | | | |
| | **Total 800** | | | 130.00 |
| **Subtotal 100 – 600 & 800** | | | | 128,666.00 |
| ** Approved Indirect Cost Rate: __2.92__% | | | | 3,757.05 |
| 700 | 730 Equipment | | | |
| | Other (710, 720, 740, 790) | | | |
| | **Total 700** | | | 0.00 |
| **TOTAL** | | | | 132,423.05 |

* All items of value must be itemized in the budget detail

** Indirect cost rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

K Brunzell 8/1/15

Signature of Authorized Agency Representative Date

| Department of Education Use Only | |
|---|---|
| | |
| Initial | Date Approved |

## SB 405 District Application
## Form A: Prekindergarten Programs

STATE OR FEDERAL FINAL REPORT OF EXPENDITURES
**Supplemental Schedule/Detail ***

Project Number/Name:SB405 Zoom Districts

| A<br>Object Code | B<br>Title of Position/Purpose of Time/Narrative ** | C<br>Project Time (FTE) | D<br>Quantity | E<br>Salary, Rental or Unit Cost | F<br>Budgeted Amount | G<br>Expended Amount |
|---|---|---|---|---|---|---|
| | PreK Teacher | 1 | 1 | 38,120.00 | 38,120.00 | |
| | Prek Instructional Aide | 1 | 1 | 17,340.00 | 17,340.00 | |
| 100 | Substitutes | | 60 | 109.00 | 6,540.00 | |
| 200 | Benefits | | 1 | 34,756.00 | 34,756.00 | |
| | Stepping Stones | | 1 | 7,000.00 | 7,000.00 | |
| | ECCERS | | 1 | 3,500.00 | 3,500.00 | |
| | NAEYC Conference | | 2 | 350.00 | 700.00 | |
| | WIDA Conference | | 2 | 600.00 | 1,200.00 | |
| 300 | TACSEI | | 1 | 3,000.00 | 3,000.00 | |
| 400 | | | | | | |
| 500-510 | | | | | | |
| | NAEYC Conference | | 2 | 600.00 | 1,200.00 | |
| 500-580 | WIDA Conference | | 2 | 1,500.00 | 3,000.00 | |
| 500-Other | | | | | | |
| | 500 - Category Subtotal | | | | 4,200.00 | - |
| | Consumable Supplies | | 1 | 8,000.00 | 8,000.00 | |
| | Assessment Supplies | | 1 | 800.00 | 800.00 | |
| 600-610 | 2nd Step Early Learning | | 1 | 380.00 | 380.00 | |
| 600-612 | | | | | | |
| 600-620 | | | | | | |
| 600-630 | | | | | | |
| 600-640 | Literacy Materials | | 1 | 3,000.00 | 3,000.00 | |
| 600-641 | | | | | | |
| 600-650 | | | | | | |
| 600-651 | | | | | | |
| 600-652 | | | | | | |
| 600-653 | | | | | | |
| | 600 - Category Subtotal | | | | 12,180.00 | - |
| 800-810 | MAEYC Membership | | 2 | 65.00 | 130.00 | |
| 800-890 | | | | | | |
| 800-Other | Indirect Costs | | 1 | 3,757.05 | 3,757.05 | |
| | 800 - Category Subtotal | | | | 3,887.05 | - |
| | 100 - 600 & 800 Total | | | | - | - |
| 700-730 | | | | | | |
| 700-Other | | | | | | |
| | 700 - Category Subtotal | | | | - | - |
| Total | | | | | 132,423.05 | - |

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* If additional space is needed, duplicate this page and number the pages.

** Explain each item in specific terms. All items must be named, directly related, and necessary to the operation of the program.

# SB 405 District Application
## Form A: Prekindergarten Programs

District Name: Elko County School District Date: 8/1/2015
District Contact: Ray Smith, Karen Branzell

**Statutory Language**: *"The creation or expansion of high-quality, developmentally appropriate prekindergarten programs, free of charge, that will increase enrollment of children who are limited English proficient."*

| | |
|---|---|
| Description/Overview (Include goals and objectives for students' knowledge, skills, and behavior): | **Sage Elementary**: Create one PreK classroom at Northside Elementary.<br>Pre-Kindergarten English language learners will communicate for Social and Instructional purposes within the school setting, and will communicate ideas and concepts necessary for academic success in the content areas of Language Arts, Mathematics, Science and Social Studies. |
| Justify selection of this program/School(s) – (include needs assessment): | Only one private pre-school exists in Spring Creek, NV. There are no other pre-school opportunities for pre-k aged students. Sage is not a Title I school, but the attendance area has a large population of families from generational poverty. |
| Location & School(s) Served: | Spring Creek, NV |
| Projected number of ELLs and non-ELLs by age: did we receive final guidance on the % of ELs and none here?<br><br>***If EL student participation is less than two-thirds, please provide research/ justification in next section.*** | |

| Age | Number of ELL Students | | Number of Non- ELL Students | |
|---|---|---|---|---|
| 3 | | | | |
| 4 | 20 | | 20 | |
| 5 | | | | |
| Total | 20 | 50% | 20 | 50% |

| | |
|---|---|
| If applicable, justify* non-EL student participation as part of the instructional design that will academically benefit all participants: | The number of ELL students throughout the Spring Creek area are limited. Sage Elementary where the pre-school would be housed has a total ELL population of 20 students. The administration and staff feel they could contact families and register at least 20 ELL student regardless if they were 3 or 4 year olds. |
| Student participation selection process: | For a class of 20 students, the first 15 ELLs identified will be placed in the new PreK class, with the remaining 5 students coming from the non-ELL student population. |
| EL Identification process: | Students will be identified through a Home Language Survey and subsequent W-APT or Kindergarten MODEL to determine whether they are limited English Proficient. |
| Personnel and certification: | Teachers will be highly-qualified, with certification in Early Childhood. Preference will be given to those trained in SIOP or TESL methods. |
| Start and end date: | October 15, 2015 – May 2016 |

| | |
|---|---|
| Daily session time(s):<br>(AM/PM) | 8:30-11:00 a.m.<br>12:30-3:00 p.m. |
| Days of the week: | Monday – Thursday |
| Assessment(s): | ▪ Teachers will be highly-qualified, with certification in Early Childhood. Preference will be given to those trained in SIOP or TESL methods. Teacher's Aides will be highly-qualified, preferably bilingual. |
| Parental Engagement: | (Possible activities in which parents will participate.)<br>Parenting Indicator 1: Parenting Skills<br>Ninety-two percent (92%) of participating adults enrolled in ECE for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year. Measurement tool: Parent survey<br><br>Parenting Indicator 2: Parents and Child Together Time (PACT)<br>Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year. Measurement tool: Weekly PACT log<br><br>Parenting Indicator 3: Parents and Children Reading Together<br>Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year. Measurement tool: Monthly Reading log |
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| Coordination with existing programs:<br>(i.e., State PreK, Title I, etc.) | No other pre-school programs exist. |
| Verify program aligns with Nevada State PreK criteria:<br>(see appendix A)<br>▪ Class size/Staff ratios<br>▪ Teacher qualification<br>▪ Eligibility<br>▪ Intensity<br>▪ Use of PreK Standards<br>▪ Others as identified by districts | 4-yr-olds: 20 kids/ 2 adults (1 certified, 1 classified)<br>3-yr-olds: 16 kids/2 adults<br>Students must be 4 years old by September 30.<br>Students will meet 10 hours weekly.<br>NV PreK Standards will be used to guide instruction.<br>WIDA Standards will be used. |

| | |
|---|---|
| Program Report: | Required under SB 405:<br>(15)(a) Schools receiving allocations<br>(15)(b) Allocations per school<br>(15)(c) Description of this program<br>(15)(d) Number of students participated in this program<br>(15)(e) Average expenditure per child in this program<br>(15)(f) Evaluation for the effectiveness of this program<br>Qualitative Data (i.e., Teacher Feedback, Observation Protocol)<br>Quantitative Data (i.e., WIDA-MODEL Pre-Post Scores)<br>(15)(g) Recommendations for legislation to continue/expand effective programs<br>(16)(a) 5/15/16—Report due to NDE (Activities up to 5/1/16)<br>(16)(b) 1/15/17—Report due to NDE (Activities up to 12/30/16) |
| Program Evaluation (15)(f)<br>Define the measures you will use and how you will collect, analyze, and report the data to provide evidence of meeting the program goals and objectives. Please be specific:<br>▪ Qualitative Measures<br>▪ Quantitative Measures<br>Child performance and/or Program Quality (ECERS, ELLCO, etc.) (See evaluation section, Appendix A) | Outcome Indicators<br>Early Childhood Education Indicator 1: Eighty percent (80%) of ECE children with a minimum of four months of participation will increase their standard scores in receptive and expressive language skills tests. Measurement tool: WIDA MODEL<br><br>Early Childhood Education Indicator 2: ECE children with a minimum of four months of participation will make an average gain of 8 or 10 standard score points in auditory comprehension and expressive communication. Measurement tool: (?)<br><br>Early Childhood Education Indicator 3: With a minimum of four months of participation, ECE children from 3-5 years with limited English skills will make an average gain of 20 raw score points in English acquisition as measured by the W-APT and WIDA MODEL for Kindergarten (Spring only).<br><br>Parenting Indicator 1: Parenting Skills<br>Ninety-two percent (92%) of participating adults enrolled in ECE for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year. Measurement tool: Parent survey<br><br>Parenting Indicator 2: Parents and Child Together Time (PACT)<br>Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year. Measurement tool: Weekly PACT log<br><br>Parenting Indicator 3: Parents and Children Reading Together<br>Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year. Measurement tool: Monthly Reading log |

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### ASSURANCES

Upon approval of this proposal, _____ makes the following assurances:
*(Name of Fiscal Authorized Agent)*

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- Each district and the Nevada State Public Charter School Authority receiving these funds must provide written reports and program evaluations as required in SB 405.
- A homeless child will be enrolled in his/her "school of origin" or the school in which the child was last enrolled. A homeless child shall immediately enroll in school, even if the child lacks records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. The enrolling school must refer the parent/guardian of a homeless child to the school district homeless liaison, who shall help obtain necessary immunizations or immunization or medical records. Any record ordinarily kept by the school of each homeless child must be maintained so that the records are available.
- Funds received under this program will not be used for lobbying or to influence any federal or state agency or legislative staff involved in the award of such funding.
- The applicant organization will provide or continue to provide a drug-free workplace.
- Funds received under this application will not be used to supplant existing financial support for current programs administered by applicant or collaborating entities. If blended funding streams are used to support the program, the amount of these funds and what they are supporting must be clearly described.
- A bookkeeping system will be developed to monitor receipts and expenditures by line item. Expenditures cannot exceed the approved budget in any line item.
- Records shall be maintained in accordance with general accounting standards. Receipts, invoices, and/or computer printouts will be maintained to verify expenditures. Copies of this verification will be submitted to the NDE upon request.
- Travel claims will be maintained for any travel reimbursement made with project funds. (Per Diem, mileage, and lodging payment are allowable only at State-approved rates.)
- All activities must take place within the funding period.
- An inventory of materials and supplies purchased through these funds shall be maintained and made available upon request.

Print or Type Name and Title:

Karen Branzell

Special Services Director

08/01/2015

K Branzell
*Signature*

*Date*

## APPENDIX A: Required State Prekindergarten Program Components

| Required Program Components | |
|---|---|
| **Teacher Qualifications** | Each Early Childhood Education (ECE)/Pre-K teacher responsible for providing direct instruction to early childhood students must fulfill the licensure requirements for teaching the pre-Kindergarten population. Typically, this is an Early Childhood teacher's license or an ECE endorsement on a teacher's license. |
| **Eligibility** | Children enrolled in the program must be under Kindergarten age and within the traditional Pre-K age range of 3 to 5 years old. If a child is age eligible for Kindergarten (5 years old on or before September 30, 2013), then that child is not eligible to participate in the Nevada Pre-Kindergarten Education program during that year. This program is intended for pre-K children only. |
| **Intensity** | All programs must provide a minimum of 10 hours per week of Pre-K. |
| **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. |
| **Class sizes/ Staff ratios** | Class sizes and child/staff ratios must not exceed the following NAEYC recommendations:<br>♦ Three year-olds are in groups of no more than 16 children with 2 adults<br>♦ Four year-olds are in groups of no more than 20 children with 2 adults<br>♦ Five year-olds are in groups of no more than 25 children with 2 adults<br>♦ Multi-age classrooms do not exceed class sizes or child/staff ratios for the age group with the largest representation<br>♦ Class sizes and ratios are based on enrollment at beginning of school year |
| **Evaluation** | Each Pre-K Education program must participate in the statewide program evaluation system (annual and longitudinal). This includes using the outcome indicators described below and providing required data (e.g., pre/post test data, test data on longitudinal participants who are now in elementary school, program data, etc.) to the Pre-K Education program evaluator and the Nevada Department of Education.<br><br>Each Pre-K Education program must have a plan for the longitudinal evaluation of the program to determine the effectiveness of the program on the academic achievement of children who participate and on parental involvement.<br><br>Programs may use child performance and/or program quality measurement tools such as the Early Childhood Environment Rating Scale-Revised (ECERS-R) and/or the Early Language and Literacy Classroom Observation (ELLCO) to assess program quality and improvement as required in other early childhood programs. |
| **Other Required Components** | A parental involvement component must be administered in conjunction with the Pre-K program.<br><br>In order to provide enhanced and comprehensive services to Pre-Kindergarten students and their families, Pre-K programs must demonstrate coordination with existing programs and/or community services through collaborative and cooperative efforts.<br><br>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). *If desired, a copy of the Federal Homeless legislation (the McKinney-Vento Act) is available from this office upon request.* |

## Program Evaluation: Required Indicators

A key component of the evaluation is the use of quality indicators of program delivery and program outcomes to describe the projects and evaluate their effectiveness. In fact, legislation directs the NDE to develop statewide performance and outcome indicators to measure the effectiveness of ECE programs. Per legislation, the indicators must include:

- Measures of the developmental progress of children before and after their completion of the program;
- Measures of parental involvement in the program before and after completion of the program; and
- The percentage of participants who drop out of the program before completion.

Rather than developing new performance and outcome indicators for early childhood education, it was determined that the Pre-K programs would use the existing indicators developed and used by Even Start programs. Therefore, as part of the evaluation system, the NDE requires each Pre-K Education program to use the following indicators on participant outcomes:

| Outcome Indicators | |
|---|---|
| **Early Childhood Education Indicator 1** | Eighty percent (80%) of ECE children with a minimum of four months of participation will increase their standard scores in receptive and expressive language skills tests. |
| **Early Childhood Education Indicator 2** | ECE children with a minimum of four months of participation will make an average gain of 8 or 10 standard score points in auditory comprehension and expressive communication. |
| **Early Childhood Education Indicator 3** | With a minimum of four months of participation, ECE children from 3-5 years with limited English skills will make an average gain of 20 raw score points in English acquisition as measured by the Preschool Language Assessment Scale (PreLAS). |
| **Parenting Indicator 1: Parenting Skills** | Ninety-two percent (92%) of participating adults enrolled in ECE for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year. |
| **Parenting Indicator 2: Parents and Child Together Time (PACT)** | Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year. |
| **Parenting Indicator 3: Parents and Children Reading Together** | Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year. |

## SB 405 District Application
## Form A: Prekindergarten Programs

### APPENDIX B: BUDGET/EXPENDITURE SUMMARY

The following budget forms can be located on the Nevada Department of Education website: http://nde.doe.nv.gov/FiscalServices.htm. Please note that column B, Supplemental Schedule, should **explain each item in specific terms**. All items must be named, directly related, and necessary to the operation of the program.

**State or Federal Budget Expenditure Summary**

| | | | |
|---|---|---|---|
| **Agency:** | **Elko County School District** | **Project Number:** | |
| **Project Name:** | **SB405 Zoom Districts** | **Fiscal Year:** | **16** |
| **Check One:** | **BUDGET:** ☒ **BUDGET AMENDMENT:** ☐ | **FINAL REPORT:** ☐ | |

| OBJECT | DESCRIPTION | INSTRUCTION COST | SUPPORT SERVICES | TOTAL |
|---|---|---|---|---|
| 100 | Salaries | 38,770.00 | | 38,770.00 |
| 200 | Benefits | 21,750.00 | | 21,750.00 |
| 300 | Purchased Professional/Technical Services | 3,000.00 | | 3,000.00 |
| 400 | Purchased Property Services | | | 0.00 |
| 500 | 510 Student Transportation Services | | | |
| | 580 Staff Travel | 3,600.00 | | |
| | Other (520, 530, 540, 550, 560, 570, 590) | | | |
| | **Total 500** | | | 3,600.00 |
| 600 | 610 General Supplies (exclude 612) | 26,680.00 | | |
| | * 612 Non-Technology Items of Higher Value | | | |
| | 620 Energy | | | |
| | 630 Food | | | |
| | 640 Books and Periodicals (exclude 641) | 5,817.68 | | |
| | 641 Textbooks | | | |
| | 650 Supplies - Information Technology Related (exclude 651, 652, 653) | 2,525.00 | | |
| | 651 Software | | | |
| | * 652 Technology Items of Higher Value | | | |
| | 653 Web-based and Similar Programs | | | |
| | **Total 600** | 35,022.68 | | 35,022.68 |
| 800 | 810 Dues and Fees | 65.00 | | |
| | 890 Other Miscellaneous | | | |
| | Other (820, 830) | | | |
| | **Total 800** | 65.00 | | 65.00 |
| **Subtotal 100 – 600 & 800** | | | | 102,207.68 |
| ** Approved Indirect Cost Rate: 2.92 % | | | | 2,984.46 |
| 700 | 730 Equipment | | | |
| | Other (710, 720, 740, 790) | | | |
| | **Total 700** | | | 0.00 |
| **TOTAL** | | | | 105,192.14 |

* All items of value must be itemized in the budget detail

** Indirect cost rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

B Branzell 8/1/15

Signature of Authorized Agency Representative — Date

| Department of Education Use Only | |
|---|---|
| | |
| Initial | Date Approved |

## SB 405 District Application
## Form A: Prekindergarten Programs

STATE OR FEDERAL FINAL REPORT OF EXPENDITURES
**Supplemental Schedule/Detail ***

Project Number/Name: SB405 Zoom Districts

| A<br>Object Code | B<br>Title of Position/Purpose of Time/Narrative ** | C<br>Project Time (FTE) | D<br>Quantity | E<br>Salary, Rental or Unit Cost | F<br>Budgeted Amount | G<br>Expended Amount |
|---|---|---|---|---|---|---|
| 100 | PreK Teacher | 1 | 1 | 35,500.00 | 35,500.00 | |
| 200 | Benefits | 1 | 1 | 3,270.00 | 3,270.00 | |
| 300 | Stepping Stones | | 1 | 3,000.00 | 3,000.00 | |
| 400 | | | | | | |
| 500-510 | NAEYC Conference | | 1 | 600.00 | 600.00 | |
| | WIDA Conference | | 1 | 1,500.00 | 1,500.00 | |
| 500-580 | PreK Conference | | 1 | 1,500.00 | 1,500.00 | |
| 500-Other | | | | | | |
| | 500 - Category Subtotal | | | | 3,600.00 | - |
| | Consumable Materials & Furnishings | | 1 | 26,000.00 | 26,000.00 | |
| | Assessment Materials | | 1 | 300.00 | 300.00 | |
| 600-610 | 2nd Step Early Learning | | 1 | 380.00 | 380.00 | |
| 600-612 | | | | | | |
| 600-620 | | | | | | |
| 600-630 | | | | | | |
| 600-640 | Literacy Materials | | 1 | 5,817.68 | 5,817.68 | |
| 600-641 | | | | | | |
| | Laptop | | 1 | 700.00 | 700.00 | |
| | Desktop Computer | | 2 | 793.00 | 1,586.00 | |
| 600-650 | Xerox 3260 DN | | 1 | 239.00 | 239.00 | |
| 600-651 | | | | | | |
| 600-652 | | | | | | |
| 600-653 | | | | | | |
| | 600 - Category Subtotal | | | | 35,022.68 | - |
| 800-810 | NAEYC Membership | | 1 | 65.00 | 65.00 | |
| 800-890 | | | | | | |
| 800-Other | Indirect Costs | | 1 | 2,984.46 | 2,984.46 | |
| | 800 - Category Subtotal | | | | 3,049.46 | - |
| | 100 - 600 & 800 Total | | | | 105,192.14 | - |
| 700-730 | | | | | | |
| 700-Other | | | | | | |
| | 700 - Category Subtotal | | | | - | - |
| Total | | | | | 105,192.14 | - |

* **If additional space is needed, duplicate this page and number the pages.**

## SB 405 District Application
## Form A: Prekindergarten Programs

** **Explain each item in specific terms. All items must be named, directly related, and necessary to the operation of the program.**

## SB 405 District Application
## Form A: Prekindergarten Programs

District Name: Elko County School District Date: 8/1/2015
District Contact: Tate Else, Karen Branzell

**Statutory Language**: *"The creation or expansion of high-quality, developmentally appropriate prekindergarten programs, free of charge, that will increase enrollment of children who are limited English proficient."*

| | |
|---|---|
| Description/Overview (Include goals and objectives for students' knowledge, skills, and behavior): | **Southside Elementary**: Continue one Pre K classroom at Southside Elementary to continue to expand the literacy base for ELL students. Pre-Kindergarten English language learners will communicate for social and instructional purposes within the school setting, and will communicate ideas and concepts necessary for academic success in the content areas of Language Arts, Mathematics, Science and Social Studies. The Creative Curriculum will be implemented using Nevada Pre K standards. |
| Justify selection of this program/School(s) – (include needs assessment): | Southside Elementary has had a Pre K program funded by SB504 for SY 12-13 and 13-14. It has served 40 students each year; 20 in each half-day class. This year, 15-16, the pre-school will have two classes of 4 yr olds.<br>Approximately 50% of students entering Kindergarten are identified as ELLs, but less than half are served by a pre-school. By continuing to fund the preschool, more students will enter Kindergarten ready to learn, with a higher degree of English language proficiency. |
| Location & School(s) Served: | Southside Elementary will continue 1 Pre K classroom, serving 40 students on their existing campus |
| Projected number of ELLs and non-ELLs by age: did we receive final guidance on the % of ELs and none here?<br>***If EL student participation is less than two-thirds, please provide research/ justification in next section.*** | |

| Age | Number of ELL Students | | Number of Non- ELL Students | |
|---|---|---|---|---|
| 3 | | | | |
| 4 | 27 | | 13 | |
| 5 | | | | |
| Total | 27 | 67.5% | 32.5 | % |

| | |
|---|---|
| If applicable, justify* non-EL student participation as part of the instructional design that will academically benefit all participants: | Non-ELL students will make up at least one-third of each classroom. This ensures peer communication in English throughout the school day. Non-ELL students will also serve as English models for the ELL students. |
| Student participation selection process: | (What was the criterion upon which this was based? How was priority determined?)<br>For a class of 20 students, the first 15 ELLs identified will be placed in the PreK class, with the remaining 5 students coming from the non-ELL student population. ELL eligibility was determined by the home language survey given to all students upon registration |

| | |
|---|---|
| EL Identification process: | (i.e. HLS survey)<br>Students will be identified through a Home Language Survey and subsequent W-APT or Kindergarten MODEL to determine whether they are limited English Proficient. |
| Personnel and certification: | (List certifications: TESL, ECE certified, be specific.)<br>Teachers are highly-qualified, with certification in Early Childhood. Preference be given to those trained in SIOP or TESL methods. Teacher's Aides will be highly-qualified, preferably bilingual. |
| Start and end date: | August 31, 2015 – June 10, 2016 |
| Daily session time(s):<br>(AM/PM) | 8:30-11:00am<br>12:30-3:00am |
| Days of the week: | Monday, Tuesday, Wednesday, Thursday |
| Assessment(s): | ▪ Must use WIDA-MODEL for Pre/Post Assessment<br>▪ Others |
| Parental Engagement: | Parenting Indicator 1: Parenting Skills<br>Ninety-two percent (92%) of participating adults enrolled in SB 405 Pre K program for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year. Measurement tool: Parent survey<br>Parenting Indicator 2: Parents and Child Together Time (PACT)<br>Eighty percent (80%) of first-year SB 405 Pre K program parents will increase the amount of time they spend with their children weekly within a reporting year. Measurement tool: Weekly PACT log<br>Parenting Indicator 3: Parents and Children Reading Together<br>Eighty percent (80%) of first-year SB 405 Pre K program parents will increase the amount of time they spend reading with their children within a reporting year. Measurement tool: Monthly Reading log |
| Curriculum:<br>(i.e., Creative Curriculum, Reggio, etc.)<br><br>Description and/or philosophy of the learning activity environment | Creative Curriculum is a comprehensive curriculum that includes a framework for decision making along with a focus on interest areas. The curriculum guides teachers in planning a program that integrates the teaching of academic, social, emotional, and physical skills.<br>HighScope Curriculum views children as active learners, who learn best from activities they plan, carry out, and reflect upon (PLAN-DO-REVIEW). The role of the adult in the High/Scope approach is to plan activities based on the children's interests, facilitate learning through encouragement, and engage in positive adult-child interaction strategies.<br>Professional Development in the curriculum, EC standards, ELD standards, ECERS, ELLCO, and best practices will continue throughout the year. |
| Coordination with existing programs:<br>(i.e., State PreK, Title I, etc.) | Continuation of current SB504 funded pre-school |

| | |
|---|---|
| Verify program aligns with Nevada State PreK criteria: (see appendix A)<br>▪ Class size/Staff ratios<br>▪ Teacher qualification<br>▪ Eligibility<br>▪ Intensity<br>▪ Use of PreK Standards<br>▪ Others as identified by districts | 4-yr-olds: 20 kids/ 2 adults (1 certified, 1 classified)<br>Students must be 4 years old by September 30.<br>Students will meet 10 hours weekly.<br>NV PreK Standards will be used to guide instruction.<br>WIDA Standards will be used. |
| Program Report: | Required under SB 405:<br>(15)(a) Schools receiving allocations<br>(15)(b) Allocations per school<br>(15)(c) Description of this program<br>(15)(d) Number of students participated in this program<br>(15)(e) Average expenditure per child in this program<br>(15)(f) Evaluation for the effectiveness of this program<br>Qualitative Data (i.e., Teacher Feedback, Observation Protocol)<br>Quantitative Data (i.e., WIDA-MODEL Pre-Post Scores)<br>(15)(g) Recommendations for legislation to continue/expand effective programs<br>(16)(a) 5/15/16—Report due to NDE (Activities up to 5/1/16)<br>(16)(b) 1/15/17—Report due to NDE (Activities up to 12/30/16) |
| Program Evaluation (15)(f) Define the measures you will use and how you will collect, analyze, and report the data to provide evidence of meeting the program goals and objectives. Please be specific:<br>▪ Qualitative Measures<br>▪ Quantitative Measures<br>Child performance and/or Program Quality (ECERS, ELLCO, etc.) (See evaluation section, Appendix A) | Early Childhood Education Indicator 1: Eighty percent (80%) of ECE children with a minimum of four months of participation will increase their standard scores in receptive and expressive language skills tests.<br>Early Childhood Education Indicator 2: ECE children with a minimum of four months of participation will make an average gain of 8 or 10 standard score points in auditory comprehension and expressive communication.<br>EOW and PPVT will be used to assess the above mentioned<br>Early Childhood Education Indicator 3: With a minimum of four months of participation, ECE children from 3-5 years with limited English skills will make an average gain of 20 raw score points in English acquisition as measured by the W-APT and WIDA MODEL for Kindergarten (Spring only).<br>Parenting Indicator 2: Parents and Child Together Time (PACT) Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year. Measurement tool: Weekly PACT log<br>Parenting Indicator 3: Parents and Children Reading Together Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year. Measurement tool: Monthly Reading log<br><br>The Pre-K program must will participate in the statewide program evaluation system (annual and longitudinal). This includes using the outcome indicators described below and providing required data (e.g., pre/post test data, test data on longitudinal participants who are now in |

| | |
|---|---|
| | elementary school, program data, etc.) to the Pre-K Education program evaluator and the Nevada Department of Education.<br><br>Pre-K Education program will have a plan for the longitudinal evaluation of the program to determine the effectiveness of the program on the academic achievement of children who participate and on parental involvement.<br><br>Pre-K Education program will use child performance program quality measurement tool such as the Early Childhood Environment Rating Scale-Revised (ECERS-R) and the Early Language and Literacy Classroom Observation (ELLCO) to assess program quality and improvement as required in other early childhood programs. |

## SB 405 District Application
## Form A: Prekindergarten Programs

**All Districts need to fill this section out.**

### ASSURANCES

Upon approval of this proposal, ____Karen Branzell_____ makes the following assurances:
*(Name of Fiscal Authorized Agent)*

- Funds received under this program will be used solely for the purpose of supporting the activities as outlined in SB 405.
- Each district and the Nevada State Public Charter School Authority receiving these funds must provide written reports and program evaluations as required in SB 405.
- A homeless child will be enrolled in his/her "school of origin" or the school in which the child was last enrolled. A homeless child shall immediately enroll in school, even if the child lacks records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. The enrolling school must refer the parent/guardian of a homeless child to the school district homeless liaison, who shall help obtain necessary immunizations or immunization or medical records. Any record ordinarily kept by the school of each homeless child must be maintained so that the records are available.
- Funds received under this program will not be used for lobbying or to influence any federal or state agency or legislative staff involved in the award of such funding.
- The applicant organization will provide or continue to provide a drug-free workplace.
- Funds received under this application will not be used to supplant existing financial support for current programs administered by applicant or collaborating entities. If blended funding streams are used to support the program, the amount of these funds and what they are supporting must be clearly described.
- A bookkeeping system will be developed to monitor receipts and expenditures by line item. Expenditures cannot exceed the approved budget in any line item.
- Records shall be maintained in accordance with general accounting standards. Receipts, invoices, and/or computer printouts will be maintained to verify expenditures. Copies of this verification will be submitted to the NDE upon request.
- Travel claims will be maintained for any travel reimbursement made with project funds. (Per Diem, mileage, and lodging payment are allowable only at State-approved rates.)
- All activities must take place within the funding period.
- An inventory of materials and supplies purchased through these funds shall be maintained and made available upon request.

Print or Type Name and Title:
Karen Branzell, Special Services Director

8/1/2015

K Branzell
*Signature* *Date*

## APPENDIX A: Required State Prekindergarten Program Components

| Required Program Components | |
|---|---|
| **Teacher Qualifications** | Each Early Childhood Education (ECE)/Pre-K teacher responsible for providing direct instruction to early childhood students must fulfill the licensure requirements for teaching the pre-Kindergarten population. Typically, this is an Early Childhood teacher's license or an ECE endorsement on a teacher's license. |
| **Eligibility** | Children enrolled in the program must be under Kindergarten age and within the traditional Pre-K age range of 3 to 5 years old. If a child is age eligible for Kindergarten (5 years old on or before September 30, 2013), then that child is not eligible to participate in the Nevada Pre-Kindergarten Education program during that year. This program is intended for pre-K children only. |
| **Intensity** | All programs must provide a minimum of 10 hours per week of Pre-K. |
| **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. |
| **Class sizes/ Staff ratios** | Class sizes and child/staff ratios must not exceed the following NAEYC recommendations:<br>♦ Three year-olds are in groups of no more than 16 children with 2 adults<br>♦ Four year-olds are in groups of no more than 20 children with 2 adults<br>♦ Five year-olds are in groups of no more than 25 children with 2 adults<br>♦ Multi-age classrooms do not exceed class sizes or child/staff ratios for the age group with the largest representation<br>♦ Class sizes and ratios are based on enrollment at beginning of school year |
| **Evaluation** | Each Pre-K Education program must participate in the statewide program evaluation system (annual and longitudinal). This includes using the outcome indicators described below and providing required data (e.g., pre/post test data, test data on longitudinal participants who are now in elementary school, program data, etc.) to the Pre-K Education program evaluator and the Nevada Department of Education.<br><br>Each Pre-K Education program must have a plan for the longitudinal evaluation of the program to determine the effectiveness of the program on the academic achievement of children who participate and on parental involvement.<br><br>Programs may use child performance and/or program quality measurement tools such as the Early Childhood Environment Rating Scale-Revised (ECERS-R) and/or the Early Language and Literacy Classroom Observation (ELLCO) to assess program quality and improvement as required in other early childhood programs. |
| **Other Required Components** | A parental involvement component must be administered in conjunction with the Pre-K program.<br><br>In order to provide enhanced and comprehensive services to Pre-Kindergarten students and their families, Pre-K programs must demonstrate coordination with existing programs and/or community services through collaborative and cooperative efforts.<br><br>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). *If desired, a copy of the Federal Homeless legislation (the McKinney-Vento Act) is available from this office upon request.* |

## Program Evaluation: Required Indicators

A key component of the evaluation is the use of quality indicators of program delivery and program outcomes to describe the projects and evaluate their effectiveness. In fact, legislation directs the NDE to develop statewide performance and outcome indicators to measure the effectiveness of ECE programs. Per legislation, the indicators must include:

- Measures of the developmental progress of children before and after their completion of the program;
- Measures of parental involvement in the program before and after completion of the program; and
- The percentage of participants who drop out of the program before completion.

Rather than developing new performance and outcome indicators for early childhood education, it was determined that the Pre-K programs would use the existing indicators developed and used by Even Start programs. Therefore, as part of the evaluation system, the NDE requires each Pre-K Education program to use the following indicators on participant outcomes:

| Outcome Indicators | |
|---|---|
| **Early Childhood Education Indicator 1** | Eighty percent (80%) of ECE children with a minimum of four months of participation will increase their standard scores in receptive and expressive language skills tests. |
| **Early Childhood Education Indicator 2** | ECE children with a minimum of four months of participation will make an average gain of 8 or 10 standard score points in auditory comprehension and expressive communication. |
| **Early Childhood Education Indicator 3** | With a minimum of four months of participation, ECE children from 3-5 years with limited English skills will make an average gain of 20 raw score points in English acquisition as measured by the Preschool Language Assessment Scale (PreLAS). |
| **Parenting Indicator 1: Parenting Skills** | Ninety-two percent (92%) of participating adults enrolled in ECE for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year. |
| **Parenting Indicator 2: Parents and Child Together Time (PACT)** | Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year. |
| **Parenting Indicator 3: Parents and Children Reading Together** | Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year. |

## SB 405 District Application
## Form A: Prekindergarten Programs

### APPENDIX B: BUDGET/EXPENDITURE SUMMARY

The following budget forms can be located on the Nevada Department of Education website: http://nde.doe.nv.gov/FiscalServices.htm. Please note that column B, Supplemental Schedule, should **explain each item in specific terms**. All items must be named, directly related, and necessary to the operation of the program.

**State or Federal Budget Expenditure Summary**

| | | | |
|---|---|---|---|
| **Agency:** | **Elko County School District** | **Project Number:** | |
| **Project Name:** | **SB405 Zoom District** | **Fiscal Year:** | **16** |
| **Check One:** | **BUDGET:** ☒ **BUDGET AMENDMENT:** ☐ | **FINAL REPORT:** ☐ | |

| OBJECT | DESCRIPTION | INSTRUCTION COST | SUPPORT SERVICES | TOTAL |
|---|---|---|---|---|
| 100 | Salaries | 73,640.00 | | 73,640.00 |
| 200 | Benefits | 37,236.00 | | 37,236.00 |
| 300 | Purchased Professional/Technical Services | 15,400.00 | | 15,400.00 |
| 400 | Purchased Property Services | | | 0.00 |
| 500 | 510 Student Transportation Services | | | |
| | 580 Staff Travel | 4,200.00 | | |
| | Other (520, 530, 540, 550, 560, 570, 590) | | | |
| | **Total 500** | 4,200.00 | | 4,200.00 |
| 600 | 610 General Supplies (exclude 612) | 9,179.99 | | |
| | * 612 Non-Technology Items of Higher Value | | | |
| | 620 Energy | | | |
| | 630 Food | | | |
| | 640 Books and Periodicals (exclude 641) | 3,000.00 | | |
| | 641 Textbooks | | | |
| | 650 Supplies - Information Technology Related (exclude 651, 652, 653) | | | |
| | 651 Software | | | |
| | * 652 Technology Items of Higher Value | | | |
| | 653 Web-based and Similar Programs | | | |
| | **Total 600** | 12,179.99 | | 12,179.99 |
| 800 | 810 Dues and Fees | 130.00 | | |
| | 890 Other Miscellaneous | | | |
| | Other (820, 830) | | | |
| | **Total 800** | 130.00 | | 130.00 |
| **Subtotal 100 – 600 & 800** | | | | 142,786.00 |
| ** Approved Indirect Cost Rate: __2.92__% | | | | 4,169.35 |
| 700 | 730 Equipment | | | |
| | Other (710, 720, 740, 790) | | | |
| | **Total 700** | | | 0.00 |
| **TOTAL** | | | | 146,955.34 |

* All items of value must be itemized in the budget detail

** Indirect cost rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

B Brunzell 8/1/15

Signature of Authorized Agency Representative Date

| Department of Education Use Only | |
|---|---|
| | |
| Initial | Date Approved |

## SB 405 District Application
## Form A: Prekindergarten Programs

STATE OR FEDERAL FINAL REPORT OF EXPENDITURES
**Supplemental Schedule/Detail ***

Project Number/Name:SB405 Zoom Districts_____

| A<br>Object Code | B<br>Title of Position/Purpose of Time/Narrative ** | C<br>Project Time (FTE) | D<br>Quantity | E<br>Salary, Rental or Unit Cost | F<br>Budgeted Amount | G<br>Expended Amount |
|---|---|---|---|---|---|---|
| | PreK Teacher | 1 | 1 | 41,100.00 | 41,100.00 | |
| | PreK Instructional Aide | 1 | 1 | 26,000.00 | 26,000.00 | |
| 100 | Substitutes | | 60 | 109.00 | 6,540.00 | |
| 200 | Benefits | | 1 | 37,236.00 | 37,236.00 | |
| | Stepping Stones | | 1 | 7,000.00 | 7,000.00 | |
| | ECCERS | | 1 | 3,500.00 | 3,500.00 | |
| | NAEYC Conference | | 2 | 350.00 | 700.00 | |
| | WIDA Conference | | 2 | 600.00 | 1,200.00 | |
| 300 | TACSEI | | 1 | 3,000.00 | 3,000.00 | |
| 400 | | | | | | |
| 500-510 | | | | | | |
| | NAEYC Travel | | 2 | 600.00 | 1,200.00 | |
| 500-580 | WIDA Travel | | 2 | 1,500.00 | 3,000.00 | |
| 500-Other | | | | | | |
| | 500 - Category Subtotal | | | | 4,200.00 | - |
| | Consumable Supplies | | 1 | 8,000.00 | 8,000.00 | |
| | Assessment Supplies | | 1 | 800.00 | 800.00 | |
| 600-610 | 2nd Step Early Learning | | 1 | 380.00 | 380.00 | |
| 600-612 | | | | | | |
| 600-620 | | | | | | |
| 600-630 | | | | | | |
| 600-640 | Literacy Materials | | 1 | 3,000.00 | 3,000.00 | |
| 600-641 | | | | | | |
| 600-650 | | | | | | |
| 600-651 | | | | | | |
| 600-652 | | | | | | |
| 600-653 | | | | | | |
| | 600 - Category Subtotal | | | | 12,180.00 | - |
| 800-810 | NAEYC Membership | | 2 | 65.00 | 130.00 | |
| 800-890 | | | | | | |
| 800-Other | Indirect Costs | | 1 | 2.92% | 4,169.35 | |
| | 800 - Category Subtotal | | | | 4,299.35 | - |
| | 100 - 600 & 800 Total | | | | 146,955.35 | - |
| 700-730 | | | | | | |
| 700-Other | | | | | | |
| | 700 - Category Subtotal | | | | 0.00 | - |
| Total | | | | | 146,955.35 | - |

* If additional space is needed, duplicate this page and number the pages.

** Explain each item in specific terms. All items must be named, directly related, and necessary to the operation of the program.

## SB 405 District Application
## Form A: Prekindergarten Programs

District Name: Elko County School District Date: 8/1/2015
District Contact: Karen Branzell

**Statutory Language**: *"The creation or expansion of high-quality, developmentally appropriate prekindergarten programs, free of charge, that will increase enrollment of children who are limited English proficient."*

| | |
|---|---|
| Description/Overview (Include goals and objectives for students' knowledge, skills, and behavior): | **State Pre-K's** – GBC Fireflies and Carlin Little Red Caboose, Southside<br>Support 2.5 Pre K classroom at Great Basin College (FireFlies) and sister Pre-K at Carlin (Two days a week) and Southside State Pre-K Program. This would be in an effort to continue to expand the literacy base for ELL students. Pre-Kindergarten English language learners will communicate for social and instructional purposes within the school setting, and will communicate ideas and concepts necessary for academic success in the content areas of Language Arts, Mathematics, Science and Social Studies. The Creative Curriculum will be implemented using Nevada Pre K standards. |
| Justify selection of this program/School(s) – (include needs assessment): | State Pre-K programs have been in existence for several years. Between the programs they have supported approximately 100 4 year old students. The number of ELL qualified students have risen over the past three years. Approximately 50% of students entering Kindergarten are identified as ELLs, but less than half are served by a pre-school. By continuing to fund the preschool, more students will enter Kindergarten ready to learn, with a higher degree of English language proficiency. |
| Location & School(s) Served: | GBC FireFlies is located on the Great Basin Campus. Carlin is located on the Carlin Combined Campus.<br>Southside State Pre K is located on the Southside Elementary campus. |
| Projected number of ELLs and non-ELLs by age: did we receive final guidance on the % of ELs and none here?<br><br>***If EL student participation is less than two-thirds, please provide research/ justification in next section.*** | |

| Age | Number of ELL Students | | Number of Non- ELL Students | |
|---|---|---|---|---|
| 3 | | | | |
| 4 | 70 | | 60 | |
| 5 | | | | |
| Total | 54 | ..% | 46 | ..% |

| | |
|---|---|
| If applicable, justify* non-EL student participation as part of the instructional design that will academically benefit all participants: | Non-ELL students will make up half of each classroom. This ensures peer communication in English throughout the school day. Non-ELL students will also serve as English models for the ELL students. |

| | |
|---|---|
| Student participation selection process: | (What was the criterion upon which this was based? How was priority determined?) ELL eligibility was determined by the home language survey given to all students upon registration. Priority is given to ELL students. |
| EL Identification process: | (i.e. HLS survey)<br>Students will be identified through a Home Language Survey and subsequent W-APT or Kindergarten MODEL to determine whether they are limited English Proficient. |
| Personnel and certification: | (List certifications: TESL, ECE certified, be specific.)<br>Teachers are highly-qualified, with certification in Early Childhood. Preference be given to those trained in SIOP or TESL methods. Teacher's Aides will be highly-qualified, preferably bilingual. |
| Start and end date: | August 31st, 2015 to June 3, 2016 |
| Daily session time(s): (AM/PM) | 8:30-11:00am<br>12:30-3:00am |
| Days of the week: | Monday, Tuesday, Wednesday, and Thursday |
| Assessment(s): | • Must use WIDA-MODEL for Pre/Post Assessment<br>• PPVT, EOW |
| Parental Engagement: | (Possible activities in which parents will participate.)<br>Parenting Indicator 1: Parenting Skills<br>Ninety-two percent (92%) of participating adults enrolled in SB 405 Pre K program for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year. Measurement tool: Parent survey<br>Parenting Indicator 2: Parents and Child Together Time (PACT)<br>Eighty percent (80%) of first-year SB 405 Pre K program parents will increase the amount of time they spend with their children weekly within a reporting year. Measurement tool: Weekly PACT log<br>Parenting Indicator 3: Parents and Children Reading Together<br>Eighty percent (80%) of first-year SB 405 Pre K program parents will increase the amount of time they spend reading with their children within a reporting year. Measurement tool: Monthly Reading log |
| Curriculum:<br>(i.e., Creative Curriculum, Reggio, etc.)<br><br>Description and/or philosophy of the learning activity environment | Creative Curriculum is a comprehensive curriculum that includes a framework for decision making along with a focus on interest areas. The curriculum guides teachers in planning a program that integrates the teaching of academic, social, emotional, and physical skills.<br>HighScope Curriculum views children as active learners, who learn best from activities they plan, carry out, and reflect upon (PLAN-DO-REVIEW). The role of the adult in the High/Scope approach is to plan activities based on the children's interests, facilitate learning |

| | |
|---|---|
| | through encouragement, and engage in positive adult-child interaction strategies.<br>Professional Development in the curriculum, EC standards, ELD standards, ECERS, ELLCO, and best practices will continue throughout the year. |
| Coordination with existing programs:<br>(i.e., State PreK, Title I, etc.) | State Pre-K , Title I |
| Verify program aligns with Nevada State PreK criteria:<br>(see appendix A)<br>▪ Class size/Staff ratios<br>▪ Teacher qualification<br>▪ Eligibility<br>▪ Intensity<br>▪ Use of PreK Standards<br>▪ Others as identified by districts | 4-yr-olds:<br>GBC - 40 kids/ 3 adults (1 certified, 2 classified)<br>Carlin – 10 (1 1 certified)<br>Southside State Pre-K - 40 kids/ 3 adults (1 certified, 1 classified)<br>Students must be 4 years old by September 30.<br>Students will meet 10 hours weekly.<br>NV PreK Standards will be used to guide instruction.<br>WIDA Standards will be used. |
| Program Report: | Required under SB 405:<br>(15)(a) Schools receiving allocations<br>(15)(b) Allocations per school<br>(15)(c) Description of this program<br>(15)(d) Number of students participated in this program<br>(15)(e) Average expenditure per child in this program<br>(15)(f) Evaluation for the effectiveness of this program<br>Qualitative Data (i.e., Teacher Feedback, Observation Protocol)<br>Quantitative Data (i.e., WIDA-MODEL Pre-Post Scores)<br>(15)(g) Recommendations for legislation to continue/expand effective programs<br>(16)(a) 5/15/16—Report due to NDE (Activities up to 5/1/16)<br>(16)(b) 1/15/17—Report due to NDE (Activities up to 12/30/16) |
| Program Evaluation (15)(f)<br>Define the measures you will use and how you will collect, analyze, and report the data to provide evidence of meeting the program goals and objectives. Please be specific:<br>▪ Qualitative Measures<br>▪ Quantitative Measures<br>Child performance and/or Program Quality (ECERS, ELLCO, etc.) (See evaluation section, Appendix A) | Early Childhood Education Indicator 1: Eighty percent (80%) of ECE children with a minimum of four months of participation will increase their standard scores in receptive and expressive language skills tests.<br>Early Childhood Education Indicator 2: ECE children with a minimum of four months of participation will make an average gain of 8 or 10 standard score points in auditory comprehension and expressive communication.<br>EOW and PPVT will be used to assess the above mentioned<br>Early Childhood Education Indicator 3: With a minimum of four months of participation, ECE children from 3-5 years with limited English skills will make an average gain of 20 raw score points in English acquisition as measured by the W-APT and WIDA MODEL for Kindergarten (Spring only).<br>Parenting Indicator 2: Parents and Child Together Time (PACT) Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year. Measurement tool: Weekly PACT log |

| | |
|---|---|
| | Parenting Indicator 3: Parents and Children Reading Together Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year. Measurement tool: Monthly Reading log |

## SB 405 District Application
## Form A: Prekindergarten Programs

**All Districts need to fill this section out.**

### ASSURANCES

Upon approval of this proposal, _____Karen Branzell_____ makes the following assurances:
*(Name of Fiscal Authorized Agent)*

- Funds received under this program will be used solely for the purpose of supporting the activities as outlined in SB 405.
- Each district and the Nevada State Public Charter School Authority receiving these funds must provide written reports and program evaluations as required in SB 405.
- A homeless child will be enrolled in his/her "school of origin" or the school in which the child was last enrolled. A homeless child shall immediately enroll in school, even if the child lacks records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. The enrolling school must refer the parent/guardian of a homeless child to the school district homeless liaison, who shall help obtain necessary immunizations or immunization or medical records. Any record ordinarily kept by the school of each homeless child must be maintained so that the records are available.
- Funds received under this program will not be used for lobbying or to influence any federal or state agency or legislative staff involved in the award of such funding.
- The applicant organization will provide or continue to provide a drug-free workplace.
- Funds received under this application will not be used to supplant existing financial support for current programs administered by applicant or collaborating entities. If blended funding streams are used to support the program, the amount of these funds and what they are supporting must be clearly described.
- A bookkeeping system will be developed to monitor receipts and expenditures by line item. Expenditures cannot exceed the approved budget in any line item.
- Records shall be maintained in accordance with general accounting standards. Receipts, invoices, and/or computer printouts will be maintained to verify expenditures. Copies of this verification will be submitted to the NDE upon request.
- Travel claims will be maintained for any travel reimbursement made with project funds. (Per Diem, mileage, and lodging payment are allowable only at State-approved rates.)
- All activities must take place within the funding period.
- An inventory of materials and supplies purchased through these funds shall be maintained and made available upon request.

Print or Type Name and Title:

Karen Branzell

Special Services Director

08/01/2015

K Branzell

*Signature* *Date*

## APPENDIX A: Required State Prekindergarten Program Components

| Required Program Components | |
|---|---|
| **Teacher Qualifications** | Each Early Childhood Education (ECE)/Pre-K teacher responsible for providing direct instruction to early childhood students must fulfill the licensure requirements for teaching the pre-Kindergarten population. Typically, this is an Early Childhood teacher's license or an ECE endorsement on a teacher's license. |
| **Eligibility** | Children enrolled in the program must be under Kindergarten age and within the traditional Pre-K age range of 3 to 5 years old. If a child is age eligible for Kindergarten (5 years old on or before September 30, 2013), then that child is not eligible to participate in the Nevada Pre-Kindergarten Education program during that year. This program is intended for pre-K children only. |
| **Intensity** | All programs must provide a minimum of 10 hours per week of Pre-K. |
| **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. |
| **Class sizes/ Staff ratios** | Class sizes and child/staff ratios must not exceed the following NAEYC recommendations:<br>♦ Three year-olds are in groups of no more than 16 children with 2 adults<br>♦ Four year-olds are in groups of no more than 20 children with 2 adults<br>♦ Five year-olds are in groups of no more than 25 children with 2 adults<br>♦ Multi-age classrooms do not exceed class sizes or child/staff ratios for the age group with the largest representation<br>♦ Class sizes and ratios are based on enrollment at beginning of school year |
| **Evaluation** | Each Pre-K Education program must participate in the statewide program evaluation system (annual and longitudinal). This includes using the outcome indicators described below and providing required data (e.g., pre/post test data, test data on longitudinal participants who are now in elementary school, program data, etc.) to the Pre-K Education program evaluator and the Nevada Department of Education.<br><br>Each Pre-K Education program must have a plan for the longitudinal evaluation of the program to determine the effectiveness of the program on the academic achievement of children who participate and on parental involvement.<br><br>Programs may use child performance and/or program quality measurement tools such as the Early Childhood Environment Rating Scale-Revised (ECERS-R) and/or the Early Language and Literacy Classroom Observation (ELLCO) to assess program quality and improvement as required in other early childhood programs. |
| **Other Required Components** | A parental involvement component must be administered in conjunction with the Pre-K program.<br><br>In order to provide enhanced and comprehensive services to Pre-Kindergarten students and their families, Pre-K programs must demonstrate coordination with existing programs and/or community services through collaborative and cooperative efforts.<br><br>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). *If desired, a copy of the Federal Homeless legislation (the McKinney-Vento Act) is available from this office upon request.* |

## Program Evaluation: Required Indicators

A key component of the evaluation is the use of quality indicators of program delivery and program outcomes to describe the projects and evaluate their effectiveness. In fact, legislation directs the NDE to develop statewide performance and outcome indicators to measure the effectiveness of ECE programs. Per legislation, the indicators must include:

- Measures of the developmental progress of children before and after their completion of the program;
- Measures of parental involvement in the program before and after completion of the program; and
- The percentage of participants who drop out of the program before completion.

Rather than developing new performance and outcome indicators for early childhood education, it was determined that the Pre-K programs would use the existing indicators developed and used by Even Start programs. Therefore, as part of the evaluation system, the NDE requires each Pre-K Education program to use the following indicators on participant outcomes:

| Outcome Indicators | |
|---|---|
| **Early Childhood Education Indicator 1** | Eighty percent (80%) of ECE children with a minimum of four months of participation will increase their standard scores in receptive and expressive language skills tests. |
| **Early Childhood Education Indicator 2** | ECE children with a minimum of four months of participation will make an average gain of 8 or 10 standard score points in auditory comprehension and expressive communication. |
| **Early Childhood Education Indicator 3** | With a minimum of four months of participation, ECE children from 3-5 years with limited English skills will make an average gain of 20 raw score points in English acquisition as measured by the Preschool Language Assessment Scale (PreLAS). |
| **Parenting Indicator 1: Parenting Skills** | Ninety-two percent (92%) of participating adults enrolled in ECE for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year. |
| **Parenting Indicator 2: Parents and Child Together Time (PACT)** | Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year. |
| **Parenting Indicator 3: Parents and Children Reading Together** | Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year. |

## SB 405 District Application
## Form A: Prekindergarten Programs

### APPENDIX B: BUDGET/EXPENDITURE SUMMARY

The following budget forms can be located on the Nevada Department of Education website: http://nde.doe.nv.gov/FiscalServices.htm. Please note that column B, Supplemental Schedule, should **explain each item in specific terms**. All items must be named, directly related, and necessary to the operation of the program.

**State or Federal Budget Expenditure Summary**

| | | | |
|---|---|---|---|
| **Agency:** | **Elko County School District** | **Project Number:** | |
| **Project Name:** | **SB405 Zoom Districts** | **Fiscal Year:** | **16** |
| **Check One:** | **BUDGET:** ☒ **BUDGET AMENDMENT:** ☐ | **FINAL REPORT:** ☐ | |

| OBJECT | DESCRIPTION | INSTRUCTION COST | SUPPORT SERVICES | TOTAL |
|---|---|---|---|---|
| 100 | Salaries | 3,052.00 | | 3,052.00 |
| 200 | Benefits | 340.00 | | 340.00 |
| 300 | Purchased Professional/Technical Services | 9,650.00 | | 9,650.00 |
| 400 | Purchased Property Services | | | 0.00 |
| 500 | 510 Student Transportation Services | | | |
| | 580 Staff Travel | 14,700.00 | | |
| | Other (520, 530, 540, 550, 560, 570, 590) | | | |
| | **Total 500** | 14,700.00 | | 14,700.00 |
| 600 | 610 General Supplies (exclude 612) | 12,540.00 | | |
| | * 612 Non-Technology Items of Higher Value | | | |
| | 620 Energy | | | |
| | 630 Food | | | |
| | 640 Books and Periodicals (exclude 641) | 9,000.00 | | |
| | 641 Textbooks | | | |
| | 650 Supplies - Information Technology Related (exclude 651, 652, 653) | | | |
| | 651 Software | | | |
| | * 652 Technology Items of Higher Value | | | |
| | 653 Web-based and Similar Programs | | | |
| | **Total 600** | 21,540.00 | | 21,540.00 |
| 800 | 810 Dues and Fees | 260.00 | | |
| | 890 Other Miscellaneous | | | |
| | Other (820, 830) | | | |
| | **Total 800** | 260.00 | | 260.00 |
| **Subtotal 100 – 600 & 800** | | | | 49,542.00 |
| ** Approved Indirect Cost Rate: 2.92 % | | | | 1,446.63 |
| 700 | 730 Equipment | | | |
| | Other (710, 720, 740, 790) | | | |
| | **Total 700** | | | 0.00 |
| **TOTAL** | | | | 50,988.63 |

* All items of value must be itemized in the budget detail

** Indirect cost rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

L Branzell — 8/1/15

Signature of Authorized Agency Representative — Date

| Department of Education Use Only | |
|---|---|
| | |
| Initial | Date Approved |

## SB 405 District Application
## Form A: Prekindergarten Programs

STATE OR FEDERAL FINAL REPORT OF EXPENDITURES
**Supplemental Schedule/Detail ***

Project Number/Name:SB405 Zoom Districts_____

| A<br>Object Code | B<br>Title of Position/Purpose of Time/Narrative ** | C<br>Project Time (FTE) | D<br>Quantity | E<br>Salary, Rental or Unit Cost | F<br>Budgeted Amount | G<br>Expended Amount |
|---|---|---|---|---|---|---|
| 100 | Substitutes | | 28 | 109 | 3,052.00 | |
| 200 | Benefits | | 1 | 340.00 | 340.00 | |
| 300 | | | | | | |
| 400 | | | | | | |
| 500-510<br><br><br>500-580<br>500-Other | <br>NAEYC Conference<br>TACSEI<br>WIDA Conference | | <br>7<br>3<br>7 | <br>350.00<br>1,000.00<br>600.00 | <br>2,450.00<br>3,000.00<br>4,200.00 | |
| | 500 - Category Subtotal | | | | - | - |
| 600-610<br>600-612<br>600-620<br>600-630<br>600-640<br>600-641<br>600-650<br>600-651<br>600-652<br>600-653 | Consumable materials<br>Assessment materials<br>2nd Step Early Learning<br><br><br><br>Literacy Materials | | 3<br>3<br>3<br><br><br><br>3 | 3,000.00<br>800.00<br>380.00<br><br><br><br>3,000.00 | 9,000.00<br>2,400.00<br>1,140.00<br><br><br><br>9,000.00 | |
| | 600 - Category Subtotal | | | | 21,540.00 | - |
| 800-810<br>800-890<br>800-Other | NAEYC Membership<br><br><br>Indirect Costs | | 4<br><br><br>1 | 65.00<br><br><br>2.92% | 260.00<br><br><br>1,446.63 | |
| | 800 - Category Subtotal | | | | 1,706.63 | - |
| | 100 - 600 & 800 Total | | | | - | - |
| 700-730<br>700-Other | | | | | | |
| | 700 - Category Subtotal | | | | - | - |
| Total | | | | | 50,988.63 | - |

* **If additional space is needed, duplicate this page and number the pages.**

** **Explain each item in specific terms. All items must be named, directly related, and necessary to the operation of the program.**