

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)

CFDA # 84.425B

PR/Award # S425B200006

Grants.gov Tracking#: GRANT13152751

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200006

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/25/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="Nevada"/>
---	--

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Nevada Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>

d. Address:

* Street1:	<input type="text" value="700 E. Fifth St."/>
Street2:	<input type="text" value="Suite 100"/>
* City:	<input type="text" value="Carson City"/>
County/Parish:	<input type="text" value="Carson"/>
* State:	<input type="text" value="NV: Nevada"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="897011457"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Jonathan"/>
Middle Name: <input type="text" value="P."/>	
* Last Name: <input type="text" value="Moore"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Deputy Superintendent for Student Achievement"/>

Organizational Affiliation: <input type="text" value="Nevada Department of Education"/>
--

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="REDACTED"/>
--

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

13. Competition Identification Number:

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Nevada Department of Education
Education Stabilization Fund-Rethink K-12 Education Models Grant Application

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

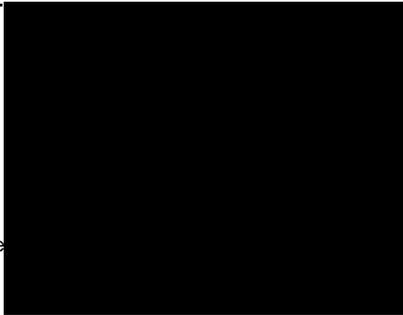
* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL



*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Nevada Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	500.00	500.00	0.00	0.00	1,000.00
6. Contractual	3,622,000.00	3,623,000.00	7,161,000.00	0.00	0.00	14,406,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	100,000.00	225,000.00	100,000.00	0.00	0.00	425,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S425B200006

Name of Institution/Organization Nevada Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Nevada Department of Education

* Street 1: 700 E. Fifth St. * Street 2: Suite 100

* City: Carson City * State: NV: Nevada * Zip: 89701

Congressional District, if known: NV-02

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: United States Department of Education	7. * Federal Program Name/Description: Education Stabilization Fund
	CFDA Number, if applicable: 84.425

8. Federal Action Number, if known: 	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A Middle Name:

* Last Name: N/A Suffix:

* Street 1: N/A * Street 2:

* City: N/A * State: * Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: N/A Middle Name:

* Last Name: N/A Suffix:

* Street 1: N/A * Street 2:

* City: N/A * State: * Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: [Redacted]

* Name: Prefix: Dr. * First Name: Jonathan Middle Name: P.

* Last Name: Moore Suffix: PhD

Title: Deputy Superintendent for Student Achievement Telephone No.: [Redacted] Date: 06/25/2020

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Nevada Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Jonathan Middle Name: P.
* Last Name: Moore	Suffix:
* Title: Deputy Superintendent for Student Achievement	
* SIGNATURE: [REDACTED]	* DATE: 06/25/2020

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Dr.	First Name: Jonathan	Middle Name: P.	Last Name: Moore	Suffix:
----------------	-------------------------	--------------------	---------------------	---------

Address:

Street1:	700 E. Fifth St.
Street2:	Suite 100
City:	Carson City
County:	Nevada
State:	NV: Nevada
Zip Code:	897011457
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
 _____	 _____

Email Address:
 _____

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

In response to the COVID-19 pandemic, the Nevada Department of Education (NDE), developed a set of priorities to guide its work in support of students and educators. These priorities include the following: 1) Access to high-quality professional development for delivering distance education for educators; 2) Access to high-quality instructional materials through distance education for educators and students; 3) Access to technological capacity for educators, students, and families.

NDE, has the opportunity to directly address equity gaps exacerbated by school building closures, while simultaneously preparing Nevada's digital learning ecosystem to respond to the current implications created by the COVID-19 pandemic. NDE is seeking [REDACTED] to implement its proposed statewide program to dramatically expand and strengthen distance learning through implementation of a universal, statewide online learning platform that provides access to aligned educator training and expands access to high-quality virtual learning opportunities for all students. The two outcomes of NDE's ESF-REM proposal are 1) **ensure that all students and educators have access to high-quality academic instructional materials for distance education** and 2) offer **relevant, high-quality professional development opportunities for educators delivering distance education**. To achieve these outcomes, NDE proposes to expand the Nevada Distance Learning Collaborative (NvDLC), designed to establish infrastructure to support distance education across Nevada during school building closures and beyond. The NvDLC will include the launch of a statewide Learning Management System (LMS) that will house a library of digital content and professional learning resources in a single virtual platform in order to scale access to those instructional materials across all 17 Districts and the State Public Charter School Authority (SPCSA), as well as track and monitor statewide usage by students, families and educators. With the use of these funds, NDE will also expand the impact of NvDLC through further complementary strategies and activities also aligned to ESF-REM *Absolute Priority 2*.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Nevada Department of Education

Education Stabilization Fund-Rethink K-12 Education Models Grant Application

6-25-2020

Nevada ESF-REM Grant Application

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Nevada ESF-REM Grant Application

EXECUTIVE SUMMARY

The U.S. Department of Education's Education Stabilization Fund (Rethink K-12 Education Models, ESF-REM) Discretionary Grants Program provides an opportunity for Nevada to advance its efforts to ensure all students have access to a high-quality education, especially amid the impact of a global pandemic through this proposal aligned to ESF-REM *Absolute Priority 2 -- Statewide Virtual Learning and Course Access Programs*.

In response to the COVID-19 pandemic, the Nevada Department of Education (NDE), in consultation with the Nevada State Board of Education (SBOE), developed a set of priorities to guide its work in support of students and educators. These priorities include the following: 1) Access to high-quality professional development for delivering distance education for educators; 2) Access to high-quality instructional materials through distance education for educators and students; 3) Access to technological capacity for educators, students, and families.

NDE, in partnership with practitioners across the State, has the opportunity to directly address equity gaps exacerbated by school building closures, while simultaneously preparing Nevada's digital learning ecosystem to respond to the current implications created by the COVID-19 pandemic. NDE is seeking [REDACTED] to implement its proposed statewide program to dramatically expand and strengthen distance learning through implementation of a universal, statewide online learning platform that provides access to aligned educator training and expands access to high-quality virtual learning opportunities for all students. The two outcomes of NDE's ESF-REM proposal are 1) **ensure that all students and educators have access to high-quality academic instructional materials for distance education** and 2) offer **relevant, high-quality professional development opportunities for educators delivering distance education**. To achieve these outcomes, NDE proposes to expand the Nevada Distance Learning Collaborative (NvDLC), designed to establish infrastructure to support distance education across Nevada during school building closures and beyond. NvDLC plans include providing support to increase technological capacity for both teachers and students, high-quality professional development, and high-quality instructional materials.

Nevada ESF-REM Grant Application

NvDLC will begin in partnership with NDE's Building Reopening Committee and focus its initial efforts on resources to be shared through the Nevada Distance Learning website, set to launch on June 23, 2020 and will be expanded by the start of SY 2020-21. This website will serve as the ongoing portal for further information about distance learning and other activities listed throughout this proposal. Then, NvDLC will lead work to integrate the initial learning resources into the launch of a Learning Management System and associated professional learning library by December 2020. This expansion of NvDLC will include the launch of a statewide Learning Management System (LMS) that will house a library of digital content and professional learning resources in a single virtual platform in order to scale access to those instructional materials across all 17 Districts and the State Public Charter School Authority (SPCSA), as well as track and monitor statewide usage by students, families and educators. With the use of these funds, NDE will also expand the impact of NvDLC through further complementary strategies and activities (see *Logic Model*, page 17) also aligned to ESF-REM *Absolute Priority 2*.

CORONAVIRUS BURDEN

Nevada's Context

It is important to illustrate Nevada's current context and education ecosystem to fully articulate the burden of the Coronavirus on the State's educational outcomes. Nevada has consistently rated in the bottom among key nationwide analyses of educational outcomes. In the most recent Kids Count report (2019),¹ which considered State outcomes in Health, Economic Well-being, Education, and other critical factors, Nevada ranked 47th. This is an unchanged ranking from the prior year.² In addition to its longitudinal student performance, Nevada's Department of Education (NDE) is under-resourced and, in terms of available staff, is well below the national average. In the area of school finance, Nevada ranked 48th in the US on

¹ <https://datacenter.kidscount.org/data/tables/10383-kids-count-overall-rank?loc=1&loct=2#detailed/2/2-9,11-52/false/1729/any/20058>

² https://www.aecf.org/m/databook/2018KC_profiles_NV.pdf

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investments in education and equitable distribution of funds in 2020 according to Education Week's Quality Counts Report Card.³

NDE serves approximately 29,837 licensed educators and 495,000 students within grades Prek-12. Nevada's students are served within approximately 700 schools that span 17 county school districts, the State Public Charter School Authority (SPCSA), and private schools. Nevada's largest school district, Clark County School District (Las Vegas), has more than 320,000 of these students, making it the fifth largest school district in the nation. In contrast Nevada's smallest school district, Esmeralda County School District, has less than 90 students enrolled across grades K-8. The disparate size of the Districts leads to challenges for NDE in meeting the wide-ranging needs of kids across the state. Nevada has lacked synergy among its high school success metrics. For SY 2018-19, Nevada boasted its highest graduation rate ever of 83%. This marks nearly a three percent increase from SY 2017-18 and nearly a 10% increase from SY 2016-17. While these graduation rate increases are cause for celebration, Nevada's average composite score on the ACT was 17.6, compared to a national average of 20.7 and the non-remediation college entry score of 22. Similar to 17 other states, Nevada uses the ACT as a statewide assessment of college and career readiness (CCR) under the Every Student Succeeds Act (ESSA). Nevada's ACT results are therefore fully representative of all Nevada grade 11 students. Nevada's State Board of Education adopted proficiency metrics using the ACT that in 2017-18 demonstrated that 47.6% of high school students were proficient in English Language Arts and 26.3% of high school students were proficient in Mathematics.

The progress of Nevada's elementary and middle school students is measured according to the percent of students who demonstrate proficiency (3) or higher (4) on the State's summative assessments as administered in accordance with ESSA for English Language Arts (ELA), Mathematics, and Science. The table below indicates the most recent proficiency averages across Elementary grades (3-5) and Middle grades (6-8):

³<https://www.edweek.org/ew/articles/2020/01/22/highlights-report-nevada.html>

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		Math		ELA		Science	
	Pop.	Elementary	Middle	Elementary	Middle	Elementary	Middle
State Average		42.8%	32.3%	47.7%	49.1%	24.6%	36.8%
American Indian/Alaska Native	0.86%	24.3%	18.6%	31.7%	33.0%	13.4%	25.9%
Black	11.29%	23.0%	13.9%	28.5%	31.7%	9.7%	17.7%
Hispanic	42.5%	35.1%	23.1%	39.2%	42.1%	16.3%	27.0%
White	31.87	55.9%	45.7%	60.9%	61.1%	37.9%	51.9%
Two or More Races	6.61%	49.2%	38.4%	56.4%	56.8%	29.9%	45.1%
Asian	5.48%	68.3%	61.1%	71.8%	69.7%	43.6%	59.9%
Pacific Islander	1.44%	43.4%	32.5%	48.2%	47.3%	19.4%	29.7%
ELL	14.82%	15.7%	4.6%	7.2%	18.9%	2.7%	4.4%
FRL	61%	36.9%	21.8%	37.1%	40.1%	17.0%	26.0%
IEP	12.19%	13.0%	6.4%	10.1%	16.4%	7.0%	7.2%
Migrant*	0.02%	19.40%		11.40%		16.70%	

*Small N values for Migrant students prevent disaggregation by grade level

The above metrics also outline that Nevada’s traditionally underserved student groups (racial and ethnic minorities, students with disabilities, English learners, and those classified as migrant) consistently score below the state average for proficiency. The need to improve learning outcomes for students has been magnified as a result of the COVID-19 pandemic and associated school building closures. Preliminary national estimates of the impact of school building closures on learning retention suggest that students will have lost 30% of gains made in a traditional year when returning to school in Fall 2020, and anywhere from 50% to a full year of gains in mathematics.⁴ For Nevada’s most vulnerable students this creates an urgency to ensure learning is accelerated. Across the state, 27% of students were reported to have access to a computer or device. That number reflects the total available devices compared to the total number of students, but it does not account for challenges in distribution of those devices to students, particularly in

⁴ https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf

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rural communities. Four weeks into school building shutdowns, Clark County School District, serving more than 70% of the State's students, was unable to reach more than 102,192 (31%) of its student body with an additional 11,451 students exempted from distance learning. While these numbers fluctuated throughout the building closures, it speaks to the inconsistency in access to distance learning opportunities.

These challenges prompted NDE to accelerate its efforts around both blended in-person and distance learning, as well as more consistent distance education. NDE had previously established a long-term objective to launch a statewide Learning Management System in order to strengthen access to the least accessible coursework in our communities of significant need. For example, prior to the COVID-19 building closures, only 26% of rural high schools had AP courses available and NDE set out to close that gap. In response to the school building closures, NDE moved up its timeline to convene a group of stakeholders by creating the NvDLC to lead this work at a more rapid pace. Additionally, NDE began to look for braided funding opportunities to ensure the work to implement the learning platform could be sustained over time. As noted in the *Statewide Virtual Learning and Course Access Program* section (see page 12), the top growth jobs across Nevada are heavily dependent on Math and Science skills. The student outcomes shown above demonstrate the need to increase access to valid, reliable, rigorous coursework in Math and Science to support the State's advancement.

COVID-19 Impact

As a component of the NIA, the ESF-REM Application Package provided data regarding the then impact of COVID-19 on Nevada, also named the *Coronavirus Burden*. Based upon the methodology provided at that time, Nevada ranks "up to the 20th percentile." NDE does not believe that this assessment of *Coronavirus Burden* tells the complete picture of the coronavirus' impact on Nevada students. Below are a set of factors NDE believes should be considered to further understand the impact of COVID-19 on the families of Nevada.

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Unemployment Impact: Nevada has been the hardest hit State in terms of registered unemployment claims due to the COVID-19 statewide shutdown. As reported on June 17, 2020, by the Nevada Department of Employment and Training, unemployment reached 25.3%⁵ nearly double the national average of 14.7% and remains currently the highest in the nation and the highest for any state since 1976, when the U.S. Bureau of Labor Statistics began tracking this data. Nevada's service and tourism industry has been hit the hardest with a close to 41% year-on-year job loss rate.⁶ As of June 13, 2020, Nevada ranks first in the Nation for continued unemployment claims per 1,000 adults, along with a 35% weekly increase of initial unemployment claims.⁷ The data on unemployment during the COVID-19 pandemic demonstrates an unemployment rate that is almost 40% less for those individuals holding a Bachelor's degree. The April 2020 U.S. unemployment rate for those with a "Bachelor's degree and higher" is 8.4% as compared to the 14.7% total national average⁸. Approximately 20% of Nevada's high school graduates are prepared to take a 100 level course in college and the five-year in-state graduation completion rate is 8%. The impact of the pandemic on Nevada's students puts the current students returning to school in FY21 even further behind and therefore less prepared for the jobs of the future.

Statewide Revenue: Nevada's tax structure is based on tourism, business, and industry (predominantly gaming and mining), as well as consumption (such as sales tax and property tax). In light of COVID-19 statewide closures, the State's tourism industry ground to a halt, gaming operations ceased, and overall purchasing of goods and services dramatically declined. This freeze in statewide revenue generation has led to an estimated \$812,000,000 (~18%) statewide budget deficit in the current fiscal year (FY20) and up to \$1,000,000,000 (~20%) in FY 21 (Note: Nevada's legislature only meets once every two years, passing budgets two years at a time). On April 7, 2020, Governor Steve Sisolak sent a letter to Cabinet members, including the Superintendent of Public Instruction, with a directive to identify areas for expense reductions.

⁵ <https://cms.detr.nv.gov/Content/Media/May%202020%20Statewide%20PR%20FIN.pdf>

⁶ <https://www.bls.gov/eag/eag.nv.htm>

⁷ <https://www.dol.gov/ui/data.pdf>

⁸ <https://www.bls.gov/news.release/pdf/empisit.pdf>

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NDE has had cut crucial support and services that provide direct aid to Local Education Agencies (LEAs) in support of some of our most underserved students. In addition to zero-ing out funds for grants to support student mentorship, school improvement, and implementation of evidence-based school garden programs and associated STEM curriculum in underserved school communities, the State had to eliminate funding set aside to implement the legislatively mandated pupil centered funding plan. In addition, the Nevada State Higher Education system (NSHE) is experiencing a minimum budget shortfall of \$124.7 million dollars combined across FY20 and FY21. This will significantly impact the resources available to remediate students (an estimated in-state average of close to 50% of students).

Per Pupil Funding: Nevada ranks in the bottom 10 states⁹ in per pupil funding. Nevada's per pupil expenditure, inclusive of statewide guaranteed basic support, local tax revenue and statewide categoricals, averaged \$9,329 (with a basic guarantee of \$5,967) for SY 2019-20 in comparison to the \$12,201¹⁰ national average. The massive impact of the budget cuts triggered by the COVID-19 statewide closures and loss of revenue will create a fiscal cliff that will further reduce the resources to support students across the State. The projected budget reductions of 6-14% could mean a reduction of state basic guaranteed support to \$5,204-\$5,688 from what was projected to be \$6,052 for SY 2020-21. Clark County School District is already predicting at least a \$38M budget cut for SY2020-21, with further cuts projected. The Governor's Finance Office (GFO) is projecting a local school support tax reduction of \$1.27 billion dollars in FY20 and \$1.52 billion in FY21. As of June 15, 2020, the Governor announced that based on the current spread of the coronavirus, the State is not prepared to enter Phase 3 of reopening (as defined by the Federal guidance) due to rising cases (see below). Staying in Phase 2 for will ensure that revenues will continue to decline beyond what is currently projected.

Cases on the Rise: One of the factors included in the *Coronavirus Burden* methodology is the State's share of confirmed COVID-19 cases per capita. This factor is defined by taking the total number of COVID-19

⁹<https://www.governing.com/gov-data/education-data/state-education-spending-per-pupil-data.html>

¹⁰ U.S. Census Bureau Annual Survey of School System Finances (2017)

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cases per capita reported to the Centers for Disease Control (CDC) by the State as of April 25, 2020, and dividing that by the total number of cases per capita in the U.S. According to the data included in the Notice Inviting Applicants, Nevada's data reflected a 1.27% share of cases per capita. However, as of June 10, 2020, Nevada's share of confirmed COVID-19 cases per capita increased to 1.72%. According to the CDC tracker, of the 13,535 cases reported since January and more than 2,200 of those cases were in the past seven (7) days. Total statewide case count is expected to triple within the next 30 days.¹¹ Also, as of this date, Nevada reports 489 deaths related to COVID-19. On June 22, 2020, Clark County Nevada, the home of Las Vegas, had its highest daily positive rate since testing began in the state, totaling 462 positive cases. This data is captured from the CDC's COVID Data Tracker.

Broadband Access: While device access is a significant challenge, Nevada's Broadband Task Force reports that 8% of Nevada's entire population, or 249,722, is without access to the current broadband standards; 5% of the urban population, or 151,168, is without access; and, 65% of the rural population, or 98,554, is without access as compared to the national average of 39%.

Children Living in Poverty¹²: Nevada has a higher than the national average number of children living in low-income families, 48% (313,638) (National: 41%). The intersection between poverty and the impact on long term economic gain is undeniable as 81% (79,419) of Nevada's children whose parents do not have a high school degree live in low-income families.

Rural Student Population¹³: Approximately 7,500 of Nevada's students attend schools that meet the federal definition of a "rural locale," which includes distance from urban centers. Those students live in Esmeralda, Lincoln, Nye, Pershing, Eureka and Storey counties. Nevada's rural students are some of the most diverse in terms of race, socioeconomic status and geographic mobility. Rural student mobility is a major concern across the country; while nationally, 11% of rural students changed residence in the prior

¹¹ <https://www.cdc.gov/covid-data-tracker/index.html#cases>

¹² http://www.nccp.org/profiles/NV_profile_6.html

¹³ <http://www.ruraledu.org/WhyRuralMatters.pdf>

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year, 18.7% of Nevada’s rural students changed residences in the prior year. The challenges of the rural school community also have an impact on student’s access to high-quality accelerated coursework; while roughly 2.5% of rural high school juniors and seniors had passed AP exams in comparable states, Nevada had only 1.1% of its rural high school juniors and seniors pass AP exams.

The combination of the above factors ensures that this award will go to a State that has demonstrated significant need and direct impact from the COVID-19 global pandemic. For Nevada’s size, it has taken on an outsized impact from the global pandemic. Nevada was starting from behind, given its highly volatile service sector-based economy, its limited tax revenue infrastructure, and the significant portion of the population that lives in poverty. The ESF-REM funds will serve as a catalyst to ensure that Nevada provides equitable access to rigorous virtual coursework to support distance education across the entire state.

PROJECT SERVICES & PLAN

Immediate Needs

In April 2020, NDE conducted a survey of LEAs to understand their immediate challenges in teaching and learning during the COVID-19 pandemic. Based on preliminary survey results, as well as direct feedback provided by both district and charter school leaders, NDE established a baseline understanding of statewide needs. Key findings included: 1) There is a **lack of consistency among learning management systems (LMS) in-use across the state**. Respondents indicated that at least five different LMSs are currently in use across Nevada school districts and that not all school districts utilize an LMS. 2) **Professional development for educators is essential** to promote high-quality instruction through distance learning. When asked what percentage of educators need training to deliver high-quality remote learning, 14 out of 18¹⁴ school districts indicated greater than 50%. The remaining four (4) school districts indicated greater than 90%. The subsequent information within this section outlines the goals for this work and the proposed statewide ESF-REM activities aligned to *Absolute Priority 2*.

¹⁴ There are 17 school districts and the State Public Charter School Authority which serves as the LEA for the schools it sponsors.

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Current Funding and Governor's Support

In May 2020, NDE submitted a proposal to Governor Steve Sisolak for the use of the Governor's Emergency Education Relief (GEER) Fund to support various education-related initiatives in response to COVID-19. Recognizing that these funds expire on September 30, 2022, NDE has a narrow window of opportunity to leverage GEER funds for maximum impact. NDE will use a portion of GEER funds to procure the proposed statewide learning management system (LMS) for a two-year license period. The implementation of the LMS is aligned to **Goal 1, Key Activity A** (see page 12). The ESF-REM award would allow NDE to extend the numbers of subscriptions by 44% and extend the subscription by three years. In addition to leveraging GEER funds for a statewide LMS, NDE plans to use GEER funds to purchase an initial set of standards-aligned digital curriculum and content for educators and students to engage in distance education (see page 14 for more details on content considerations). The purchase of high-quality digital curriculum is not only aligned to **Goal 1, Key Activity B**, but it also promotes equity in access for Nevada's educators and students.

In addition, the State will be able to offer enhanced support for the implementation of the LMS so that LEAs may allocate their funds toward other areas in support of students and educators in the wake of COVID-19. Specifically, NDE will expand the usability of the LMS through the development, curation and deployment of high-quality professional development to improve educator practice associated with online coursework as further described in **Goal 2, Activity A**. NDE has received the full support of Governor Steve Sisolak in the pursuit of ESF-REM funds for these efforts. Please see his signed letter of support in Appendix 1.

Statewide Virtual Learning and Course Access Program

Considering this preliminary data, NDE is proposing a set of activities rooted in the following theory of action: *If the NDE launches and oversees a statewide Learning Management System comprised of high-quality instructional materials and associated high-quality professional learning for educators, then the State will ensure a broad range of courses available to students across all Districts and the SPCSA, to*

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provide both full-time and supplemental educational supports, while providing a more seamless integration between in-person and off-campus learning and, can ensure that available instructional materials are aligned to statewide academic and economic needs as well as provide an opportunity for increased participation for at-risk students in accelerated classes.

NDE's Nevada Distance Learning Collaborative (NvDLC) launched in April 2020 and set out to address disparate access to coursework aligned to high-wage, high-skill jobs that have been identified as the fastest growing in Nevada's economy; with the goal to ensure the coursework is targeted in Nevada's rural and underserved communities. This collaborative is composed of NDE staff members from various offices across the agency, an expert consultant in distance education, and multiple external stakeholders. NvDLC is poised to launch a central statewide learning management system (LMS) to provide educators and students with a repository of Nevada Standards-Aligned coursework that can be integrated with in-classroom learning and over time support fully remote learning, if necessary. A state led effort eliminates the need for Districts across the State to utilize resources to develop District-specific platforms and also will ensure that the content available aligns to both the least accessible coursework linked to college and career readiness. To realize this theory of action, NDE will leverage ESF-REM to accelerate the work initiated with the Governor's Emergency Education Relief (GEER) funds (described more on page 11) to meet two crucial goals (each is described further below).

Goal 1: The NDE will expand access to high-quality instructional materials for distance education to educators and students in all 17 of Nevada's school districts and SPCSA. **Key Activity 1A:** NDE will host a statewide instance of a learning management system (LMS). A learning management system refers to a software application that provides a centralized platform for the organization, administration, documentation, tracking, reporting, and delivery of educational courses, materials, and training programs, as well as learning and development programs for educators. The LMS will be available to all Nevada educators and students. Within an LMS, such as CANVAS,¹⁵ NvDLC can populate the platform with

¹⁵ <https://www.instructure.com/canvas/k-12/platform/products/lms>

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coursework that is freely available, such as AP preparation courses through the College Board, as well as locally developed content and purchased, curated content. The platform allows educators to integrate into lesson delivery and direct access for students to take an asynchronous class, access assignments, take exams, collaborate with peers, track their progress, communicate with educators, and more. The LMS allows for student level differentiation through pacing and scaffolded coursework. In addition, the system will employ a standard bar for quality instructional materials that meets the criteria noted in Appendix 8 for all of the material that it scales statewide. NDE plans to offer this tool for free to all 17 school districts and SPCSA for five (5) years using a combination of GEER Funds and ESF-REM funds. The implementation of the LMS and the associated infrastructure will be available to every student and educator although participation is not required. The LMS will be linked to the State's student information system, Infinite Campus, to ensure access for all students. NDE has planned for a scaffolded implementation anticipating approximately 200,000 subscriptions will be available during the first year of implementation followed by 450,000 subscriptions for the second year and beyond. NDE will work with school districts and charter schools to determine interest and develop a plan for allocating subscriptions that is fair, documented and transparent should demand for subscriptions exceed available capacity. NvDLC will serve as the convening body to oversee the development, launch, and ongoing implementation of the statewide LMS and associated components including the implementation of an acceptable use policy for all users. The primary objective of this collaborative is to build an infrastructure inclusive of support to increase access to technological capacity, high-quality professional development, and high-quality instructional materials.

Key Activity 1B: Using a rubric developed by NvDLC, NDE will provide high-quality instructional materials and course content for all Nevada educators and students to participate in distance education. Based on the most recently available statewide accountability data, Nevada students continue to lag behind in Math and Science. Given that five (5) of the top seven (7) in-demand jobs in Northern Nevada, and five

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(5) of the top five (5) in-demand jobs in Southern Nevada¹⁶ are in the fields of Science, Engineering and Technology, NvDLC will initially prioritize coursework in Mathematics and Science. Additionally, NDE will gather input from students and families on courses that they would like to see added or expanded based on their experience with the LMS and their students' academic needs. The process for incorporating parent feedback is further outlined in **Goal 2, Key Activity A**. Beginning in September, NDE will launch and measure the results of a quarterly statewide survey on content accessibility and incorporate a regular assessment of the breadth of courses and content available on the LMS against national best practices for statewide learning systems. NDE will expand on its partnerships with state and national experts as well as collaborative bodies such as the Council of Chief State School Officers and WestEd to identify and leverage available coursework, professional development, and virtual learning best practices to support the efforts by the NvDLC to expand the LMS library. A member of NvDLC will serve as a liaison to these national organizations and ensure quarterly touch points through collaborative phone calls, in-person or virtual conferences.

The content to be shared within the LMS will be measured against the ESSA evidence levels for effectiveness and reviewed for alignment to Nevada's Academic Content Standards (NVACS) see Appendix 8 for the rubric. **Goal 2:** NDE will expand access to high-quality professional development for educators in the delivery of distance education. To support access to instructional content and its effective delivery, NDE will curate, develop, and deliver high-quality virtual professional development opportunities in both content delivery and the use of technology. **Key Activity 2A:** NvDLC will leverage Digital Engineers (see Appendix 7), to develop professional development opportunities and resources for Nevada educators. Digital Engineers (further outlined below) will assist NvDLC in developing evidence-informed resources and targeted professional development opportunities aligned to the delivery of distance education in the state. NDE will host webinars to train districts and educators on how to utilize the virtual content

¹⁶ Based on an "In-demand" report from the Governor's Office of Economic Development, Governor's Office of Workforce Innovation (OWINN) and Nevada Department of Employment and Training (DETR), [Note: together Washoe County, Clark County and charter schools in those counties comprise more than 90% of Nevada's student population]

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library and will post recorded webinars on the NV Distance Learning (NDL) website. NDE will leverage evaluation partners to evaluate the effectiveness of professional development opportunities provided. Delivery of professional development will be prioritized for districts that have the greatest need, as demonstrated by the proportion of educators who require distance learning training as outlined in NDE's LEA survey (see page 10). In addition, NDE will prioritize professional learning in the districts that have the least access to rigorous coursework.

Nevada's Digital Engineers, referenced in **Goal 2, Key Activity A**, are a cohort of 63 in-state educators who demonstrate mastery in distance learning across various content areas. The initial cohort was selected through an application process that included five criteria for selection (see Appendix 6). NDE also prioritized ensuring educators of color and educators who have expertise with special populations were included in the Digital Engineer cohort. Digital Engineers are charged with developing content to be made available on the identified platform, marketing digital content throughout their networks, establishing a protocol for parent engagement, and reviewing best practices for professional development. These offerings will expand support around implementation of the LMS, statewide digital content, and other pedagogical practices related to distance education, such as social and emotional learning and parent and family engagement. The Digital Engineers will propose a process to NvDLC for regularly collecting parent feedback on course offerings. This process will be articulated on the Nevada Distance Learning (NDL) website officially launching June 23, 2020. (see Key Activity 2B) and promoted through channels further described in the *Dissemination Plan* on page 21. Each DE will receive a stipend for their commitment of 5-7 hours a month, of \$2,000 per year.

Key Activity 2B: In its initial response to COVID-19, NDE, with the guidance of NvDLC, created the Nevada Distance Learning website¹⁷ of free Online Education Resources (OER) for educators. This website was created to meet the immediate needs of educators as they engage in distance education, recognizing that many educators do not have access to high-quality virtual instructional materials. The resources span

¹⁷ <https://nvdigitallearning.org/experts/digital-engineers/>

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a variety of content areas and have been reviewed by NDE staff by assessing alignment to content standards and/or direct experience with effective implementation with students. This website will serve as the first phase of a statewide platform to provide access to resources and corresponding digital curriculum, which will be integrated into the LMS upon launch. In the short term, the website is a repository for high-quality instructional materials organized for educator use; in the long-term the website will serve as a landing page to share details about the Statewide Virtual Learning Program and solicit feedback from families and educators on coursework, content and professional learning opportunities. ESF-REM funds and associated increased capacity will provide resources to build infrastructure that allows integration of the courses on the NDL website with the LMS described under *Statewide Virtual Learning and Course Access Program* on page 12. This integration will contribute to the sustainability of NDE's ability to provide access to high-quality instructional materials beyond the conclusion of this grant award. The website, which is managed by NDE staff, was purchased in partnership with Nevada's Regional Professional Development Programs (RPDP). The RPDP is a state-funded entity that partners with NDE and individual school districts to provide regionalized professional development opportunities across the state for educators. Through this partnership, RPDP sponsored the costs of the website for one year to bridge the gap between the need for resources and the ability to effectively launch the LMS. NDE will leverage funds through this award to continue the website for an additional three years. After the award period concludes, NDE will leverage other state and federal funding sources to support the distance learning website. NDE recognizes that countless resources can be found online at varying degrees of quality. NDE also recognizes the need to ensure a wide range of materials are available to meet the diverse needs of educators throughout Nevada. Therefore, upon launch of the LMS, the NDL website will continue to be leveraged to provide access to free resources such as Read NV through Renaissance Learning that educators and families alike can use to expand access to digital books for students. The OERs will continue to be reviewed by staff against a quality rubric, which will include an assessment of its evidence base and cultural competence.

Through leveraging the ESF-REM grant, NDE can ensure that 1) the quality of materials meet the wide ranging needs of students and educators and the identified interests of families across the unique and varied

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districts in the state, 2) the content is easily accessible and widely available, and 3) educators are appropriately trained in content delivery. These conditions will ensure that students in Nevada will be better prepared to master academic content aligned to high wage jobs and demonstrate proficiency in a distance learning environment.

Logic Model for NDE’s Statewide Virtual Learning Program

Objective 1: The Nevada Department of Education (NDE) will offer universal access to virtual learning through an LMS, with embedded high-quality curriculum resources, for educators and students in all 17 of Nevada’s school districts and the State Public Charter School Authority (SPCSA).

Inputs & Resources	Activities	Outputs	Short Term Goals	Long Term Goals
NV Distance Learning Collaborative Statewide LMS Participating Districts, educators, students and families REM Funds, GEER Funds	<p>Activity 1:1: Convene NvDLC</p> <p>Activity 1:2: Launch LMS and establish user interface and accessibility parameters</p> <p>Activity 1:3: Develop rubric for determining coursework that is high quality.</p> <p>Activity 1:4: Publish coursework in accordance with greatest need as identified by Districts, parents and students</p> <p>Activity 1:5: Monitor and track engagement activity by both teachers and students</p> <p>Activity 1:6: Establish virtual parent feedback and request form to track proposed changes and additions of coursework.</p> <p>Activity 1:7: Host webinars and training for Districts and educators on how to use the virtual content library, and post webinar recordings to the NDLC website.</p> <p>Activity 1:8: Publish a usability survey annually to evaluate the user’s overall experience with the system.</p> <p>Activity 1:9: Partner with a third-party evaluator to establish benchmarks and targets for full program evaluation.</p> <p>Activity 1:10: Leverage internal and external partners to create a plan for the dissemination of training related to tools and resources developed through the implementation of this grant.</p> <p>Activity 1:11: Adopt an acceptable use policy for LMS, ensuring accessibility for individuals with disabilities.</p>	Learning Collaborative coursework is utilized as a central resource across Nevada and increases access to critical as well as accelerated coursework to students in both rural and urban communities.	<p>Improve transition between in-person and anywhere learning due to building closures.</p> <p>Increase number of at-risk students who are accessing high quality distance learning courses, as measured by system login data</p> <p>Completion of user experience surveys by 20% of student and educator users.</p>	<p>25% of Nevada’s students will participate in at least 2 distance learning courses provided by NvDLC.</p> <p>15% more at-risk students have access to at least one accelerated course not previously offered.</p> <p>10% of educators will indicate that NvDLC provides high-quality content that effectively supplements in-person coursework.</p> <p>70% of students and educators agree that they feel more prepared for hybrid learning experiences due to access to NvDLC coursework.</p>

Objective 2: The Nevada Department of Education will expand access to high-quality professional development for educators in the delivery of distance education in all 17 of Nevada’s school districts and the SPCSA.

Inputs & Resources	Activities	Outputs	Short Term Goals	Long Term Goals
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NV Distance Learning Collaborative Digital Engineers RPDP Participating districts, Educators	Activity 2:1: Convene Digital Engineers Activity 2:2: Develop a selection process for identifying a high-quality service provider for online professional learning. Activity 2:3: Leverage NDE & RPDP to develop Professional Development trainings & resources	Districts and educators leverage high quality PD and online resources to support the high quality delivery of virtual content to students	Increase breadth and reach of PD trainings for districts and educators Increase quality of OER's utilized by educators	75% more educators have access to PD on virtual content delivery 80% of participating educators are satisfied with the quality of available PD
REM Funds, NV Distance Learning Website	Activity 2:4: Develop assessment procedures for PD trainings & resources Launch trainings Activity 2:5: Develop rubric for assessing OER's Activity 2:6: Publish OER's on NV Digital Learning Website		Transition NV Digital Learning Website to information landing page	80% of educators indicate that PD opportunities increased their ability to deliver standards-aligned virtual content 80% of users indicate adequate information is provided on NV Digital Learning Website in a way that is easy to understand.

Performance Measures

NDE will evaluate the impact of its *Statewide Virtual Learning and Course Access Program* in various ways. The following performance measures will be associated with **Goal 1**. The first leading indicator to assess both the accessibility of the virtual content and the effectiveness of NDE's dissemination plan is the login rates among students and educators across the state. NDE will host webinars on how to utilize the virtual content library and will post recorded webinars on the NV Distance Learning Website. Regardless of what the future looks like in response to the pandemic, distance learning will become a more regular practice in K-12 teaching and learning in Nevada. Therefore, the long-term expectation is that educators will seamlessly integrate lessons available through the LMS into their standard practice. However, as the LMS begins to become a more consistently used tool, based on the initial number of subscriptions, NDE anticipates 25% of unique educator logins to the LMS within the first six months of launch. While NDE

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expects an increase in repeat educator logins to the LMS during the next phase of school building closures, the goal “steady state” login rate is 44% in year two. Using unique ID numbers assigned by the Licensure Office, these log-in rates will be disaggregated by County to inform how to improve NDE’s dissemination and training efforts.

The LMS will also be directly available to students to ensure comprehensive access to virtual content. NDE will track direct student log-in rates. NDE anticipates 25% of Nevada’s students will participate in at-least two (2) digital courses first year, post-launch, and at steady state of 40% of students logging in quarter over quarter after year 2. Using unique student ID numbers, generated through the statewide student information system, these log-in rates will be disaggregated by the student group to identify how the NDE can continue to strengthen its dissemination practices.

In accordance with LMS deployment best practices, NDE will publish a usability survey to share annually with users. The survey will evaluate the user’s overall experience with the system including ease of navigating content, accessibility (for those users with unique needs or disabilities), relevance of content, frequency of updates, as well as other factors. NDE will seek completion of the survey by 20% of users. The results of the usability survey will be used to conduct annual refresh to the system.

NDE will utilize the statewide LMS to host accelerated coursework such as Advanced Placement content to expand the reach of more rigorous credit bearing courses, with specific attention to access for students considered at-risk. Based on current rates of Accelerated Coursework participation, which is currently tracked through the State’s School Performance Framework, NDE will track the increase in participation rates, as well as track the increase in the number of students completing high stakes AP exams. Based on the most recent Office of Civil Rights report, the number of students taking an accelerated course is 24,168. With the implementation of the statewide virtual learning platform, NDE would expect to see a 15% increase in participation of at-risk students in the three years associated with this funding.

The following additional performance measures will be associated with **Goal 2**. A critical component of NDE’s statewide efforts to increase the availability of high-quality virtual content is ensuring associated

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professional development for educators both on the use of the system and the delivery and use of virtual content. NDE will both develop its own content in partnership with the Digital Engineers, as well as curate pre-developed content related to best practices of digital content delivery. NDE expects 75% more educators to access professional development content. NDE will provide access to virtual content for specific professional development (ie, curricular specific PD) as available. NDE will track the number of educators who participate in each training program in total, as well as how many unique participants engage in what NDE considers to be the most crucial content. Crucial content will be identified as those courses that improve educator practice in the deployment of virtual content and associated student and family engagement. Following each professional development opportunity, NDE will distribute an exit survey that will assess the usefulness of the content and the satisfaction of the participants. NDE anticipates that at least 75% of educators will be satisfied with the quality of professional development. NDE will release a follow-up survey three-months after a session anticipating that over time, 50% of educators who participate in professional development opportunities will report a greater ability to deliver virtual content. This information will be used to continuously improve the PD content provided as well as expand the reach of the most useful content.

The NvDLC will review available metrics on the engagement impact, and usability, and provide an annual report to the State Board of Education. Copies of these reports will be provided to the U.S. Secretary of Education's Office, the Governor of Nevada, and the Interim Legislative Committee on Education (or provided in person to the Senate and Assembly Committees on Education).

Furthermore, NDE understands the need to be intentional about the strategic implementation of funding and programs, as well as the importance of quality monitoring and evaluating effectiveness. As such, NDE intends to collaborate with an external partner to create a progress monitoring plan for the statewide program on virtual learning and the use of ESF-REM and GEER funds. The key NDE staff engaged in this project, (see page 22), will also partner with a third-party evaluator to establish benchmarks and targets for full program evaluation. Key statewide evaluation questions may include the following: 1) To what extent

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did the virtual content provided via LMS expand access to critical coursework, specifically in Math, Science and Accelerated Programming? 2) To what extent did the availability of a statewide LMS with digital curriculum improve Nevada's progress towards its five-year goals as outlined in its ESSA plan? 3) How did the availability of high-quality virtual content through the statewide LMS change the trajectory of COVID-19 student learning losses (projected that students will return with 50% of gains in Mathematics from prior year)?¹⁸ Ultimately, NDE will conduct a rigorous evaluation to determine whether investments have yielded the intended results.

Dissemination Plan

A robust dissemination plan is critical to the successful expansion of access to high quality virtual learning content. NDE has already started marketing a central repository in the form of the NV Digital Learning website (see page 16). Given that this website has been used to centralize access to NDE resources during the initial school building closures, NDE will use this site to announce, promote and publish new resources, surveys and feedback opportunities on the key activities outlined in this proposal.

To ensure resources are reaching the educators and the prioritized group of students as well as the broader universe of students and families throughout Nevada, NDE will leverage internal and external partners to create a plan to disseminate training on tools and resources developed through the implementation of this grant. NDE will bring together the partners convened through these initiatives, including NvDLC, the Digital Engineers, and the Regional Professional Development teams, to serve as program ambassadors. In addition, each RPDP will be established as a hub for resources and information on the use and engagement of the LMS and its associated content. These partners will directly address: Methods for connecting districts and educators with professional development trainings and resources; Efficiencies to reduce redundant engagement with content by students; Easily accessed channels for receiving feedback from stakeholders; Differentiated approaches to reaching educators who serve special populations; Differentiated approaches for districts and communities with limited access to internet bandwidth.

¹⁸ https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf

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NDE will utilize established communication channels to advertise interactive professional development webinars to train District leaders and educators on how to effectively access and utilize high-quality digital learning content. These include email, traditional and social media, and internal messaging platforms. Digital Engineers will also work closely with districts and the SPCSA to leverage additional direct communication channels with educators, students, and families.

Additionally, the NDE will prioritize ensuring Nevadans at-large continue to be informed on the progress, changes, and resources related to virtual learning by engaging in a public information campaign. Initial strategies for reaching the public at large include providing regular updates at public meetings, leveraging local news and media outlets, utilizing social media, and distributing information at recreation centers, libraries, and other community spaces. NDE will continue to assess the effectiveness of the dissemination plan in an ongoing manner in response to usage and satisfaction metrics.

Nevada Department of Education Key Personnel

NDE staff support for this work will be located within the Student Achievement Division. Key personnel for this work will include the following: Dr. Jonathan Moore, Deputy Superintendent of Student Achievement; Dave Brancamp, Director of the Office of Standards and Instruction Support (SIS); Cindi Chang, Education Programs Professional, SIS; Jaynie Malorni, Education Programs Professional SIS; Representative from the Office of Grants Management (TBD). Additional support will come from the Nevada Distance Learning Collaborative (see page 12). In support of the goals within this proposal, NDE will leverage coordination with other departments, critical stakeholders, external evaluators, and national experts; in addition, NDE will design and develop tools and resources to support and promote distance education including the management of the Nevada Distance Learning website resource guide, the LMS, and associated content. The staff will provide ongoing technical assistance to districts and schools and oversee the ongoing evaluation and assessment of progress toward stated goals and outcomes.

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Management Plan and Proposed Budget

NDE's ESF-REM Management Plan is presented in Table 1 below. It includes all the tasks and activities, responsible parties, timeline, milestones/outcomes and the budget category for each task/activity.

OBJECTIVE 1: expand access to high-quality instructional materials through distance education for educators and students in all 17 of Nevada's school districts and the SPCSA.		
Task/Activity	Responsibility¹⁹	Timeline
Activity 1:1: Convene the NvDLC	OSIS, OSSS, OIE, Distance Edu Consultant	June 10, 2020
Activity 1:2: Launch LMS and establish user interface and accessibility parameters	OSIS and ADAM	July and August 2020
Activity 1:3: Develop a rubric for determining coursework that is high quality.	OSIS and NvDLC	September 2020
Activity 1:4: Publish coursework in accordance with greatest need as identified by Districts, parents and students	OSIS and NvDLC	On-going
Activity 1:5: Monitor and track engagement activity by both teachers and students	District curriculum directors report to OSIS	Quarterly, beginning Q1 FY21
Activity 1:6: Establish virtual parent feedback and request form to track proposed changes and additions of coursework.	OSIS, EdLife, District curriculum directors	2 times a year: mid-year and end of year
Activity 1:7: Host webinars and trainings for Districts and educators on how to use the virtual content library, and post webinar recordings to the NDL website.	OSIS, NvDLC	On-going
Activity 1:8: Publish a usability survey annually to evaluate the user's overall experience with the system.	OSIS and ADAM and LMS Support	May 2021, annually thereafter
Activity 1:9: Partner with a third-party evaluator to establish benchmarks and targets for full program evaluation.	NDE & Evaluator	September 2020
Activity 1:10: Leverage internal and external partners to create a plan for the dissemination of training related to tools	OSIS, Community partners, NvDLC, RPDPs, STAC, NASS, PEF	August 2020

¹⁹ Office of Standards and Instructional Support (OSIS), Office of Inclusive Education (OIE), Office of Assessment, Data, and Accountability Management (ADAM), Office of Educator Licensure (EdLife), Regional Professional Development Program (RPDP), Public Information Officer (PIO), Nevada Association of School Superintendents (NASS).

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and resources developed through the implementation of this grant.		
Activity 1:11: Adopt an acceptable use policy for LMS, ensuring accessibility for individuals with disabilities.	OSIS, OIE, LMS Support, ADAM NASS, District Curriculum Directors	September 2020
Activity 1:12: Administer and assess results of a statewide survey on accessible content accessibility (to determine content areas of focus in addition to Math and Science).	OSIS, OIE, OSSS (EL), District curriculum directors	2 times a year: mid-year and end of year
Activity 1:13: Collaborate with an external partner to create a progress monitoring plan for the statewide program on virtual learning and the use of ESF-REM and GEER funds	OSIS, OSSS, Fiscal, LMS Support	September 2020

OBJECTIVE 2: expand access to **high-quality professional development** for educators in the delivery of distance education in all 17 of Nevada’s school districts and the SPCSA.

Task/Activity	Responsibility	Timeline
Activity 2:1: Convene Digital Engineers	OSIS, OSSS, OIE, RPDPs, Consultant	June 10, 2020
Activity 2:2: Develop a selection process for identifying a high-quality service provider for online professional learning.	OSIS, RPDP, LMS Support, Content Support,	August 2020
Activity 2:3: Leverage NDE and RPDP to develop PD trainings & resources	OSIS; Regional Professional Development Programs (RPDP); NvDLC	On-going
Activity 2:4: Develop assessment procedures for PD trainings & resources	OSIS, RPDP, NvDLC	September 2020
Activity 2:5: Market training opportunities on NDE communications channels including email, traditional and social media, and internal messaging platforms, as well as across district and SPCSA platforms	NDE_PIO, NvDLC, OSIS, NASS, NDE Bi-weekly, PEF, O180, Districts, SPCSA	On-going
Activity 2:4: Develop rubric for assessing OER’s	OSIS, NvDLC	June 2020
Activity 2:5: Publish OER’s on NV Distance Learning Website	OSIS, NvDLC,	On-going

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<p>Activity 2:6: Assess baseline data to identify districts of greatest need for professional development.</p>	<p>OSIS, RPDP</p>	<p>Fall 2020</p>
<p>Activity 2:7: Partner with credible and reputable research partners to collect and leverage data to inform continuous program improvement.</p>	<p>OSIS, NvDLC, Research partner</p>	<p>On-going</p>
<p>Activity 2:8: Partner with other states and organizations that focus on building state and LEA capacity to increase the use of high-quality instructional materials content.</p>	<p>Partners such as AIR and WestEd</p>	<p>Initiated May 2020</p>
<p>Activity 2:9: Following each professional development opportunity, distribute an exit survey to assess the usefulness of the content and the satisfaction of the participants.</p>	<p>OSIS, NvDLC, RPDP, research partner, LMS, state content, NvDLC</p>	<p>August 2020</p>
<p>Activity 2:10: An annual report showing a roundup of engagement, usability, and impact will be provided to the State Board of Education, the Governor of Nevada, and the Interim Legislative Committee on Education</p>	<p>NvDLC, ADAM</p>	<p>July 2021</p>

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.



Office of the Governor

June 18, 2020

Dear United States Department of Education,

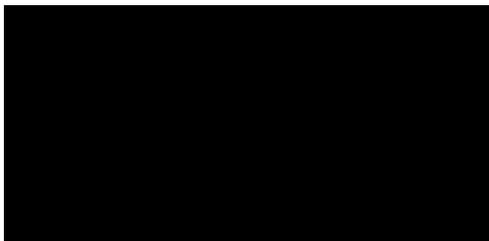
I am writing in support of the Nevada Department of Education's application to the Education Stabilization Fund – Rethink K-12 Education Model (ESF-REM) grant.

I acknowledge and support the Nevada Department of Education (NDE) in their focus on the implementation of a statewide learning management system for educators and students, which will support implementation of statewide digital content for educators and students, as well as program evaluation to determine the impact of the Nevada Department of Education's work.

It is my priority as Governor of Nevada to create opportunities to serve Nevada's students and educators; to ensure all students have a high-quality education; and to make all educators feel supported in the delivery of distance education. Through this grant opportunity, I believe NDE will support this priority by providing access to high-quality instructional materials. I have witnessed NDE commit all of their available resources to securing the best available digital learning environment for Nevada's students, and they are responsible stewards for both the timely and effective implementation of a response plan.

The Nevada Department of Education has proven themselves responsive to the COVID-19 crisis, and I look forward to seeing what else they can make possible for Nevada's students at a time when access to high-quality digital materials is a necessity to ensure opportunity for a rigorous education.

Thank you for your attention, and please do not hesitate to contact me with further questions.



State of Nevada

Jonathan Prescott Moore, Ed.D.

Professional Profile

- Accomplished career demonstrating consistent success as an administrator at the state education agency level and as a teacher and administrator at the elementary and secondary education levels. Consistent track record in increasing student achievement.
- Background in funding, managing and participating in programs for at-risk and special needs students, racially and ethnically diverse populations, and second-language learners.
- Effective communicator with excellent planning, organizational, and negotiation strengths as well as the ability to lead, develop consensus, establish goals, and demonstrate results.
- Possess the ability to converse, read, and write in the Spanish Language.

Education

- **Ed.D., Educational Leadership and Innovation**, Arizona State University, Tempe, AZ, 2012
Dissertation: *Exploring the Influence of Targeted Coaching on Teachers' Planning Practices*
- **M.Ed., Secondary Education**, Arizona State University, Tempe, AZ, 2009
- **B.A., International Studies and Political Science**, Loyola University Chicago, Chicago, IL, 2007 (*Minor: Spanish*)

Professional Experience

Deputy Superintendent of Student Achievement, Nevada Department of Education, Carson City, NV, 2018-Present

- Serve as a member of the Executive Cabinet and the designee for the Nevada Superintendent of Public Instruction.
- Provide leadership for the Student Achievement Division which includes approximately 100 employees within seven offices that support approximately 500,000 students across the state.
 - Offices include, *Assessment, Data, and Accountability Management; Career Readiness, Adult Learning and Education Options; Early Learning and Development; Special Education; Standards and Instruction Support; Student and School Support; and the Achievement School District.*
- Align resources across the division to promote the Nevada State Improvement Plan as well as the agency mission, vision, and goals.
- Collaborate with the Deputy Superintendent of Business and Support Services to ensure program areas are supporting school districts and charter schools with the agency goal to utilize 100% of funds for student achievement.
- Facilitate the revision and continued implementation of the Nevada ESSA Plan, including ESSA Financial Transparency.
- Serve as a contributing member of state legislated councils, including the English Mastery Council and the Council to Establish Academic Standards.
- Engage closely with various external partners to promote student achievement across the state through the implementation of various programs and regulations.
 - External partners include, *the Nevada State Board of Education; the Nevada Association of School Superintendents; the Legislative Committee on Education; and the State Public Charter School Authority.*

Acting Superintendent of Public Instruction, Nevada Department of Education, Carson City, NV, 2019

- Provided interim leadership as the Superintendent of Public Instruction and Chief Executive Officer of the Nevada Department of Education, serving approximately 180 employees across three divisions that support approximately 500,000 students and 25,000 educators across the state with an estimated budget of \$5 billion.
 - Divisions included, *Student Achievement; Educator Effectiveness and Parent and Family Engagement; and Business of Support Services.*
- Served as a member of the Governor's Cabinet and contribute to cross-agency collaboration.
- Directed the Department's legislative agenda of more than 40 legislative bill drafts, legislative bills, presentations, and hearings through the coordination of an internal legislative strategy for the 2019 Legislative Session.
- Supervised the implementation of the Department's State Improvement Plan or STIP.
- Provided regulatory guidance to school district superintendents.
- Engaged with external partners to advance the Department's work and solve challenges.
 - External partners include, *the Governor's Finance Office; the Legislative Council Bureau; the State Board of Education; the Governor's Office; and the Nevada Association of School Superintendents.*
- Collaborated with the State Board of Education to facilitate the search process for the permanent Superintendent of Public Instruction.

Deputy Associate Superintendent of K-12 Academic Standards, Arizona Department of Education, Phoenix, AZ, 2016-2018

- Provided leadership for 12 employees, management of a \$1,200,000 annual operating budget, and oversight of all K-12 Academic Standards that reach nearly 1.1 million students, including revision of existing standards, creation of new standards, technical assistance related to the standards, and creation of guidance documents to support these standards.
 - Content areas included, *Mathematics; English Language Arts; Science; Social Studies; Computer Science; Health Education; Education Technology; World and Native Languages; Physical Education; and The Arts.*
- Provided oversight of the design and delivery of professional development and technical assistance related to Arizona's state academic standards for approximately 2000 educators annually.
- Supervised administration of the federal Mathematics and Science Partnerships (MSP) Grant Program valued at approximately \$6,000,000 as well as other Arizona STEM initiatives.
- Provided essential oversight of the Arizona State Literacy Initiative, Move on When Reading (MOWR) valued at \$40,000,000 for approximately 450 schools and the Arizona Early Literacy Grant valued at \$20,000,000 for approximately 240 schools.
- Led the creation and maintenance of the annual Arizona Student-Teacher Course Catalog for nearly 2200 schools statewide.
- Developed the Arizona Multi-Tiered System of Support Framework (AZMTSS), including the revision of the framework, the alignment of resources to the framework, and the facilitation of an inter-agency working group.
- Provided oversight of the Arizona State Tutoring Fund valued at \$1,000,000 annually to support approximately 200 schools.
- Organized and facilitated the annual Teachers' Institute which hosted approximately 500 teachers and teacher leaders as well as the Leading Change Conference which hosted approximately 500 school and district leaders.

- Engaged closely with various partners to ensure the complete implementation of all academic standards and related programs and initiatives, including the State Board of Education and the Governor's Office of Education.

Principal, Bernard Black Elementary School, Roosevelt School District No. 66, Phoenix, AZ, 2013-2016

- Provided leadership and supervision in the areas of instructional leadership, staff development, staff evaluation, data analysis, operations and finance.
- Under my leadership of two assistant principals, three instructional specialists, 41 teachers and 850 students, reading scores increased more than 10% and mathematics scores increased by more than 15%.
- Successfully implemented PBIS (Positive Behavior Intervention Support) throughout the school, obtaining a fidelity score of 97% from the Arizona Department of Education and resulting in a school-wide decrease in behavior referrals.
- Secured over \$50,000.00 in grant funding and contributions to support academic achievement and character development initiatives.

Assistant Principal, Curtis O. Greenfield School, Roosevelt School District No. 66, Phoenix, AZ, 2012-2013

- Oversaw the maintenance of pupil and faculty records and ensured compliance with federal, state, and district guidelines.
- Met with staff, parents, and students to discuss policies and activities pertaining to student achievement and character development.
- Counseled students regarding academic, personal, and behavioral issues along with enforcing attendance and discipline policies.

School Improvement Program Specialist & Success For All Reading Facilitator, Bernard Black Elementary School, Roosevelt School District No. 66, Phoenix, AZ, 2011-2012

- Coordinated and managed the logistics and operations of the Success For All (SFA) Reading Curriculum including student testing, student placements that corresponded to their reading level, and distribution of materials for teachers.
- Coached and mentored 31 teachers in grades kindergarten through eighth in implementing effective reading strategies through the SFA Curriculum that led to consistent growth in student achievement.
- Conducted analysis of student achievement data and created reports for dissemination to the staff through various structures, such as component meetings and grade level meetings.

Teacher, Bernard Black Elementary School, Roosevelt School District No. 66, Phoenix, AZ, 2007-2011

- Ensured academic growth and content mastery for more than 300 students in four years, including students with special needs by teaching according to federal and state regulations, state academic standards, and district curriculum.
- Cultivated a safe learning environment for students through the implementation of consistent and constructive classroom management techniques.
- Provided needed assistance throughout the school by serving on committees and advising various student organizations including; Yearbook, Teen Court, the National Junior Honor Society, and the Youth Town Hall Program.

Academic Experience

Adjunct Faculty, Ottawa University, Phoenix, AZ, 2012-Present
Adjunct Faculty, Grand Canyon University, Phoenix, AZ, 2015-2017
Faculty Associate, Arizona State University, Phoenix, AZ, 2010-2012

Courses Taught

- EAD 533, **Introduction to Developing Instructional Leaders**, Grand Canyon University
- EAD 510, **Education Finance**, Grand Canyon University
- EAD 505, **Educational Law**, Grand Canyon University
- EDC 7162, **Educational Statistical Methods II**, Ottawa University
- EDC 7152, **Educational Statistical Methods I**, Ottawa University
- EDF 7163, **Research: Assessment and Evaluation**, Ottawa University
- EDF 7753, **Human Relations for Leaders in a Diverse Community**, Ottawa University
- EDC 7733, **The Principalship**, Ottawa University
- EDF 7203, **Diverse Community of Learners**, Ottawa University
- EDF 7303, **Leadership and the Management of Change**, Ottawa University
- EDF 7103, **Philosophy, Accountability and Change**, Ottawa University
- TEL 0505, **American Education System**, Arizona State University
- COE 0501, **Introduction to Research and Evaluation in Education**, Arizona State University

Leadership Positions

- **Advisory Board Member**, Read On Arizona, 2016-2018
- **School Director**, Teach For America Phoenix Institute, 2011, 2012
- **21st Century Learning Center Site Coordinator**, Bernard Black Elementary School, 2010-2012

Awards and Honors

- **The David Meyers Elevator in Education Award**, Elevate Phoenix, 2018
- **Excellence In Education Award**, Elevate Phoenix, 2015

Professional Development

Certifications

- Superintendent Certificate, Arizona Department of Education
- Principal Certificate, Arizona Department of Education
- Standard Secondary Education Teaching Certificate with Structured English Immersion Endorsement, Arizona Department of Education

Fellowships and Internships

- RODEL Foundation Aspiring Principals Fellowship, Scottsdale, Arizona, 2012
- Center for the International Education of Students (IES), Buenos Aires, Argentina, 2006

- Les Aspin Center for Government, Washington, DC, 2006
- Congressional Intern for Congressman Daniel Lipinski (IL-03), Washington, DC, 2006

Workshops & Seminars

- **National Urban School Leaders Institute**, Harvard University, Cambridge, Massachusetts, 2016
- **Principals' Institute**, Arizona State University, Scottsdale, Arizona, 2014

Civic and Community Engagement

- **Education Scholarship Committee**, Pilgrim Rest Baptist Church, 2013-Present
- **Board Member**, Luna Culture Lab, 2014-2015
- **Vice President**, Casitas at Cheatham Farms Homeowners Association, 2011-2014
- **Board Member**, The Family School, 2012-2013
- **Corps Member**, Teach For America (TFA), Phoenix, Arizona, 2007-2009



David J. Brancamp

Education

University of Phoenix, Reno, Nevada
Masters of Education Administration, 2004

Sonoma State University, Rohnert Park, California
Teaching Credential, Education, 1991

Fresno State University, Fresno, California
Bachelor of Arts, Environmental Science, 1984

Professional Experience

May 2015 to Present
State of Nevada, Department of Education, Carson City, Nevada
Office of Standards and Instructional Support (SIS)
Director

- Supervise content specialist in the test design, alignment and review of the Nevada Ready State Assessment System test development process in Mathematics, English Language Arts and Science to support changes to Instructional Practices
- Represent the State Superintendent on the NV STEM Advisory Council and work with the various STEM connections throughout the state
- Participate as the Office of SIS representative at the quarterly State District Curriculum/Test Director's meetings
- Represent Nevada as K-12 Lead for the Smarter Balanced Assessment Consortium Digital Library and collaborate with the Administrator of the Office of Assessment, Data Accountability Management in connection with Nevada educators around instruction and use of the Smarter tools
- Direct SIS staff in the facilitation of the Nevada Academic Content Standards Revision Teams in all content areas; (Mathematics, English Language Arts, Science, Social Studies, Fine Art, World Languages, Health and P.E. and Computer Science and Integrated Technology) and the development of the implementation plan for all seventeen districts of these eight core content areas
- Oversee the production of twenty-five plus 3 – 8 minute videos by various national speakers in the area of mathematics to assist with teachers and students making the connection from assessment data to the best practices around instruction aimed especially at middle school mathematics students
- Manage the development, facilitation and leadership of the Nevada State-wide Competency Based Learning Pilot Program and Network

- Participate on the Nevada Computer Science Task Force to lead Nevada in the One-One Computer Science Initiative for middle and high schools
- Co-direct with the Deputy Superintendent of the Student Achievement Division the quarterly meetings of the Nevada Council to Establish Academic Standards
- Provide technical assistance for teachers, districts and administrators in the areas of standards and instructional support including the oversight of the new Instructional Materials Resource Center for Nevada
- Review for the Nevada Legislature as directed by the Deputy Superintendent of the Student Achievement Division and guide the regulation bill drafts through the legal process during the legislative sessions
- Supervise staff in the development of instructional support materials for the Nevada Ready Network in all content areas and grade levels

July 2013 to May 2015

State of Nevada, Department of Education, Carson City, Nevada
Office of Assessment, Program Accountability and Curriculum

Assistant Director

- Supervise staff in the development, alignment and review of Nevada State Testing Program in all content areas used in the assessment program with WestEd and Measured Progress such as reviewing all the test items, scoring guides, sample papers, training materials and final test forms in addition to all materials used in the cut-score setting meetings with Nevada Educators
- Co-lead the development of the End-of-Course Exams for HS in ELA (Grade 10) and mathematics (Algebra I) and (Geometry) with Director and WestEd for the state of Nevada
- Guide the Nevada Department of Education staff in work associated with the NV STEM Council and all STEM connections to both Higher Education and the STEM Coalition in Nevada
- Staff support member for the Nevada State Common Core State Standards Steering Committee as directed by Governor Sandoval's Executive Order
- Facilitate staff in the delivery and development of the Nevada State Curriculum/Test Director's meetings
- Assist with delivery of materials, national speakers and information around the Common Core State Standards and Smarter Balanced Assessments to the Nevada State Board of Education as directed by the Deputy Superintendent
- Co-lead the Smarter Balanced Assessment Transition and Implementation Team
- Supervise staff on the Nevada Academic Content Standards Revision Teams in all content areas and Nevada Standards Rollout process for all seventeen districts
- Provide professional development for teachers, districts and administrators in areas of standards, instruction and assessment

- Assist the Nevada Accountability Program Assessment and Curriculum Director on reviews for the Nevada Legislature as needed

September 2010 to June 2013

Northwest Regional Professional Development Program (NWRPDP), Reno, Nevada

Director

- Maintain an annual budget for all state-wide professional development program of 6.5 million dollars
- Supervise, guide and evaluate a staff of 18 trainers and two support staff
- Primary Investigator (PI) for the regional Nevada State Math/Science Program grant for elementary school teachers professional development for Common Core State Standards; for Mathematics in 2011 - 2012
- Member of the Nevada State Common Core State Standards Implementation Coalition: State Steering Committee; State Communication Committee; State PD Committee: State Math Transition Team Committee
- Assist in the development of district curriculum documents around the implementation of Common Core State Standards in mathematics
- Present to all six district's Board of Trustees on Common Core State Standards and professional development plans and activities
- Provide professional development for teachers, districts and administrators in the area of Common Core State Standards - mathematics, and connections to instruction and assessment
- Testify before the Nevada State Legislature on issues concerning professional development with educators in Nevada.
- Member of the Nevada Growth Model Advisory committee
- Member of the Nevada State STEM Coalition
- Write, edit and publish the annual NWRPDP Self-evaluation Report
- Coordinate the six annual RPDP Governing Board meetings for the northwest section
- Facilitate the development of the conference program for the 2013 NCTM Las Vegas Regional

July 2004 to September 2010

State of Nevada, Department of Education, Carson City, Nevada

K – 12 Grade Mathematics Consultant

- Assist in the development, alignment and review of Nevada State Testing Program to the Nevada State Mathematics Standards and National Council of Teachers of Mathematics Standards to include work with WestEd and the Nevada State Testing Vendor around: reviewing all the test items, scoring guides, sample papers, training materials for the Nevada State Item Writing and Review Committees and review with WestEd staff the final test forms in addition to all materials used in the cut-score setting meetings with Nevada Educational Stakeholders.
- Member of Nevada Teacher Quality Task Force and High School Reform Task Force
- Member of the Nevada State Curriculum Director's Committee

- Participant in the development of the Annual Nevada Educational Leadership Conference
- Co-PI for the Northeastern Nevada Math Project with University of Nevada Reno as part of the state Math and Science Program
- Facilitate the development and implementation of the Mathematical Instruction for Nevada Educational Support (MINES) Computer Assistance (CD based) Program and training calendar for Nevada teachers
- Facilitate the Nevada Math Standards Revision Team and Nevada Standards Rollout process for all seventeen districts
- Review annual charter school applications for completeness and compliance with Nevada statute law
- Treasurer for the Nevada Math Council and Nevada Department of Education Representative
- Provide professional development for teachers, districts and administrators in areas of mathematics standards, instruction and assessment
- Member of the Nevada State Alignment Team comparing Common Core State Standards and Nevada State Standards for the federal Race to the Top grant application and prepare documentation for the state adoption process
- Assist the Nevada Accountability Program Assessment and Curriculum Director on reviews for the Nevada Legislature on all Math curriculum, standards and assessment
- Consultant to the National Assessment of Educational Progress (NAEP) for the content review of 8th grade items in Mathematics
- Member and Chairperson of the National Council of Teachers of Mathematics (NCTM), Affiliated Services Committee

July 2003 to June 2004

Little Flower School, Reno, Nevada

Principal (325 students)

- Fiscal management and administration
- Education leadership for professional development and curriculum guidelines
- Supervise certified and classified staff – 32 members
- Guidance to school board, parent club, finance committee, 300+ students
- Member of leadership team for diocese

June 2002 to July 2003

Little Flower School, Reno, Nevada

5th Grade Teacher

- Taught all 5th grade subjects
- Member of leadership team for the school
- Co-chairman for WASC/WCEA accreditation self-study
- Internship for principal

August 1999 to August 2002

Our Lady of the Snows School, Reno, Nevada

School Mathematics Coordinator

- Developed elementary and junior high math curriculum
- WASC/WCEA chairperson for two evaluations teams in Sacramento, CA
- Established chess club for 5th-8th grades
- Master Calendar for Junior High education programs

July 1998 to June 1999

Sage Ridge School, Reno, Nevada

6th, 7th, 8th Grade Mathematics Teacher

- Developed math curriculum to follow NCTM standards
- Coached school's first Math Counts Team
- Coordinated enrichment and reinforcements summer math program

August 1993 to August 1998

Our Lady of the Snows School, Reno, Nevada

6th, 7th, 8th Grade Math & Science Teacher

- Mathematics and science instructor
- Revised junior high math curriculum to follow NCTM standards
- Coached Math Counts Team
- Block Grant writer, \$10,000 fundraising program for 8th grade
- Developed Outdoor Education Program at Lake Tahoe

August 1991 to June 1993

St. Eugene's School, Santa Rosa, California

6th Grade Teacher

- Multiple subject instruction
- Coordinated Outdoor Education program at Westminster Woods
- Developed literature based reading program
- Participated in writing for WASC accreditation
- Fundraising, staff development: CPR/First Aid, Disaster Plan

Licensure

Nevada State K – 8 Multi-subject License – 1994 – 2022

K – 12 Administrative Endorsement
Middle School math certified Washoe and Clark Counties
Science Endorsement

Professional Memberships

Northern Nevada Math Council (NNMC), 1995 to present

California & Nevada Math Council representative, 1998 - 2002; President, 1998-2000; Vice-President, 1997-1998; Private School Representative, 1995 – 1997; Organized monthly meetings and five yearly community events

Nevada Mathematics Council, 1997 to present

Positions held: Las Vegas 2013 Regional Conference Program Chair; NNMC Representative, President, 2000 - 2002 Past President, 2002 – 2004; organized

four annual meetings and agenda as President; Local arrangements committee leadership role for NCTM National Annual Conference and Exhibition Las Vegas 2002 and Regional Conference Reno 1998 & 2008.

National Council of Teachers of Mathematics Member, 1995 – present

Position held: ASC Western Region I Representative to the National Board of Directors 2006 – 2010; Chair of the ASC Committee 2008 – 1010; Member of the Standards Review Committee.

Association of State Supervisors of Mathematics, 2004 – present

Position held: Nevada State voting representative 2004 – present

National Council of Supervisors of Mathematics, 2000 – present

Current member of the Western Region II planning team.

Nevada Mathematics Educational Leadership Council. 2017 – present

Current founding President of our new affiliate to NCSM as of 2018 charter.

Association for Supervision and Curriculum Development, 2004 - present

**Professional
Development
Presentations**

Creating Mathematically Rich Discourse and Learning with Nevada Math Resources in the Middle School Classroom - Participants will be introduced to the new middle school material that will soon be available in a hands-on approach.(NDE Mega Conference 2018)

Problem Solving for All – Participants learn how to use problem-solving strategies to engage students in a deeper understanding of significant fundamental mathematical concepts. (NCTM National Conference 2009; Nevada State Conference 2009)

Math Literacy – Participants learn the role and instruction of mathematical language so the key vocabulary is part of the daily math classroom so all students can be successful at entering the world of mathematics. (NCTM National Conference 2008; Nevada State Conference 2008; California Math Conference – Modesto 2008; Utah State Conference 2010)

Math Assessment 101 – Participants learn the basics of formal and informal assessments including the important role of both summative and formative assessments in the instruction of students in the math setting. (Nevada State Conference 2004; 12 District PD Days 2005 – 2006)

Standards Assessment Link – Participants learn how to connect state standards and both district and state assessments and the role they play in the instructional triangle of teaching. (Nevada State Conference 2005, 2006; 12 District PD Days 2006 – 2008)

The Role of DOK in the Mathematics Classroom – Participants learns how Dr. Webb’s Depth of Knowledge (DOK) can strengthen student’s complete understanding of mathematics and thus increases their performance on all types of assessments. (Nevada State Conference 2008; 12 District PD Days 2008 – 2010)

Equity in the Mathematics – Participants learn about the modes of equity and their impact on the instruction of mathematics in your classroom; increasing diversity in teacher lessons. (NCTM National Conference 2009)

Awards Received

Nominated for Presidential Excellence in Mathematics Award – 1998, 2000 and 2002. State Finalist in 2000 and 2002.

Who's Who in American Teachers, 1998, 2000, 2002, 2004 and 2006

Manchester's Who's Who of Executives and Professionals 2005 (Lifetime member)

National Catholic Education Teacher of the Year, 2001

Runner-up for Middle School Teacher of the Year, Reno Gazette Journal 1998

Nominated for Teacher of the Year, Washoe County – 1997, 1998 and 1999

Northern Nevada Math Council – Outstanding Mathematics Educator 1997

Nevada State Science Teacher's Association Award for Best Middle School Teacher - 1997

Reno South Rotary – Teacher of the Month 1998

Cindi L. Chang, M.Ed.

Academic Degrees

2016	M.Ed.	Administrative Leadership – Touro University Nevada Thesis: The Quest for Student Engagement – a research study on the effects of classroom gamification on student engagement and achievement.
2003	B.A.	Business Administration - Saint Leo University, FL Concentration: Management Information Systems Cum Laude
2001	B.S.	Computer Information Sciences - Saint Leo University, FL Magna Cum Laude

Employment

2017 - present	Nevada Department of Education, Las Vegas, NV Computer Science Education Leader for Nevada
2016 - present	Touro University Nevada, Henderson, NV Adjunct Professor - College of Education: Computer Science
2014 - 2018	Code.org Facilitator / Trainer - K-5, 9-12
2006 - 2017	Clark County School District, Las Vegas, NV Computer Science Instructor - High School
2008 - 2009	Nevada Regional Professional Development Program Instructor - Teacher Preparation Program
2002 - 2009	Desert Valley Design, Henderson, NV Business owner / CEO Consulting, Programmer
1997 - 2000	Strategy Week Editor, programmer

Honors and Awards

2017	President's Special Award, Nevada PTA
2014	Educator of the Year, NCWIT - National Center for Women in Information Technology
2014	Adobe Certified Associate
2013	Nominee, ACTE Region V Teacher of the Year
2012	Teacher of the Year, Nevada Association for Career and Technical Education

Presentations: Speaking Engagements

2019, September	International Computer Science Education Conference Las Vegas, NV - Moderator, Panelist, and Policy Breakout Facilitator - Various topics related to policy in CS Education
2018, October	CSForAll Summit and Expanding Computing Education Pathways Policy Meeting - Detroit, MI Topic: Broadening Participation in Computing through Teacher Professional Development
2018, September	National School Boards Association - Las Vegas, NV Topic: Equitable Computer Science Education in Nevada
2018, September	Code.org State Policy Forum - Denver, CO Topic: Nevada's CS Education Journey Topic: Building Leadership & Strategy via Statewide Computer Science Summits - Nevada Perspective
2018, September	Computer Using Educators Conference - Las Vegas, NV Topic: Reforming Computer Science Education in Nevada
2018, June	Nevada Statewide Computer Science Summit - Las Vegas, NV Summit Chair Presenter Summit App Developer Topic: Senate Bill 200 From the University Perspective
2018, March	Code Central Inaugural Anniversary - Las Vegas, NV Topic: Why All Students in Nevada Should Learn CS
2018, January	Expanding Computing Education Pathways Summit - Atlanta, GA Topic: The Complexities Around K-8 Education Data Collection
2017, September	Code Central Ribbon Cutting Ceremony - Las Vegas, NV Topic: Cybersecurity, STEM, and CS in Nevada
2017, July Conference	Nevada Association of Career and Technical Education (NACTE)- Lake Tahoe, NV Topic: New Computer Science Initiatives in Nevada
2015, December	National Association of Career and Technical Education (ACTE) - New Orleans, LA Topic: Getting to the CORE of CTE: Cross-curricular To Increase Student Achievement
Collaboration 2015, July Conference	Nevada Association of Career and Technical Education (NACTE)- Lake Tahoe, NV Topic: Getting to the CORE of CTE: Cross-curricular Collaboration To Increase Student Achievement
2013, July Conference	Nevada Association of Career and Technical Education (NACTE)- Lake Tahoe, NV Topic: Imagine Tomorrow
2013, March	Magnet Schools of America Conference - Las Vegas, NV Topic: Moderated Student Panel on Student Engagement Through Project-based Learning
2012, December	National Association of Career and Technical Education (ACTE) - Atlanta, GA

2012, December Topic: “Imagine Tomorrow” - where information technology projects are interactive, student-driven, and engaging from conception to completion
 Nevada Business Education Association - Las Vegas, NV

2012, July Topic: Engaging Students with the Use of QR Codes
 Conference Nevada Association of Career and Technical Education (NACTE)- Lake Tahoe, NV
 Topic: Engaging Students Through Virtual Reality

Grant Funding History

2020 Expanding Computing Education Pathways: for development of Nevada Computer Science Equity & Diversity Convening

2018 Expanding Computing Education Pathways: for development of Nevada Academic Standards for Computer Science

2017 Expanding Computing Education Pathways: for Inaugural Nevada Statewide Computer Science Summit

Presentations: Publications, Media, and Reports

2019, September Press Release: Nevada Department of Education
[http://www.doe.nv.gov/News_Media/Press_Releases/2019/Governor_Sisolak_Announces_\\$1_Million_Grant_in_Support_of_Computer_Science_Education_in_Nevada/](http://www.doe.nv.gov/News_Media/Press_Releases/2019/Governor_Sisolak_Announces_$1_Million_Grant_in_Support_of_Computer_Science_Education_in_Nevada/)

2019, March Press Release: Nevada Department of Education
http://www.doe.nv.gov/layouts/Page_Style_1.aspx?id=273803

2019, March Digital Learning Day: Student Interview - Carson City, NV
 Topic: CS and Technology Education for Nevada Students

2018, October Press Release: Nevada Department of Education
http://www.doe.nv.gov/News_Media/Press_Releases/2018/Number_of_Girls_and_Latino_Students_Taking_an_AP_Computer_Science_Course_in_Nevada_More_Than_Doubles/

2018, October Nevada Computer Science Strategic Plan
<https://drive.google.com/file/d/10LXbVjvD8ZooHrL1znJVekwmQqAQgCII/view>

2018, August Press Release: Nevada Department of Education
http://www.doe.nv.gov/News_Media/Press_Releases/2018/State_Board_of_Education_Approves_Computer_Science_Requirement_for_High_School_Graduation/

2018, July The Nevada Independent - newspaper article
 Title: Educators aim to make computer science as mainstream as math and reading (Jackie Valley) -
<https://thenevadaindependent.com/article/educators-aim-to-make-computer-science-as-mainstream-as-math-and-reading>

2018, July Nevada Department of Education Status Report
 Topic: Senate Bill 200 Computer Science Education Fiscal Year 2018 Report

2018, April Press Release: Nevada Department of Education
http://www.doe.nv.gov/News_Media/Press_Releases/2018/Inaugural_Nevada_Computer_Science_Summit_Slated_for_UNLV_in_June/

2017, December

Press Release: Nevada Department of Education

http://www.doe.nv.gov/News__Media/Press_Releases/2017/Computer_Science_Education_Week_Kicks_Off_Today/

2017, September

Face The State Interview, Channel 2 - Reno, NV

Topic: Computer Science is For All Students in Nevada

Professional Organizations

2006 - present	Computer Science Teachers Association (CSTA)
2017 - present	Expanding Computing Education Pathways Alliance (ECEP)
2006 - 2018	Nevada Association of Career and Technical Education (NACTE)
2006 - 2018	National Association of Career and Technical Education (ACTE)
2006 - 2016	International Society for Technology in Education (ISTE)

Certifications

2006 - present	Nevada License for Educational Personnel - Nevada Department of Education, Las Vegas, NV Areas: Computer Science, Mathematics, School Administrator
2013	Adobe Certified Associate
2009	Advanced Studies Certificate in Computers

Educational Trainings and Supports

University Courses Taught and Developed - Touro University Nevada

Authentic Innovation in the 21st Century Classroom
The Flipped Classroom
Teaching, Learning, Leading in the Digital Age
Using Digital Media to Enhance Learning
Taking Action With Data
Using Data for Meaningful Classroom Change
Foundational Computer Science Concepts
Methods for Teaching Computer Science
Methods to Teach Computer Applications
Practical Application of Computer Science Across Disciplines
Beginning Programming Using JavaScript
Computer Programming With Java

High School Courses Taught - Various Locations

Computer Science - AP Computer Science, Introduction to Computer Science, Web Design and Development, Senior Capstone, Senior Internship
Information Technology - Tech Service and Support, A+ Certification
Business - Computer Applications

Educational Supports

2019	Face-to-face training and support to Clark, Washoe, Elko, and remaining rural counties and one Shoshone tribal school on the reservation
2018	Training and support to Nye County
2018	Nevada Academic Standards Council - Testimony at hearing to adopt Nevada's K-12 Computer Science Standards
2018	State Superintendent Workshop - (Feb) Testimony at hearing to submit proposed K-12 Computer Science standards for Nevada

	(May) testimony for new CS course required for graduation from high school
2014 - 2018	Code.org Facilitator / Trainer - Nevada: K-5, 9-12. Successfully coordinated and conducted training for hundreds of teachers on computer science instruction in elementary and secondary.
2017	Nevada Legislature: Commission on Education. Testimony at hearing to adopt Senate Bill 200- Computer Science Education bill
2010	Nevada Department of Education - state standards trainer: <i>Web Design and Development</i>
2010	District Curriculum Writing Team - Clark County School District: <i>Computer Science, Graphic Design, Web Design and Development, and Digital Game Design</i>
2009	State Standards Development Team - Nevada: <i>Web Design and Development</i>
2008	Nevada State Standards Development Team - <i>Graphic Design, Digital Game Design, Information Technology</i>

Jayne Malorni

1216 Observation Dr. 201, Las Vegas, NV 89128 * [REDACTED]

Career Objective

Highly ambitious and motivated educator proficient at executing curriculum, instructional, and cultural changes in districts and schools. Exceptional leader with strong organization, collaboration, and communication abilities. Technically-savvy with outstanding relationship building, training and presentation skills.

Core Competencies

- ♦ Instructional Leader
- ♦ Curriculum Developer
- ♦ Professional Learning Optimist
- ♦ Detailed and Organized
- ♦ Analytical Problem-Solver
- ♦ Innovative and Progressive

Professional Experience

NEVADA DEPARTMENT OF EDUCATION, LAS VEGAS, NV

Education Programs Professional, Consultant, April 2018-present

- ♦ Lead over social studies, financial literacy, multicultural, and world language
- ♦ Leads and facilitates writing of standards for content areas
- ♦ Develop model curriculum and resources for content areas.
- ♦ Plans and coordinates educational policies for content areas.
- ♦ Provides instructional leadership and support to all 17 school districts in Nevada.
- ♦ Organizes and facilitates workshops, committees, and conferences to promote student welfare and academic achievement.
- ♦ Develop programs and professional learning for school districts in content areas.
- ♦ Collaborates with state legislators on educational policy and programs in content areas.
- ♦ Confer with federal and local school officials to develop curricula and establish guidelines for educational programs in content areas.
- ♦ Develop and collaborates with industry and community agencies.
- ♦ Researches and provides recommendations on curriculum and instructional materials for school districts in Nevada.
- ♦ Oversees and maintain grants for content areas.
- ♦ Promotes growth of the Seal of Biliteacy for students in Nevada

CLARK COUNTY SCHOOL DISTRICT, LAS VEGAS, NV

School Administrator, Dean of Students, November 2017-April 2017

- ♦ Develops, implements, and evaluates intervention literacy programs that address the needs of at-risk students.
- ♦ Provides instructional leadership to the school.
- ♦ Supervises and evaluates the performance of designated certificated and/or classified personnel; assigns duties to faculty and staff as appropriate to meet school objectives.
- ♦ Assists with the recruiting, interviewing, and selection of new faculty and staff.
- ♦ Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; serves on discipline or expulsion panels as assigned.
- ♦ Supervises students on campus before and after school; monitors students during lunch, recess, passing periods, and other activities; instructs students in appropriate behavior; disciplines students in accordance with established guidelines.
- ♦ Leads and organizes attendance functions; prepares letters, calls parents, and attends meetings as needed, regarding absent or tardy students; provides leadership for attendance improvement efforts.
- ♦ Provides direction to a variety of faculty, staff, and student programs and services; participates in formal and informal classroom visitations and observations; provides recommendations and suggestions for improvement.
- ♦ Leads to establish a safe and secure learning environment for students. Develops plans for transforming school culture; emergency situations in collaboration with other administrators, staff, and public safety agencies; plans and debriefs emergency drills; updates the school safety plan.

CLARK COUNTY SCHOOL DISTRICT, LAS VEGAS, NV

District Administrator, Curriculum Coordinator, November 2015-November 2017

- ♦ Planed, developed, and articulated new/revised curriculum for K-12 social studies.
- ♦ Coordinated with Nevada Department of Education regarding academic standards, curriculum, and skills necessary for high student learning.
- ♦ Developed curriculum in history, economics, geography, civics, financial literacy, and multi-cultural education
- ♦ Organized events/projects that increased student learning and achievement.
- ♦ Developed curriculum and professional learning demonstrating the connection between Social Sciences and Literacy skill sets.
- ♦ Mentored, coached and supported K-12 teachers and administrators.
- ♦ Lead in development and implementation of social studies programs.
- ♦ Developed partnerships with industry and secondary education institutions.
- ♦ Developed and coordinated professional learning opportunities for Social Science and English Language Arts educators.
- ♦ Directed and collaborated with multiple community groups, public agencies, state legislators, and intra district offices.
- ♦ Set goals and deadlines for the department, including maintaining budget.

CLARK COUNTY SCHOOL DISTRICT, LAS VEGAS, NV

Project Facilitator and Instructional Coach, September 2014-November 2015

- ♦ Developed, implemented, and modeled instructional strategies to support all teachers.
- ♦ Communicated effectively with educators at all grade levels.
- ♦ Implemented student peer mediation strategies for conflict resolution.
- ♦ Integrated technology into the curriculum.
- ♦ Testing Coordinator/Data Coordinator/Credit Retrieval Coordinator.
- ♦ Assisted with master schedule.
- ♦ Developed and maintained relationships with stakeholders and community groups.

CLARK COUNTY SCHOOL DISTRICT, LAS VEGAS, NV

Special Education Instructional Facilitator, June 2011-June 2014

- ♦ Teacher leader managing all students with special needs and staff members.
- ♦ Determined student and staff schedules.
- ♦ Modeled instructional practices for educators.
- ♦ Monitored students for academic and behavioral growths.
- ♦ Directed and coordinated all training and activities regarding IEPs, BIPS, and data analysis.
- ♦ Represented school at district meetings.

CLARK COUNTY SCHOOL DISTRICT, LAS VEGAS, NV

General and Special Education Teacher, August 2006-June 2011

- ♦ Instructor in US History, US Government, English 9, and electives in Social Science.
- ♦ Maintained compliant student records.
- ♦ Developed differentiated lessons for individual learning and student engagement.
- ♦ Assisted in developing after school tutoring program for underprivileged students.

Education

GEORGETOWN UNIVERSITYNEVADA COLLEGE, HENDERSON, NV

Executive Leadership and Organization Certification, June 2020

- ♦ Organizational Leadership

SIERRA NEVADA COLLEGE, HENDERSON, NV

Administration and Leadership Certification, December 2014

- ♦ School and Program Administration

GRAND CANYON UNIVERSITY, PHOENIX, AZ

Master of Science in Special Education, December 2009

- ♦ Emphasis on Curriculum Development

THE UNIVERSITY OF AKRON, AKRON, OH

Master of Science in Secondary Education, May 2005

- ♦ Emphasis in Social Sciences

THE OHIO STATE UNIVERSITY, COLUMBUS, OH

Bachelor of Arts in Political Science, June 2001

- ♦ Minor in Psychology

**Professional
Affiliations**

- ♦ Governor's Advisory Council on Education Relating to the Holocaust (2017-present)
- ♦ Nevada Council for Economic Education Board Member (2016-present)
- ♦ Nevada JumpStart Board Member (2017-present)
- ♦ Nevada State Committee for Standards (2016-present)
- ♦ Voices in Voting Board Member (2015-present)
- ♦ Law Related Education Board Member (2015-present)
- ♦ We the People Committee Member (2015-present)
- ♦ Nevada State Coordinator for National History Day (2015-2017)
- ♦ Nevada State Education Taskforce for Holocaust Education (2015-present)
- ♦ National Council for Social Studies Peer Reviewer (2015-present)
- ♦ Bonanza School Leadership Chairperson (2013-2015)

**Awards and
Honors**

- ♦ Teacher of the Month, Johnston MS (2007, 2008)
- ♦ Teacher of the Month, Bonanza HS (2010, 2012, 2014)
- ♦ District Teacher of the Year (2014)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

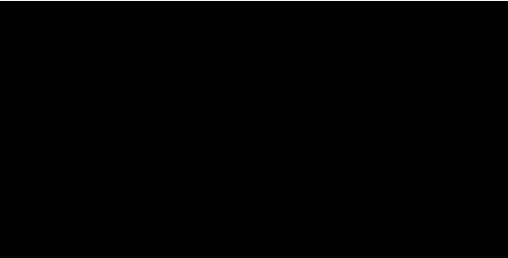
1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE		TITLE Deputy Superintendent of Student Achievement
APPLICANT	Nevada Department of Education	DATE SUBMITTED June 25, 2020

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Nevada Digital Learning Top 100 Educators Rubric

Criteria	Does Not Meet - 1	Developing - 2	Proficient - 3	Distinguished - 4
1. The applicant uses online resources, including professional social networking sites, to stay current on the latest research and best practices in his or her field.	The applicant does not have a professional social networking site	The applicant has one professional social networking site but is not actively engaged.	The applicant has multiple professional social networking sites and interacts in online networks with professionals.	The applicant has multiple professional social networking sites, interacts in online networks with professionals, and has over 100 followers.
2. The applicant has expertise in developing webinars, podcasts, websites, forums, discussion boards, infographics, using digital tools, and platforms.	The applicant shows expertise in one topic.	The applicant shows expertise in two topics.	The applicant shows expertise in more than two topics.	The applicant shows expertise in more than two topics and proficiency in a learning platform.
3. The applicant has conducted and facilitated school, district, state, and/or national trainings, through professional writings, presentations, or demonstrations.	The applicant has never facilitated or lead trainings.	The applicant has facilitated and lead school trainings only.	The applicant has facilitated and lead school, district, and state trainings.	The applicant has facilitated and lead school, district, state, and national trainings and/or has been published.
4. The applicant has expertise in developing content and curriculum integrating technology tool and technological pedagogy.	No evidence of content or curricula development and integration of technology.	No evidence of content or curricula development but evidence of integration of technology in content.	Evidence of content or curricula development and evidence of integration of technology.	Evidence of high-level standard align content or curricula development with full integration of technology.
5. The applicant's chosen expertise is highlighted and showcased by the attached artifact and resume.	Artifact and resume have no connection or show no evidence to indicated area(s) of expertise.	Artifact and resume show minimal evidence to indicated area(s) of expertise.	Artifact and resume connect and are evident to indicated area(s) of expertise.	Artifact and resume exemplify as evidence of indicated area(s) of expertise.



Digital Engineer 2020-2021
Nevada Digital Learning Collaborative (NvDLC)
Memorandum of Understanding

The Nevada Digital Learning Collaborative (NvDLC) is a digital learning initiative created to support educators in Nevada around digital and remote learning. The NvDLC is composed of the state's top digital experts, named digital engineers. This team will be responsible for developing and hosting virtual professional learnings for educators and families, creating a library of digital tools for educators and families, mentoring educators, facilitating blogs, posts, and/or discussion boards, and developing and vetting digital learning curriculum.

The following Memorandum of Understanding (MOU) outlines the commitments of the Digital Engineer and the Nevada Department of Education (NDE) for the 2020-2021 Nevada Digital Learning Collaborative (NvDLC). In addition, the MOU describes the monetary commitment and Nevada Educator Licensure Professional Development Certificate that will be provided by the NvDLC to support the Digital Engineer.

Digital Engineer Commitments:

The Digital Engineer will be responsible for guiding and creating content that will be utilized for the development of digital learning starting June 2020. A Digital Engineer will be responsible for the following outcomes and deliverables:

On a monthly basis, Digital Engineer's should submit the minimum:

- 3 informational documents, or
- 1 Webinar, or
- 1 Podcast, or
- 3 Lessons per unit, or
- 2 Virtual professional learnings on content-focused integrated digital tools, or
- 3 Sessions of facilitating social media chats and discussion boards

Other commitments include:

- Participate in a mandatory virtual training kick-off meeting facilitated by the Nevada Department of Education and NvDLC (June 10, 2020; using an online video conference platform (e.g., Zoom).
- Enroll and complete technology trainings in the statewide learning management system (LMS): NvDLC Technology Training for Digital Engineers.

- Participate in mandatory monthly virtual Digital Engineers meetings/trainings starting the first Wednesday of every month in June 2020 and ending May 2021. (Optional meeting will be the third Wednesday of every month for questions and building social connections).
- Create and monitor a Google Gmail Account to use solely for the NvDLC work. The email must be in this format: initial of first name, full last name, .NvDLC@gmail.com (ex: jmalorni.NvDLC@gmail.com).
- Navigate and document content development for NvDLC Leaders and Co-Leads.
- Communicate and collaborate regarding progress of projects with the NvDLC Co-Leads assigned to each content area. (Date and times will be determined by each content area NvDLC Co-Leads).
- Collaborate with Co-Leads to create high-quality content to share with Digital Engineers.
- Troubleshoot issues that arise and seek out support from NvDLC Co-Leads as needed.
- Work collaboratively with NDE staff, NvDLC Leaders, Co-Leads, and fellow Digital Engineers.
- Artifacts and content created under the NvDLC is property of the Nevada Department of Education and is permitted to use for educational purposes only. Artifacts may be designated as Open Education Resources and distributed through Creative Commons and other public forums.
- Follow copyright guidelines for all artifact production
- Respond within 48 hours to any digital communication from NvDLC Leaders, Co-Leads, or NDE staff.

Nevada Department of Education/NvDLC Commitments:

- Oversee the implementation of the Nevada Digital Learning Collaborative (NvDLC) program.
- Provide online training and conversations about the implementation of the Nevada Digital Learning Collaborative (NvDLC).
- Provide bi-weekly coaching and training resources to use with the implementation of, development of, and sharing of content.
- Provide resources and materials through a Google Folder to support the development and implementation of the Nevada Digital Learning Collaborative (NvDLC).
- Provide Leaders and Co-Leads to assist Digital Engineers in their efforts to identify high-quality resources.
- Collect information about the Digital Engineer process and learnings from participants through an online survey and share information.
- Respond within 48 hours to any digital communication from Digital Engineers.

Nevada Department of Education/NvDLC Monetary Commitments and Nevada Educator License Renewal Professional Development:

- Digital Engineers will receive two \$1,000 payments for the 2020-2021 school year and required fringe benefits will be included within this payment (up to a total of \$2,000 for the year). Payments will be made in two installments, September 2020, and May 2021.

Payments will only be made upon successful completion of required products/services/trainings as indicated in scope of service.

- Nevada Educator License Renewal Professional Development or the equivalent of in-service training certificate will be provided. Digital Engineers will receive a certificate of completion with total hours for both 2020 and 2021 calendar years. Hours will be tracked through attendance sheets for all required meetings and trainings. The certificates will be issued in January 2020 and July of 2021.

REPRESENTATIONS REGARDING INDEPENDENT CONTRACTOR STATUS. Digital Engineer represents that it is an independent contractor, as defined in NRS 333.700(2) and 616A.255, warrants that it will perform all work under this contract as an independent contractor, and warrants that the State of Nevada will not incur any employment liability by reason of this Contract or the work to be performed under this Contract. To the extent the State incurs any employment liability for the work under this Contract; Digital Engineer will reimburse the State for that liability.

GOVERNING LAW: JURISDICTION. This Contract and the rights and obligations of the parties hereto shall be governed by, and construed according to, the laws of the State of Nevada, without giving effect to any principle of conflict-of-law that would require the application of the law of any other jurisdiction. The parties consent to the exclusive jurisdiction of and venue in the First Judicial District Court, Carson City, Nevada for enforcement of this Contract, and consent to personal jurisdiction in such court for any action or proceeding arising out of this Contract.

Digital Engineer printed name

Digital Engineer signature

Date

Digital Engineer phone

Digital Engineer email

Dave Brancamp, Director,
Nevada Department of Education
████████████████████

Dr. Jonathan Moore, Deputy Superintendent,
Nevada Department of Education
████████████████████

Nevada Comprehensive Learning Course Essential Components

3.1 Course Information	
Course Title:	Grade Level:
Hours of Instructional Time:	Number of Credits:
Course Description (Must include course goals, instruction delivery, and instructor information):	
INSTRUCTIONAL DESIGN CRITERIA	
	REQUIRED
The course content is standards aligned with grade-level learning expectations.	
The course includes multiple learning modalities to support different learning styles.	
Course instruction includes tasks, assignments, and projects that engage students in active learning.	
The course provides opportunities for students to engage in critical-thinking and problem-solving tasks.	
The course provides options for the instructor to adapt learning activities to accommodate students' needs of diverse learners.	
Course design incorporates varied ways to learn and master the curriculum.	
The instructor can adapt the course and assessments to support students with special needs and English language learners.	
INSTRUCTIONAL CONTENT CRITERIA	
	REQUIRED
The course content and tasks are aligned to the Nevada Academic Content Standards in all core subjects.	
Every lesson includes explicit objectives and learning targets that make clear what students must know and be able to do.	
Course materials include asynchronous instruction (e.g., teacher-led video), not just static text-based content.	
The course content and tasks are rigorous, relevant and have depth and breadth of the standards.	
The course includes numerous opportunities for students to closely read challenging informational and literary text.	
Writing prompts encourage students to reflect, argue, persuade, explain, etc.	
Students are asked to use evidence from text to support ideas and arguments.	

Each course includes simulations, virtual labs, and/or projects to allow students to develop inquiry, reasoning, and critical thinking skills.	
Tasks and projects help students transfer knowledge and skills to real-world applications.	
Builds student academic and content-area vocabulary.	
TECHNOLOGY CRITERIA	REQUIRED
Clear and consistent navigation is present throughout the course.	
Students have control over lesson and course pace.	
Students have access to tools that translate on-screen text.	
Students have access to tools that read aloud on-screen text.	
Students have access to note-taking tools and graphic organizers to synthesize information, record observations, and ask questions.	
Tools scaffold the writing process—from prewriting to the final draft.	
Students have access to content-specific tools, such as calculators, required to complete tasks.	
Instructor can easily adapt content or assessment for individual student needs.	
The learning management system offers multiple ways for students and teachers to communicate with each other.	
Courses can run on a variety of devices (tablets, Chromebooks, laptops, and desktops).	
ASSESSMENT CRITERIA	REQUIRED
The course structure includes varied methods to assess students' mastery of content and standards.	
Ongoing, varied, and frequent assessments are required and conducted.	
Pretesting options are available to adapt course content based on student knowledge.	
The instructor can adapt assessments to give students more time, modify the passing threshold, and allow for additional retakes.	
Assessment strategies and tools make students continuously aware of their progress and achievement.	
Grading rubrics are provided to teachers and students.	
Assessment data populates daily reports, which allow educators to monitor student progress and achievement.	
Assessments are aligned to the Nevada Academic Content Standards in all core contents.	

COMMUNICATION CRITERIA	REQUIRED
The course structure includes varied methods for instructor to communicate with students.	
Weekly check-ins accessible to discuss student progress.	
Pretesting options are available to adapt course content based on student knowledge.	
The course structure allows for on-going and continuous feedback to students and parents.	
Reports are accessible to allow parents and families to monitor student progress and achievement.	
DOCUMENTATION	REQUIRED
Syllabus (electives included)	
Standard alignment or stand correlation guide	
Course learning objectives	
List of textbooks or supplemental materials	
Access to learning module or unit of instruction – allow access of reviewer to determine lessons engage students in active learning, critical thinking, and higher-level problem-solving tasks.	

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative (All figures in \$USD)		
Budget Category	Project Year 1 FY2021	Project Year 2 FY2022



3. Travel - Admin	Costs of travel for Administrative activities for project per \$0.575 per mile per 2020 IRS guidelines.	
Subtotal Admin	\$0	\$0
Travel Total	\$0	\$0
4. Equipment	Costs of Durable Equipment and Technology over \$5,000.	
Equipment Total	\$0	\$0
5. Supplies - Admin	Costs of Supplies for Administrative activities of project per per FTE, as indicated.	
Nevada Distance Learning Website Hosting	\$0	\$500
Subtotal Admin	\$0	\$500
6. Contractual - Admin	Costs of Contractual supports related to Administrative activities for exact deliverables and agreed timeframes. Major services are based on federal guidelines.	

Learning Management System	\$2,450,000	\$2,450,000
Digital Content and Instructional Materials	\$1,100,000	\$1,100,000
Subtotal Admin	\$3,622,000	\$3,623,000
7. Construction	None.	
Construction Total	\$0	\$0
8. Other - Subgrant Distribution	None.	
Total Subgrant Distribution	\$0	\$0
8. Other - Admin	Costs of Other items not specified other Budget Category	
Public Information Campaign	\$100,000	\$225,000
Subtotal Admin	\$100,000	\$225,000
Other Total	\$100,000	\$225,000
10. Indirect Costs*		
Total Indirect Costs	\$0	\$0
11. Training Stipends		

Training Stipends Total	\$0	\$0
12. Total Costs (lines 9-11)		