

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



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Charter Schools Program (CSP): Grants for State Educational Agencies (SEAs)**

**CFDA # 84.282A**

**PR/Award # U282A150016**

**Grants.gov Tracking#: GRANT11963008**

OMB No. 1894-006, Expiration Date: 11/30/2017

Closing Date: Jul 16, 2015

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<i>Attachment - 1 (1235-Nevada GEPA Section 427 Statement)</i>	e10
<b>5. Grants.gov Lobbying Form</b>	e13
<b>6. ED Abstract Narrative Form</b>	e14
<i>Attachment - 1 (1234-Nevada Project Abstract)</i>	e15
<b>7. Project Narrative Form</b>	e16
<i>Attachment - 1 (1239-Nevada Project Narrative)</i>	e17
<b>8. Other Narrative Form</b>	e79
<i>Attachment - 1 (1238-Nevada Appendix A-D)</i>	e80
<b>9. Budget Narrative Form</b>	e279
<i>Attachment - 1 (1237-Nevada Budget Narrative)</i>	e280
<b>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</b>	e287
<b>11. Form ED_524_Budget_1_2-V1.2.pdf</b>	e288
<i>Attachment - 1236-Nevada Human Research Exemptions.pdf</i>	e290

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"/>
--	--	--

* 3. Date Received: <input type="text" value="07/16/2015"/>	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"/>
---	---

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="State of Nevada, Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="88-600022"/>	* c. Organizational DUNS: <input type="text" value="8098877220000"/>

**d. Address:**

* Street1: <input type="text" value="700 E Fifth Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Carson City"/>
County/Parish: <input type="text"/>
* 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="89701-5096"/>

**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"/>	* First Name: <input type="text" value="Steve"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Canavero"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Deputy Superintendent"/>
---

Organizational Affiliation: <input type="text"/>
--

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

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

**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:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-061515-001

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for State Educational Agencies (SEAs) CFDA Number 84.282A

**13. Competition Identification Number:**

84-282A2015-3

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Nevada Charter School Program Grant

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	<input type="text" value="3,344,294.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,344,294.00"/>

**\* 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:

## 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 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.

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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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, "Audits 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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Homa Anooshehpour</p>	<p>TITLE</p> <p>Assistant Director</p>
<p>APPLICANT ORGANIZATION</p> <p>State of Nevada, Department of Education</p>	<p>DATE SUBMITTED</p> <p>07/16/2015</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: State of Nevada, Department of Education

\* Street 1: 700 E Fifth Street Street 2: \_\_\_\_\_

\* City: Carson City State: \_\_\_\_\_ Zip: \_\_\_\_\_

Congressional District, if known: \_\_\_\_\_

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

<b>6. * Federal Department/Agency:</b> Not Applicable	<b>7. * Federal Program Name/Description:</b> Charter Schools
	CFDA Number, if applicable: 84.282

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ 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: Homa Anooshehpour

\* Name: Prefix \_\_\_\_\_ \* First Name Homa Middle Name \_\_\_\_\_

\* Last Name Anooshehpour Suffix \_\_\_\_\_

Title: \_\_\_\_\_ Telephone No.: \_\_\_\_\_ Date: 07/16/2015

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

PR/Award # U282A150016

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

### Optional - You may attach 1 file to this page.

Nevada GEPA Section 427 Statement.pdf

Add Attachment

Delete Attachment

View Attachment

Nevada Department of Education  
FY2015 Application for Grants Under the Charter School Program  
CFDA # 84.282A  
GEPA Section 427 Statement

*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, the 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.*

Nevada Response:

Free and open admission to charter schools is one of the pillars of the Nevada Charter Law:

NRS 386.580 Application for admission; determination of enrollment; discrimination prohibited; exception for charter school that provides education for certain pupils; participation in class or extracurricular activity by pupil enrolled in another school or homeschooled child.

1. An application for enrollment in a charter school may be submitted to the governing body of the charter school by the parent or legal guardian of any child who resides in this State. Except as otherwise provided in this subsection and subsection 2, a charter school shall enroll pupils who are eligible for enrollment in the order in which the applications are received. If the board of trustees of the school district in which the charter school is located has established zones of attendance pursuant to NRS 388.040, the charter school shall, if practicable, ensure that the racial composition of pupils enrolled in the charter school does not differ by more than 10 percent from the racial composition of pupils who attend public schools in the zone in which the charter school is located. If a charter school is sponsored by the board of trustees of a school district located in a county whose population is 100,000 or more, except for a program of distance education provided by the charter school, the charter school shall enroll pupils who are eligible for enrollment who reside in the school district in which the charter school is located before enrolling pupils who reside outside the school district. Except as otherwise provided in subsection 2, if more pupils who are eligible for enrollment apply for enrollment in the charter school than the number of spaces which are available, the

charter school shall determine which applicants to enroll pursuant to this subsection on the basis of a lottery system.

2. Before a charter school enrolls pupils who are eligible for enrollment, a charter school that is dedicated to providing educational programs and opportunities to pupils who are at risk may enroll a child who:

- (a) Is a sibling of a pupil who is currently enrolled in the charter school;
- (b) Was enrolled, on the basis of a lottery system, in a prekindergarten program at the charter school or any other early childhood educational program affiliated with the charter school;
- (c) Is a child of a person employed in a full-time position by the charter school;
- (d) Is in a particular category of at-risk pupils and the child meets the eligibility for enrollment prescribed by the charter school for that particular category; or
- (e) Resides within the school district and within 2 miles of the charter school if the charter school is located in an area that the sponsor of the charter school determines includes a high percentage of children who are at risk. If space is available after the charter school enrolls pupils pursuant to this paragraph, the charter school may enroll children who reside outside the school district but within 2 miles of the charter school if the charter school is located within an area that the sponsor determines includes a high percentage of children who are at risk.

If more pupils described in this subsection who are eligible apply for enrollment than the number of spaces available, the charter school shall determine which applicants to enroll pursuant to this subsection on the basis of a lottery system.

3. Except as otherwise provided in subsection 8, a charter school shall not accept applications for enrollment in the charter school or otherwise discriminate based on the:

- (a) Race;
- (b) Gender;
- (c) Religion;
- (d) Ethnicity; or
- (e) Disability, of a pupil.

4. If the governing body of a charter school determines that the charter school is unable to provide an appropriate special education program and related services for a particular disability of a pupil who is enrolled in the charter school, the governing body may request that the board of trustees of the school district of the county in which the pupil resides transfer that pupil to an appropriate school.

5. Except as otherwise provided in this subsection, upon the request of a parent or legal guardian of a child who is enrolled in a public school of a school district or a private school, or a parent or legal guardian of a homeschooled child, the governing body of the charter school shall authorize the child to participate in a class that is not otherwise available to the child at his or her school or homeschool or participate in an extracurricular activity at the charter school if:

- (a) Space for the child in the class or extracurricular activity is available;
- (b) The parent or legal guardian demonstrates to the satisfaction of the governing body that the child is qualified to participate in the class or extracurricular activity; and
- (c) The child is a homeschooled child and a notice of intent of a homeschooled child to participate in programs and activities is filed for the child with the school district in which the child resides for the current school year pursuant to NRS 392.705.

If the governing body of a charter school authorizes a child to participate in a class or extracurricular activity pursuant to this subsection, the governing body is not required to provide transportation for the child to attend the class or activity. A charter school shall not authorize such a child to participate in a class or activity through a program of distance education provided by the charter school pursuant to NRS 388.820 to 388.874, inclusive.

6. The governing body of a charter school may revoke its approval for a child to participate in a class or extracurricular activity at a charter school pursuant to subsection 5 if the governing body determines that the child has failed to comply with applicable statutes, or applicable rules and regulations. If the governing body so revokes its approval, neither the governing body nor the charter school is liable for any damages relating to the denial of services to the child.

7. The governing body of a charter school may, before authorizing a homeschooled child to participate in a class or extracurricular activity pursuant to subsection 5, require proof of the identity of the child, including, without limitation, the birth certificate of the child or other documentation sufficient to establish the identity of the child.

8. This section does not preclude the formation of a charter school that is dedicated to provide educational services exclusively to pupils:

- (a) With disabilities;
- (b) Who pose such severe disciplinary problems that they warrant a specific educational program, including, without limitation, a charter school specifically designed to serve a single gender that emphasizes personal responsibility and rehabilitation; or
- (c) Who are at risk.

If more eligible pupils apply for enrollment in such a charter school than the number of spaces which are available, the charter school shall determine which applicants to enroll pursuant to this subsection on the basis of a lottery system.

All schools that conduct project activities funded under this grant program must adhere to these legal requirements. In addition, as described in Selection Criteria, the CSP grant project is designed to increase access to high-quality educational opportunities for all students, particularly those who are educationally disadvantaged.

## 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.

<b>* APPLICANT'S ORGANIZATION</b> State of Nevada, Department of Education	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Homa"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Anooshehpoor"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Assistant Director"/>	
* SIGNATURE: <input type="text" value="Homa Anooshehpoor"/>	* DATE: <input type="text" value="07/16/2015"/>

## 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:

Nevada Department of Education  
FY2015 Application for Grants Under the Charter School Program  
CFDA # 84.282A  
Project Abstract

During the 2015 legislative session, the state of Nevada adopted sweeping education reforms as part of a comprehensive reform strategy and made significant changes to charter school laws, including the creation of an Achievement School District (ASD) designed to serve as a charter-driven turnaround mechanism for the state's lowest performing schools. In addition, legislation ensured full alignment of the state's public school choice and public school accountability systems. This new framework establishes strict eligibility requirements and sets ambitious performance targets to ensure that this designation does not become a refuge from accountability for poor performing schools or a justification for unacceptable academic outcomes. The state made substantial policy changes and financial investments to improve the state's teaching and leadership pipeline which has resulted in dramatic increases in licensure flexibility. The proposed 2016-2018 Nevada Charter School Program Grant will support the federal Charter School Program goals to increase the national understanding of the charter school model, to expand (nearly double) the number of high-quality charter schools available in Nevada, and improve the charter schools currently open to our students. Nevada will accomplish these goals through the following objectives:

1. Increase the number of high-quality charter schools in Nevada, especially those serving students who are at greatest risk of not meeting state academic standards.
2. Improve student achievement in Nevada charter schools, particularly for students who have historically underachieved (graduation rates and career/college enrollment).
3. Promote the high-quality dissemination of Nevada charter school best practices to other schools.
4. Strengthen the overall quality of the Nevada charter authorizing and CSP grant administrative infrastructure.

The Nevada Charter School Program Grant will provide planning and implementation funds to charter developers and all schools chartered by the state's authorizers over the next three (3) years, specifically for schools considered to be a high poverty school, or in a rural zone; or serving a diverse population; or focuses on increasing high school graduation and college enrollment rates for high needs students. This project will provide funds to further strengthen the quality of Nevada's oversight and guidance for all new and currently operating charter schools. Lastly, successful charter schools may also compete for funds to disseminate the innovative best practices that they have developed. All of these activities serve to support the ultimate goal to improve achievement outcomes for all students.

Project Contact:

Dr. Steve Canavero, Deputy Superintendent  
Nevada Department of Education  
700 E Fifth Street, Carson City, NV 89701



## 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](#)

# Charter School Program for State Education Agencies CFDA# 84.282A

State of Nevada, Department of Education (NDE)  
Dr. Steve Canavero, Deputy Superintendent

[REDACTED]  
700 E. Fifth Street  
Carson City, Nevada 89701



TABLE of CONTENTS

---

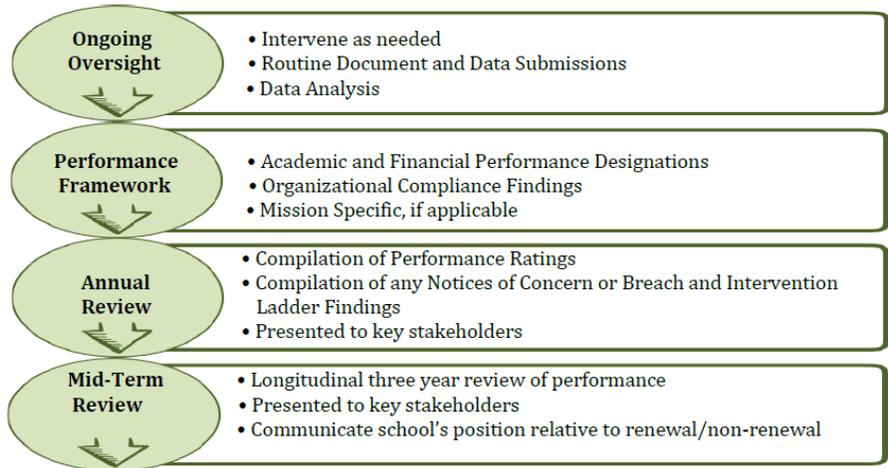
	Page
<b>Absolute Priorities</b>	
Priority 1 – Periodic Review and Evaluation	1
Priority 2 – Charter School Oversight	2
<b>Competitive Priorities</b>	
Priority 1 – High-Quality Authorizing and Monitoring Processes	4
Priority 2 – One Authorized Public Chartering Agency	10
Priority 3 – SEA Previous CSP Grant	11
<b>Selection Criteria</b>	
A. State-Level Strategy	11
B. Policy Context for Charter Schools	16
C. Past Performance	22
D. Quality of Plan to Support Educationally Disadvantaged Students	26
E. Vision for Growth and Accountability	36
F. Dissemination of Information and Best Practices	38
G. Oversight of Authorized Public Chartering Agencies	41
H. Management Plan and Theory of Action	47
I. Project Design	57
<b>Application Requirements</b>	
i. Academically poor-performing charter school	Appendix A
ii. Disseminating best practices (D3)	32-33
iii. Federal Funds (B2)	19
iv. High-quality charter school	Appendix A
v. IDEA Compliance (B3)	19-20
vi. Logic Model	47
vii. Lottery Enrollment Preferences (D2)	29-30
viii. Objectives (D-D4)	26-35
ix. Revolving Loan Fund (D1)	27-28
x. Waivers	60
<b>Appendix</b>	
Charter School Program Assurances	Appendix A
Resumes/Curriculum Vitae	Appendix B
Letters of Support	Appendix C
Proprietary Information	Appendix D

**ABSOLUTE PRIORITIES**

**Priority 1 – Periodic Review and Evaluation**

The Nevada Department of Education (NDE) ensures that this absolute priority is met and maintains a rigorous accountability system which provides for an annual review and evaluation of charter schools through NRS 386.610 and NAC 386.410. From 1997 through 2013, charter schools in Nevada were issued subject to a written charter. Following the passage of Nevada’s Assembly Bill 205 in 2013<sup>1</sup>, the state replaced the written charter model with a more streamlined charter contract which integrates a performance framework incorporating academic, fiscal, and operational metrics. Each charter school which has been initially approved or renewed since July 1, 2013 is subject to this requirement – a charter contract that mandates annual performance review subject to the Performance Framework. In addition to charter contract and the Framework, all charter schools in Nevada are subject to a series of performance audits. The

audits, mandated by NRS 386.540, provide an in-depth review and evaluation in the areas of operations, governance, fiscal soundness, and academic progress at least



once every three (3) years. Additionally, authorizers<sup>2</sup> are required by law to conduct these audits on an annual basis for schools which are not performing at high levels in either the statewide system of accountability or the goals and objectives set forth within each school’s charter

<sup>1</sup> <https://www.leg.state.nv.us/App/NELIS/REL/77th2013/Bill/323/Text>  
<sup>22</sup> While Nevada law uses the term “sponsor” to refer to the charter authorizer role, both the Nevada Department of Education and the state’s active granters of charter contracts prefer to the term “authorizer.”

contract. Quantitative and qualitative evidence is gathered and assessed through a combination of desk audits, independent fiscal audits, on-site visits, school self-reporting and third-party school quality review visits. While schools which were chartered prior to July 1, 2013 (and have not yet been subject to the renewal process) are not yet under the new charter contract model, each authorizer has either mandated that all schools in their portfolios are subject to annual performance framework review or risk annual performance audits, thereby exceeding the requirements of Nevada Revised Statute (NRS) 386.440. Moreover, Senate Bill 509 in the 2015 legislative session<sup>3</sup> now permits an authorizer to require a charter school subject to a written charter to agree to an amended and restated charter contract and performance framework as a condition of approving an amendment request. At least one authorizer, the State Public Charter School Authority (SPCSA), has already begun implementing this provision.

## **Priority 2 – Charter School Oversight**

Since 2013, NRS 386.527 states: following charter application approval or upon renewal, the authorizer and charter school must enter into a contract that includes both a performance framework and a description of the administrative relationship between the sponsor of the charter school and the governing body of the charter school, including, without limitation, the rights and duties of the sponsor and the governing body. NRS 386.5515 mandates that all charter schools are subject to an annual independent financial audit that must be submitted to the school's authorizer, the Nevada Department of Education (NDE), and other designated authorities within 120 days of the end of the fiscal year. Building on recent financial accountability innovations being pioneered in such areas as the District of Columbia and other states, Nevada recently passed legislation enabling the NDE to revise regulations to ensure even greater transparency and consistency with regard to financial and academic accountability. Nevada's Elementary and

---

<sup>3</sup> <https://www.leg.state.nv.us/App/NELIS/REL/78th2015/Bill/2238/Text>

Secondary Education Act (ESEA) Waiver specifically provides that the NDE and local education agencies' report cards must reflect performance against the annual measurable objectives for each subgroup identified in ESEA. The waiver is a critical component of a statewide system of accountability. Both of Nevada's most significant recent charter school reform bills (AB205 in 2013 and SB509 in 2015) define accountability for Nevada's public charter schools and require they fully align with the statewide system of accountability, including academic measures. The state's federally approved accountability system incorporates both growth and status indicators. Nevada's academic achievement (growth and status) for each school is defined by a star rating, with 5 stars being the indicator for a school performing at the highest level and 1 star being the lowest level. A school not performing at the highest levels must demonstrate significant academic growth in order to be eligible for assignment to one of the three highest levels (3 star or higher). These indicators and ratings also hold subgroup performance to the same standards. A school performing at the lowest tier (1 star) in any three years of a five year period is subject to an automatic closure. Underperformance includes not only the state's current definition of priority and focus schools pursuant to the ESEA waiver, but also ensures ongoing alignment with federal definitions by further defining underperformance as "pupil achievement and school performance at the charter school that is unsatisfactory as determined by [NDE] pursuant to criteria prescribe by regulation by the [NDE] to measure the performance of any public school". As all elements of the state's ESEA definitions are incorporated into regulation, the broad education reform that was passed in Nevada's 2015 legislation ensures ongoing alignment across both the charter and traditional public school sectors with any future policy changes mandated by the NDE, the State Board of Education or the Federal Government. These charter school accountability requirements are protected in statute, regulation, and the waiver; all authorizers

are required to utilize them in making closure and renewal decisions. Nevada, therefore, meets this absolute priority pursuant to SB 509. Moreover, the NDE has broad authority over charter school authorizing and performance contracting under its statutory and regulatory mandates. NDE may take all reasonable steps necessary to confirm that a charter school is and remains in material compliance with their charter contract and application, and applicable law and regulation. The oversight NDE provides includes (a) oversight, intervention, termination, renewal, and closure processes and procedures for charter schools; (b) reviewing the performance and compliance of charter schools within the terms of their contract and applicable laws, policies and regulations; (c) ensuring charter schools are in compliance with reporting requirements; (d) monitoring the educational, legal, fiscal, and organizational condition of charter schools; and (e) providing guidance to charter schools on compliance, operational matters, and best practices.

## **COMPETITIVE PRIORITIES**

### **Priority 1 – High-Quality Authorizing and Monitoring Processes**

In Nevada, all public charter authorizers ensure rigorous academic and performance expectations. The framework and process to evaluate the performance of charter schools on a regular basis includes improving the environment for charter schools in Nevada by developing and advancing a policy agenda to support best practices; provide a voice for high-quality charter schools; and maintain productive relationships with schools, districts, school boards, superintendents and other stakeholders. The NDE believes that high quality authorizing is a critical step in ensuring the expansion of successful charter schools in Nevada. As noted previously, NRS 386.528 specifically requires that all Nevada authorizers issue charter contracts which include a performance framework for each charter school. Each performance framework

includes:

- An academic framework which incorporates both data from the statewide system of accountability for all public schools and any objectively verifiable, rigorous, and ambitious metrics identified as mission specific indicators in the charter contract;
- A financial framework, modeled on national best practice, which includes both quarterly financial reporting and a rigorous evaluation of both the quantitative and qualitative information gathered in the annual independent audit; and
- An organizational framework which is explicitly aligned to both state and federal compliance expectations in key areas such as governance; pupil enrollment and recruiting; health, safety, civil rights; and meeting the needs of exceptional populations such as English Language Learners and Students with Disabilities.

Each school's academic performance is evaluated annually in the early fall upon the release of the statewide report cards for academic performance. Financial performance is monitored both via the quarterly financial reports and once again following the release of their independent audit in December. Each school receives an annual financial framework evaluation after a thorough review of the annual audit. Organizational performance is subject to ongoing monitoring by authorizer staff in a matrixed relationship with NDE and other public agencies which have responsibility over various aspects of the operation of any public school and is reported annually each summer. Schools which are meeting the academic, fiscal, and organizational objectives set forth in their performance frameworks remain in good standing with their authorizers. Some Nevada authorizers even permit schools which consistently exceed expectations to take advantage of incentives such as expedited renewal. As noted previously, the state of Nevada has prescribed in statute and regulation both definitions of and consequences for poor academic

performance for both public charter and traditional public schools. Authorizers have broad discretion to set even higher standards for their schools. For example, the State Public Charter School Authority's (SPCSA) academic framework evaluates the performance of each school relative to the performance of the school the student is zoned to attend in their county school districts. Its framework rewards higher performing schools which outperform their sending schools in academic growth and it sanctions higher performing schools which underperform their sending schools in academic growth. Nevada's Achievement School District is planned to have similarly ambitious approach which will be modified to reflect the emphasis on even more dramatic gains which are essential to turning around the state's lowest performing traditional public schools using the charter school vehicle.

In evaluating whether a charter school merits revocation or renewal, the primary sources of evidence utilized by each authorizer are the academic, fiscal, and organizational performance frameworks and any data collected during frequent performance audits which is not already incorporated into the frameworks. Authorizers ask three essential questions:

- Is the school and academic success as defined under Nevada law and the academic performance framework?
- Is the school financially viable based on an evaluation of both quarterly financial submissions and the annual independent audit through the lens of the financial framework?
- Is the school an organizational success: an accountable public entity which adheres to the terms of the charter contract or written charter, respects and upholds all applicable laws and regulations and respects and upholds the rights of its most vulnerable students?

As noted, Nevada's statutes prescribe automatic closure for persistent academic performance at

the lowest level and provide authorizers with discretion to either close, not renew or undertake a dramatic intervention in other academically underperforming charter schools. Pursuant to NRS 386.535, an authorizer may also revoke a written charter or terminate a charter contract prior to the expiration of a charter term (or, indeed, concurrent with the expiration of the term) in cases of financial mismanagement, bankruptcy or insolvency. Similarly, statutes provide that an authorizer may revoke a charter or terminate a charter contract if there is reason to believe that it is necessary to protect the health and safety of students or employees.

### Authorizer Transparency

Pursuant to the amendments to NRS 386.547 during the 2015 legislative session, the NDE, with logistical support of the State Public Charter School Authority (SPCSA), will publish an annual report on the academic, fiscal, and organizational performance of all charter schools statewide, regardless of authorizer. The report will include a summary of performance of each authorizer's portfolio to inform pupils, parents and legal guardians of pupils, teachers and other educational personnel and members of the general public of the state of charter schools statewide. Each authorizer's performance will be evaluated based on the improvement of its respective portfolio in each of those domains, with the primary academic criterion being **academic growth**, as measured by expansion in the number of high quality seats at the 4 and 5 star levels and a corresponding decrease in the number of low quality seats at the 1 and 2 star levels. **Financial performance** will be evaluated based on the number of schools meeting or exceeding fiscal accountability standards and organizational performance will be evaluated based on the number of schools meeting or exceeding organizational accountability standards.

### Approval Criteria

Each Nevada authorizer that is currently permitted to accept charter applications has established

approval criteria based on guidance from the National Association of Charter School Authorizers. While the statewide charter authority has approved charter applications each year since its inception, the local district authorizers have not granted any charters since 2007. Should the school districts or state colleges or universities seek to authorize additional schools, the Department requires them to adopt clear criteria for charter approval. Under a legislative mandate to adopt and model national best practices, both the SPCSA and the emerging Achievement School District (ASD) have developed ideal application processes, formats, and criteria modeled from those of the nation's leading charter school authorizers which could also be utilized by the districts or public higher education institutions. Included in their review, all statewide authorizers ask three essential questions:

- Is there clear evidence that the school will academically succeed as defined under Nevada law and the authorizer's academic performance framework (including, but not limited to, the state's new accountability standards for alternative schools)?
- Is there clear evidence that the school will be financially viable based on an evaluation of the budget, revenue and expense assumptions, and the financial operations plan of the school?
- Is there clear evidence that the founding team and their school will be an organizational success, serving as an accountable public entity which will adhere to the terms of the charter contract, respecting and upholding all applicable laws and regulations and respecting and upholding the rights of its most vulnerable students?

Once a charter has been granted, the statute requires that the sponsor incorporate into the charter contract a series of pre-opening requirements pursuant to NRS 386.527, which mandates that the contract include any pre-opening conditions which the authorizer "has determined are necessary

for the charter school to satisfy before the commencement of operation to ensure that the charter school meets all building, health, safety, insurance and other legal requirements.” Additionally, the Nevada Administrative Code mandates a site inspection by the authorizer and a review of pertinent facility-related documents prior to the commencement of instruction and there are also provisions requiring an authorizer to perform a detailed enrollment audit prior to opening before certifying that the school has met all pre-opening conditions and qualifies to receive public funds.

### Differentiated Review

Many of Nevada’s authorizers have issued differentiated RFPs for both experienced and new charter operators. As an example, the SPCSA has created four (4) RFP tracks: 1) novice applicants applying to start a new school model without a management partner; 2) novice applicants seeking to replicate a high performing school without a management partner; 3) novice applicants seeking to open a school in partnership with a non-profit or for profit organization under a management contract; and 4) experienced non-profit charter networks which wish to directly hold a Nevada charter. Authorizers’ criteria require that for-profit or non-profit contractors and non-profit charter networks (CMOs which directly hold charters in other states) must have a demonstrated track record of strong academic and financial performance and that their schools in other states must be in good standing with their authorizers. All authorizers perform extensive due diligence on applicant groups and any management entities and spot check data submissions against public records to verify the accuracy of information provided by applicants and any management organizations. In summary, NDE and the state’s authorizers have strong policies and processes to support the growth of quality charter schools and evaluate the performance of charter schools on a regular basis, including improving

the environment for charter schools in Nevada by developing and advancing a policy agenda to support best practices, providing a voice for quality charter schools, and maintaining productive relationships with schools, districts, school boards and superintendents and other stakeholders. NDE intends to partner with NACSA to develop a series of tools and training to be made available for authorizers across the state with the goal of improving the quality of authorizer practices statewide. With the support of the CSP grant NDE will work with NACSA to develop offerings that meet the needs of authorizers and may include trainings on items such as application and renewal decision making, performance frameworks, capacity interviews and expansion and replication.

### **Priority 2 – One Authorized Public Chartering Agency**

Recognizing the need to improve education, provide parents with more choices and offer students more creative approaches to learning, Nevada enacted the public charter school law in 1997. Since the initial legislation the Nevada Revised Statutes (NRS) and the Nevada Administrative Code (NAC) governing charter schools and their oversight have continuously been refined. In the early years of Nevada’s charter school movement, local districts served as the primary authorizers, while the State Board of Education served as an appeals mechanism. Mid-2000s reforms resulted in the addition of public institutions of higher education becoming authorizers and the State Board of Education was later permitted to authorize direct applicants. By 2011 however, it was clear that Nevada needed an independent charter board similar to those in Arizona and the District of Columbia. Legislation was enacted to create the State Public Charter School Authority (SPCSA), a statewide agency with an independent board made up of gubernatorial and legislative appointees. Schools previously sponsored by the State Board transferred to the SPCSA. In subsequent years the Legislature enacted a number of significant

reforms that expanded the ability of SPCSA and other authorizers to sponsor high-quality charter schools and created the performance framework. The SPCSA also serves as the statewide appeal body for applicants rejected by a local school board or a state university; it may overturn rejections and issue such charters directly. The NDE partnership with SPCSA has enabled a significant increase of accountability in both academic and operational standards. The SPCSA’s independent authority to grant charters is a unique statutory feature that contributes to a high quality authorizing environment in Nevada. The success of the SPCSA model also led to the creation of the newest statewide authorizer, the turnaround Achievement School District, in 2015. Hence, Nevada has a robust appeal body and multiple statewide charter entities, including both LEA and non-LEA authorizers.

### **Priority 3 – No Previous CSP Grant**

Nevada has not received Charter School Program Grant funds since the creation of our State Public Charter School Authority (SPCSA). The last round of applications funded occurred approximately 10 years ago in 2005.

## **SELECTION CRITERIA**

### **A. State-Level Strategy**

#### **A1. Integrated Into State’s Overall Strategy**

In the two years since the appointment of State Superintendent of Public Instruction Dale Erquiaga, NDE and the State Board have undertaken a broad range of cultural and systemic reforms, starting with an ambitious vision which serves as the definition of success: *All Nevadans ready for success in the 21<sup>st</sup> Century*. It is focused on people, not processes, policies or procedures and focused on the future lives of those the state serves – children and adults alike. The revised mission statement describes not merely what the Department “does.” Instead, that

mission, *To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence*, encapsulates why the Department exists in the first place. NDE exists for other people's success – students and educators – and the agency helps them succeed by being dedicated to the important values of equality, lifelong learning, and excellence. This is a fundamental shift for many state agencies: the recognition that it doesn't matter if one job is to monitor school-based programs and another is to issue educator licenses, whether the task is distributing per-pupil funding or providing technical assistance, the organization is focused on the learning and development of other people and does not exist to perpetuate itself and is instead *outward* focused.

In the 2013-2014 Nevada State Improvement Plan for Education, NDE designated six (6) goals that lend themselves to reliable and regular measurement. These goals ranged from improving equity for all students success through supporting and expanding innovative programs and educational choices that improve learning. State improvement actions include charter school expansion to continue to enable responsible competition and choice.

During the 2015 legislative session, the state of Nevada adopted sweeping education reforms as part of a comprehensive reform strategy. As noted previously, the state made significant changes to its charter school laws, including through the creation of an Achievement School District (ASD) designed to serve as a charter-driven turnaround mechanism for the state's lowest performing schools. Moreover, the state made a first-in-the-nation investment in a publicly-funded Harbormaster grant, which will award \$5 million over the next 2-years as a matching grant to a non-profit dedicated to incubating high quality urban charter school founders and recruiting best-in-class charter management organizations to meet the academic needs of our most disadvantaged students.

The legislation went even further, ensuring for the first time the full alignment of the state’s public school choice and public school accountability systems. Charter schools are now measured against the same standard as similar traditional public schools. A regular charter high school will be held to the same graduation rate and college and career readiness expectations as a traditional public high school. Equally, a charter elementary or middle school will need to meet the same standards as similar traditional public elementary and middle schools, and a charter school serving an alternative education population will be evaluated just like a district school serving such a vulnerable student body under the state’s new framework for alternative schools. This new framework establishes strict eligibility requirements and sets ambitious performance targets to ensure that this designation does not become a refuge from accountability for poor performing schools or a justification for unacceptable academic outcomes. As part of this broad legislative agenda, the state also made significant policy changes and financial investments to improve the state’s teaching and leadership pipeline for both traditional public schools and for public charter schools. On the financial side, these ranged from a competitive grant program designed to significantly expand the number of pipeline providers (the Great Teaching and Leading Fund) and the funding of a new tuition assistance program for aspiring teachers in both traditional and alternate route to licensure programs. Charter schools and charter school teachers will have opportunities to participate in elements of both programs. In addition, both SB 509 and AB 448, the charter school reform and Achievement School District bills, resulted in dramatic increases in licensure flexibility both for existing academically successful charter schools and for experienced operators seeking to start new schools with the NDE’s ASD and the State’s other authorizers.

## **A2. Funding Equity for Charter Schools**

Nevada’s NRS and NAC addressing charter schools and education funding includes equitable operational and categorical funding for charter schools. The law provides that each pupil who is enrolled in a charter school must be included in the pupil count for purposes of apportionments and allowances from the State Distributive School Account. Nevada also ensures that a charter school is entitled to receive its proportionate share of any additional money available from federal, state or local sources that the school or pupils enrolled in the school are eligible to receive. These mandates are specifically iterated in NRS 386.570(1) “...A charter school is entitled to receive its proportionate share of any money available from federal, state, or local sources that the school or the pupils who are enrolled in the school are eligible to receive...”

Over time, the allocation of funds has grown increasingly more equitable. The 2013 legislative session successfully addressed lingering procedural and constitutional concerns around the allocation of federal funds to state sponsored charter schools through the designation of the State Public Charter School Authority (SPCSA) as the LEA for such schools for the purpose of passing through federal funds. During that session, the state also appropriated general fund revenues to seed a revolving loan fund for charter school startup and enacted legislation giving high performing schools in Nevada and those operators with similar track records from other states access to the state’s tax-exempt bonding conduit.

During the 2015 session, the state made even greater strides. Most notably, the state resolved longstanding structural challenges in the way it had funded special education in previous legislation. This dramatic policy change shifted the state from a 50-year old system of state funded special education units based on district staffing to a weighted formula based on a district or charter school’s actual enrollment of students with disabilities. This funding change will occur at the beginning of the 2016-17 school year. In addition, the state created a high cost/low

incidence pool to assist both districts and charter schools cover the expenses associated with a subset of relatively uncommon disabilities. Between the growing clout of the charter school movement, which is collectively the state's third largest public school system (and projected to be the second largest by 2019), the gifted and talented, and special education funding access precedents, both charter operators and policy advocates are optimistic that should the academic Nevada pilots of Zoom and Victory result in weighted formula amounts for those high need groups, charter schools will be eligible for their proportionate share of those funds as well. These are pilot projects and are included as Nevada's strategy to collaborate locally.

### **A3. Encourage Local Strategy, Collaboration and Creation of Charter Schools**

The Nevada Department of Education (NDE) is committed to ensuring choice - an alternate to the standard education option that meets the individual needs of students, enhances their futures and the future of their communities.

Nevada's charter schools have authority and responsibility of delivering educational programs and the attainment of the performance standards in the charter school performance framework. Nevada encourages our charter schools to modify, amend, adapt, and otherwise change the educational programs as it deems necessary to achieve the performance standards so long as the changes are consistent with the Charter Contract (appendix D). In addition, NDE works collaboratively with authorizers during the pre-opening, implementation, and maintenance stages of a charter school. In coordination with the charter school, NDE ensures the school is meeting or exceeding Nevada's content standards. The state made similar strides in creating the beginning of a weighted formula for gifted and talented students and funded two pilot programs, Zoom Schools and Victory Schools, to determine the kinds of supports and the costs associated with meeting the needs of ELL students and students in poverty who attend some of the state's

underperforming schools. While the majority of the Zoom funds are being invested in a small number of pilot urban traditional public school sites with high ELL populations and very low student achievement, charter schools are eligible for their proportionate per pupil share of the remaining Zoom funds which have been allocated to districts and charter schools based on ELL enrollment. Similar to the Zoom Schools pilot, the Victory Schools experiment is focused on the lowest performing schools in a handful of extreme poverty areas. A small number of high poverty charter schools which have seen recent academic declines are eligible for those funds, though it is important to note that they will also be subject to established sanctions mentioned if they continue to struggle academically. Charter schools benefit proportionately from the remainder of the Governor’s funding priorities, including access to the trust fund for educational technology. The state also enacted legislation in 2015 further expanding charter school access to the bond conduit and, via the creation of the Achievement School District, created a statutory precedent for charter school access to district buildings during the school day.

## **B. Policy Context for Charter Schools**

The promise of charter schools is that they are innovative, flexible and nimble and can provide high-quality education to students in need of a structure that can accommodate conditions that affect low graduation rates as well as large and persistent achievement gaps.

### **B1. Flexibility and Autonomy of Charter Schools**

Charter schools in Nevada operate with substantial flexibility and autonomy in comparison to traditional public schools. Charter school operators have the opportunity and responsibility to decide the best ways to allocate resources like time, people and money to best meet the needs of their students. For example, operators may determine the length and structure of the school day in a way that best fits the educational program; they may structure staffing in a way that best

supports teachers and students; and they may structure the budget to ensure that teachers will have the instructional resources they need to be effective. The authority of charter school operators to make these types of decisions is premised on the belief that those closest to students are best suited to make critical decisions about meeting learning needs. NDE works with charter authorizers to ensure they are accountable for implementing a rigorous and fair oversight process that respects the autonomy vital to a charter school's success. This mutual obligation drives the collaborative effort with a common mission of improving and influencing public education in Nevada by sponsoring public charter schools that prepare all students for college and career success and by modeling best practices in charter school sponsorship. Through its mission the NDE is responsible to ensure charter schools are preparing all students for college and career success and to model best practices while acknowledging that charter schools need autonomy in order to develop and apply policies and educational strategies that maximize their effectiveness. The established framework for performance balances these two considerations with NDE performance objectives to:

- ✓ Clearly communicate standards and expectations to schools;
- ✓ Conduct transparent, consistent, and predictable oversight processes;
- ✓ Conduct an oversight process that is respectful of schools' autonomy;
- ✓ Emphasis on student outcomes rather than compliance and processes; and
- ✓ Provide fact-based feedback to schools and communities indicating where schools stand relative to framework standards and expectations.

In achieving these objectives, the framework delivers important secondary benefits such as: comprehensive information for data-driven and merit-based charter renewal and contract revocation/termination; differentiated oversight based on each school's performance and

maturity; objective information for students and families that wish to learn more about the charter school opportunities in their communities; incentives for charter schools designated as high-quality that regularly achieve their academic, financial, organizational, and mission specific performance standards; and maximum transparency for all stakeholders to understand where a charter school is meeting or exceeding performance standards, and where they are failing to achieve standards. This framework provides methods that seek the optimal balance between oversight and autonomy, while delivering high-quality education. Nevada charter schools are free to employ innovative techniques and methods that may be unavailable in public schools. Examples of some of the flexibility afforded to charter schools in Nevada are as follows:

- Courses of study may deviate from State Board requirements, except for courses required for promotion or graduation (NRS 385.110(3), 389.0182(2), and 391.260(2)).
- Charter schools may impose graduation requirements for high school that are different from the school district in which the school is located (NRS 386.584);
- No limit exists on the number of charter schools that are dedicated to providing educational programs and opportunities for pupils whom are at-risk;
- Library books need not be approved by the state superintendent and textbooks need not be selected by the State Board of Education (NRS 390.140);
- School attendance zones do not affect charter schools;
- The governing body of the charter school may make all employment decisions with regards to its employees; and
- Charter school pupils may participate in other public school classes or extracurricular activities.

Further, NRS 386.565 prohibits the board of trustees of a school district in which a charter

school is located from interfering with the operation and management of the charter school.

**B2. Quality of SEAs Process for Charter Schools Receiving Federal Funds** (*application Requirement iii.*) Several Nevada laws assure the availability of adequate resources for charter schools. NRS 386.545(5) requires the NDE and local school districts to inform charter schools of the availability of money from the federal government. Included in Nevada’s law is equitable operational and categorical funding for charter schools. NRS provides legal authority that each pupil enrolled in a school, including, and without limitation, a pupil who is enrolled in a charter school, must be included in the pupil count for purposes of apportionments and allowances from the State Distributive School Account. Additionally, NDE, working with SPCSA, ensures that a charter school receives its proportionate share of any additional money available from federal, state or local sources that the school or pupils enrolled in the school are eligible to receive. The NDE posts sub-grant applications along with deadlines for submission in the governance and reporting tool required for all sponsored schools to participate. This sub-grant process is implemented for all non-formula driven awards passed to the SPCSA through NDE. Funding opportunities for charter schools, which do not require SEA or LEA application submission, are forwarded to all school administrators upon NDE becoming aware these opportunities exist.

**B3. Charter School Compliance and State Plan to Comply with Federal Regulations** (*application requirement v.*) In Nevada, charter schools are generally exempt from laws governing school districts, excluding: 1) State and federal constitutions; 2) the Nevada Charter School Act; 3) All federal laws (e.g., Individuals with Disabilities Education Improvement Act, Americans with Disabilities Act, Section 504 of the Rehabilitation Act, Age Discrimination, Civil Rights Act, Education Amendments etc.); 4) All laws that are condition of funding for a specific program for which the charter school chooses to participate (e.g., ESEA); and 5) laws

establishing minimum age for school attendance . An operator of a charter school is not just mandated to teach well, but, also to demonstrate objectively, and clearly, understandable and credible to a variety of audiences that the school is doing so, and thus must measure and report educational progress precisely and extensively. Performance-based accountability is a central component of the charter school initiative. Nevada charter school law requires that schools have clear, measureable academic performance standards under which they will operate and be evaluated. In addition, schools must be financially accountable and must comply with applicable laws such as health and safety, special education, and all civil rights laws. The NDE ensures authorizers approve and renew applications that clearly demonstrate strong capacity for establishing (continuing) and operating a high-quality charter school. This standard, based on NACSA's Principles & Standards for Quality Charter School Authorizing, requires a sound education program, organizational plan, and financial plan, as well as strong capacity to implement the proposal effectively. Moreover, charter schools are statutorily required and contractually obligated to adhere to a broad range of federal laws pertaining to student rights, including IDEA.

For all charter schools, an authorizer serves as the local education agency and is accountable for the full continuum of services under IDEA and for compliance with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400, et seq. Nevada law assigns the full LEA role to the state's local district authorizers for locally sponsored schools and assigns to the State Public Charter School Authority LEA responsibility for the sole purpose of serving as a pass-through entity for federal funds for both SPCSA and university-authorized schools. Charter schools sponsored by the universities, the SPCSA, and local districts have an approved continuum of service set forth in their charters; the local school district, per

statute, has ultimate responsibility for servicing students outside of that continuum, thereby ensuring that all students statewide have access to FAPE. For charter schools which are authorized by local districts, the LEA retains responsibility for compliance with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400, et seq. Statewide, all charter schools are required to adhere to the provisions of the IDEA and applicable Nevada special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (“FAPE”) including special education and related services. Charter schools must also ensure that no student otherwise eligible to enroll will be denied enrollment on the basis of their special education or disability status. Each school is required to comply with the applicable requirements of Section 504, the ADA and all U.S. Department of Education Office of Civil Rights (“OCR”) mandates for enrolled students. Charter schools are required to implement the program for special education set forth and referenced in their current charter contract or written charter.

Based on extensive consultation with nationally recognized experts on special education law and charter schools, including one of the founding members of the National Center for Special Education in Charter Schools (NCSECS) and the law firm of Brustein and Manasevit, the State Public Charter School Authority has developed policies mandating an annual Memorandum of Agreement enumerating each school’s responsibilities in these areas. Pursuant to that agreement, each SPCSA-authorized charter school is solely responsible for providing and subsidizing those specialized instructional and related services required pursuant to student IEPs, and the services, modifications or accommodations required by a student’s Section 504 Plan. The memorandum also provides for SPCSA consultation and approval prior to any placement request involving a local school district to ensure that the school has fully met its obligations under its approved

charter contract and applicable law. Under this grant, NDE proposes to allocate administrative resources to a partnership with NCSECS to support the development of a variety of innovative strategies appropriate to the broad diversity of charter school and district contexts statewide, including cluster programs for multi-site charter schools, consortia of charter schools within communities, and innovative co-located special education micro-schools to meet the needs of a broader population of students with disabilities statewide.

### C. Past Performance

Through NDE, Nevada has studied best practices to develop the Performance Framework process. The Performance Framework (Appendix D) is used to define high-quality charter schools and, therefore charter school success. This definition includes 18 Major Objectives measured which apply 72 specific areas of review criteria that outline what is expected of a high-quality charter school in the three guiding areas of charter school accountability: academic success, organizational viability, and contract compliance. The Performance Framework defines charter school success, outlines the basis for charter school evaluation, and clarifies charter school, state and federal accountability standards. All charter schools in Nevada are subject to regular performance reviews in relation to the Performance Framework. Throughout the year, each charter school submits scheduled documents and data that enable the authorizer to conduct comprehensive reviews to assess their compliance with laws and regulations, their progress in achieving important school milestones, as well as academic achievement.

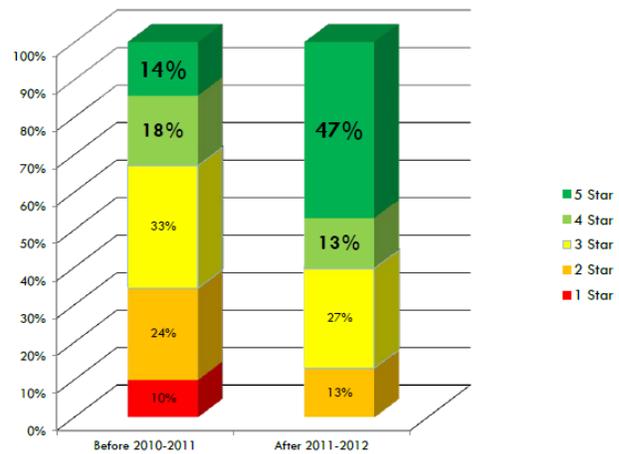
The authorizer conducts its oversight in a manner that is respectful of school autonomy and is differentiated based upon charter school performance and maturity. The authorizer’s oversight plan includes the opportunity for schools during their first three (3) years of operation to transition from demonstrated compliance to assumed compliance.

Every Charter school receives an Annual Review and a three-year Mid-Term review. The reviews analyze a school’s academic, financial, organizational, and mission specific performance measures along with information collected from the ongoing document submission schedule.

**C1. Increase in Number and Percentage of High-Quality Charter Schools**

Nevada defines high-quality charter schools as those that “operate the school in an educationally and fiscally sound manner” and have demonstrated that they can steadily “improve student learning and achievement” in a manner consistent with the federal definition of high quality charter schools. Since the creation of NDE’s

partner, the SPCSA, thoughtful expansion of charter schools with meaningful oversight and accountability measures have provided students and communities with high-quality educational options. NDE measures overall school performance through a star system with 5-star



schools performing at the highest level of success. The preceding graph above empirically demonstrates the positive effect implementation of national best practices in charter school authorizing along with a clear vision for quality has on measured student outcomes. There has been an annual increase in the number and percentage of high quality charter schools in each of the past five years.

**C2. Reduction in Number and Percentage of Poor-Performing Charter Schools**

Even as the number of high achieving schools has increased over the past five years, there has also been a decrease in the number and percentage of low-performing schools sponsored in Nevada. Consequently, since the advent of the statewide system of accountability in 2011, the

total number and percentage of students in charter schools scoring at the 1-star level has decreased every year due to the ongoing performance management of the statewide portfolio.

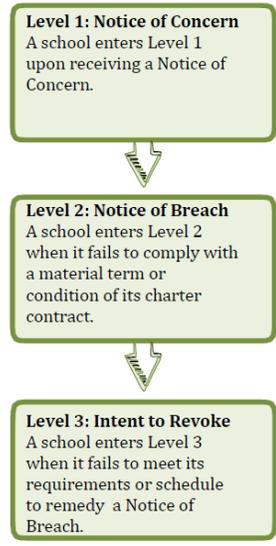
The Performance Framework process has resulted in adverse findings for some of Nevada’s charter schools: Charter schools may fall out of compliance on important legal or contractual requirements, academic standards may not have been met, or financial sustainability may become an issue. When these situations occur, the

authorizer intervenes in what is referred to as an Intervention Ladder (IL). All schools begin outside of the IL and are considered to be in Good Standing. Schools can enter Level 1 if the authorizer receives a

verified complaint of material concern, or if regular oversight generates significant questions or concerns. A formal Notice of Concern will be delivered to the schools board with detailed

information, required actions with due dates to remedy the concern and contact information for additional resources. Failure to remedy the concern can elevate the level through a notice for intent to revoke. In unfortunate cases, data gathered from the Performance Framework process can be used to directly initiate charter school revocation/termination proceedings without going through the IL process. This is a severe process and the authorizer uses this right only in the case of persistent shortcomings or a grave incident that threatens the health, safety, or welfare of Nevada’s children.

Additionally, Senate Bill 509 strengthened the state’s automatic closure law, requiring an authorizer to close any school which performs at the lowest level on the statewide system of accountability in any three years out of a five year period. This bill aligns the state’s system of charter school accountability with the broader set of definitions set forth in state law, regulations,



and it's ESEA waiver. In summary, those provisions now require authorizer intervention for underperforming schools that perform above the lowest possible level. Charter schools in this category are subject to several levels of intervention, including revocation of a written charter or the termination of a charter contract, closed and restarted under a new board and a new operator without any encumbering contracts, or to be assigned to the board of a high achieving school through a governance change. To prevent an authorizer from utilizing these latter strategies in less than effective ways, the statute also provides that such strategies may only be used once with a particular school. Charters are revoked for schools which do not meet minimum standards of enrollment to support financial viability or misappropriated public resources.

While some schools have made significant and sustained improvements due to performance management and strategic interventions, others have required additional sanctions. Two state-sponsored charter schools have recently received Notices of Breach due to academic performance and two Notices of Breach have been issued for financial and organizational performance issues. Currently, these schools are undergoing forensic audits conducted by a Big-4 accounting firm. In 2013, the SPCSA successfully revoked the charter of a school based on financial and organizational performance.

### **C3. Academic Achievement and Attainment**

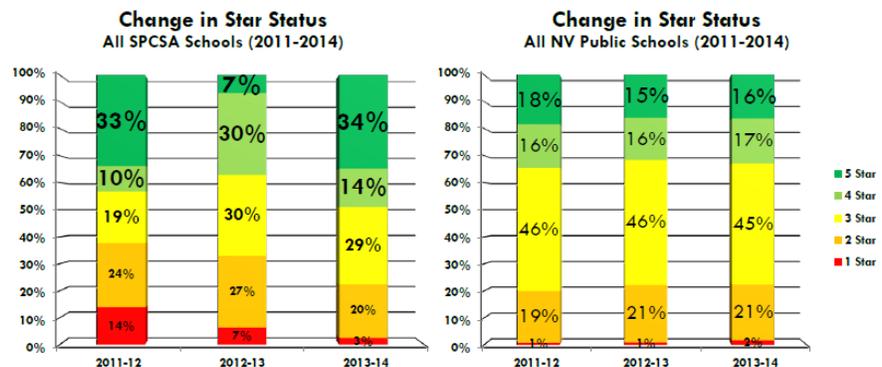
The high quality of Nevada's charter schools is evidenced by our robust charter school outcomes. While these trends are particularly pronounced in the portfolio of the state's largest authorizer, they are also reflected in the performance of the statewide charter school sector, regardless of sponsor. A similar upward trajectory is seen in this cohort graduation rate calculation, which has been in place in Nevada since 2011. Graduation rates have increased across the charter school sector in each year, with the SPCSA charter graduation rates increasing

26 points between 2011-12 and 2013-14 while the district-sponsored charter school graduation rate has increased by 7 points in the same time period. The graduation rate of district-sponsored charter school is similar to all of Nevada public schools, however, state sponsored charter schools are improving their graduation results at a rate 3 times that of the state as a whole. These improvements occurred as a direct consequence of authorizer performance management and the public pressure exerted by NDE. Moreover, both NDE and the authorizer community have taken steps to impel even greater improvement. It was a series of education sector collaborations—between the NDE and the SPCSA on the overall statewide accountability bill and between the SPCSA, sponsor school districts, and the leadership of the charter school community, which resulted in the successful 2015 bills which both improved school accountability statewide and fully aligned the academic accountability expectations for public charter schools with those for traditional public schools. This graph demonstrates that charter schools are experiencing higher 4 and 5 star ratings than

those seen in the state’s public schools.

Statewide, charter schools have seen a drop in the overall number of

students in low-performing schools since the adoption of the statewide system of accountability in 2011-12 and a dramatic increase in the number of students in high performing schools.



**D. Quality of Plan to Support Educationally Disadvantaged Students**

(application requirement viii.) NDE’s proposal to ensure quality education to support educationally disadvantaged students targets 4 project objectives:



- 1) Increase the number of high-quality charter schools in Nevada, especially those serving students who are at greatest risk of not meeting state academic standards.
- 2) Improve student achievement in Nevada charter schools, particularly for students who have historically underachieved (graduation rates and career/college enrollment).
- 3) Promote the high-quality dissemination of Nevada charter school best practices to other schools.
- 4) Strengthen the overall quality of the Nevada charter authorizing and CSP grant administrative infrastructure.

**D1. Assist in Exceeding State Content Standards and Reduce Achievement Gaps**

*(application requirement ix.)* Achievement in state academic content standards and state student performance standards is explicitly addressed in the Nevada charter school legislation, the state’s accountability framework, application guidelines, and contracts. The charter schools are required to provide instruction in core academic subjects of English, math, science, and social studies. The particular needs of educationally disadvantaged students are addressed through legislation, regulation, and monitoring for compliance and academic outcomes. The primary consideration to authorize charter schools is to serve the best interests of all pupils, including pupils who may be at risk. NDE’s proposal to assist in exceeding content standards and reducing the achievement gap includes heightened oversight of the state’s charter school authorizers and increasing the number of high-quality charter schools in Nevada that are available, especially to those students who are educationally disadvantaged.

**Project Objective 1: Increase number of high-quality charter schools in Nevada, especially those serving students who are at greatest risk of not meeting state academic standards.**

**Activity/Milestone 1.1:** Provide Year 1 and Year 2 Implementation Grants

**Timeline:** Year 1 grants: 3 awards in Year 1; 5 awards in Year 2; and 8 awards in Year 3  
Year 2 grants: 1 award in Year 1; 3 awards in Year 2; and 7 awards in Year 3  
Planning grants: 2 awards in Year 1; 5 awards in Year 2; and 9 awards in Year 3.

**Responsible:** NDE Education Program Professional; Authorizer

**Measured Outcome:** Number and percent of charter school meeting the high-quality definition that receive implementation grants; authorizers will include specific incentives and competitive priority within their Request for Application review and award processes to ensure preference is granted to models with a demonstrable record of high performance with student at the greatest risk for not meeting the state academic content standards; percent of charter schools that receive an implementation grant that meet or exceed annual performance goals articulated in the contract

Number and percent of new charters that receive the planning grant with an express mission to serve students most at risk of not meeting the state's academic content standards.

**Activity/Milestone 1.2:** Partner with charter school harbor master

**Timeline:** Winter 2016 formal relationship established; agreement reached on desired outcomes – recruitment of charter management organizations, public relations and communications with in state and out of state markets, evaluation of critical market advantages within Nevada, and engagement of philanthropy.

**Responsible:** NDE Education Program Professional and Program Officer

**Measured Outcome:** Fully executed scope of work that defines the relationship and deliverables for both the Harbormaster and NDE/Authorizer(s). Number of CMO/EMO expressing an interest in expanding into Nevada to serve student most at risk of not meeting academic content standards. Number of CMO/EMO with demonstrated track record of success submitting an application to open one or more campuses. Expansion of human capital pipeline to ensure emerging leaders and highly effective teachers are available to work in charter schools.

**Activity/Milestone 1.3:** Set-aside 10% of grant funds to encourage start-up charter school by funding the revolving loan

**Timeline:** First quarter of each fiscal year – deposits. Annual awards dependent upon each authorizer's timeline.

**Responsible:** Program Officer

**Measured Outcome:** Number of and average amount of loans made to charter schools. Percent of loan paid back to the state within the time provided for in the contract.

**D2. Ensure Recruit, Admit, Enroll, and Serve** (*application requirement vii.*)

In Nevada, charter schools are required to make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability, need for special education services or status as credit-deficient. NDE restricts a public charter school from limiting admission based on race, ethnicity, national origin, gender, disability, income level, athletic ability, status as credit-deficient or proficiency in the English language. Both previous statutory charter application requirements and the recent revisions to the Charter Schools Act to align the application requirements set out in the Model Charter School Law promulgated by the National Alliance for Public Charter Schools explicitly require that all charter schools incorporate recruitment, enrollment, enrollment preference, and lottery requirements into their charter application. The applicant must demonstrate that these proposed policies are consistent with state law and regulation as well as federal law, regulation, and guidance. Any changes to these policies necessitate an amendment to a written charter or charter contract; such amendments are also scrutinized for compliance. The NDE ensures all authorizers incorporate these requirements into their charter application and amendment policies. Both authorizers and NDE have the statutory authority to monitor and observe charter school lotteries and to review and audit all records related to enrollment, including lottery data. Pursuant to NRS 386.580 (as amended), there are statutory requirements related to public notice of open enrollment, the length of enrollment windows, and the enrollment preferences which a charter school may elect to adopt. These enrollment preferences include a sibling preference and preferences for the children of founding team members (the statutory committee to form), faculty, staff, and board members. Additionally, a charter school may elect to adopt mission-specific enrollment preferences to

serve one or more high need populations, including students who are at risk, students who currently attend under-performing schools and students who currently attend schools which are severely overcrowded. The charter school statute provides for schools which provide gender specific education or exclusively serve students with disabilities, dropouts, and adjudicated youth, among other high need populations. There is no provision which permits a school to give preference to or restrict enrollment to a particular religious, racial, or ethnic group, such preferences would require authorizer approval. Additionally, there is a statutory provision which provides that all but mission-specific at-risk schools located in counties with attendance zones must, to the extent practicable, have an enrollment which is similar to that of nearby zoned schools. In the event that there are more applicants than available seats in a particular grade at the conclusion of the statutorily-mandated lottery window, the school is required to hold a lottery to select students. In recent revisions to the statute in SB 509, the law now acknowledges the possibility of charter schools adopting weighted lotteries. Nevada specifically requires that weighted lottery policies and any regulations adopted related to weighted lotteries must be consistent with federal guidance. To ensure equity, SB 509 also permits the NDE to adopt regulations mandating unified enrollment policies for charter schools within a given county and specifically requires that such regulations and policies be adopted by the Department in the event that charter schools achieve a 50 percent market penetration in a particular county. Such policies and regulations are required to respect mission-specific enrollment preferences for schools approved to serve a unique population in a manner consistent with state and federal law and regulation. Charter schools are prohibited from requiring parental commitment of volunteer hours in lieu of admission and are not permitted to charge tuition or fees of any kind as a condition of enrollment. NDE prohibits public charter schools from imposing any fees that a

school district would prohibit by applicable law or regulation from imposing. One major goal of new 2015 charter school legislation is to encourage both new and existing schools to better serve disadvantaged student populations; including English learners, and students with disabilities as well as those in our rural and frontier communities.

**Project Objective 2: Improve student achievement in Nevada charter schools, particularly for students who have historically underachieved (graduation rates and charter/college enrollment)**

**Activity/Milestone 2.1:** Measured review of specific grade levels for improvement.

**Timeline:** Fall in each year of the grant cycle.

**Responsible:** NDE Education Program Professional; NDE Staff in the Office of Assessment, Data, and Accountability Management.

**Measured Outcome:** Annual review of results from performance framework. Number and percent of charter schools meeting annual targets expressed within the charter contract. Annual evaluation of performance comparing attendance zone performance to evaluate charter performance against non-charter performance for similarly situated students.

**Activity/Milestone 2.2:** Proactively shrink schools with histories of underperformance

**Timeline:** Fall 2016 and annually thereafter

**Responsible:** NDE CSP staff; Deputy Superintendent for Student Achievement

**Measured Outcome:** Number of charter schools receiving official notice of underperformance (Notice of Concern or Breach of Contract). Number of sanctions levied by authorizer that include a cap in enrollment growth (through contract amendment). Number of sanctions levied by authorizer that includes a reduction in enrollment or elimination of specific grade levels or denial of expansion (through contract amendment). Percent of students that left an underperforming charter school that enrolled in a higher performing charter or non-charter public school.

**Activity/Milestone 2.3:** Partner with the National Center for Special Education in Charter Schools to assess immediate needs, develop and implement strategies.

**Timeline:** January 2016 initial assessment, development and implementation to follow in subsequent years.

**Responsible:** NDE CSP Staff

**Measured Outcome:** Increased access and provision of high quality programs to students with disability interested in attending charter schools.

### **D3. Encourage Innovative Models, Policies, Supports and Structures**

(application requirement ii.) The NDE proposes to encourage innovative models and policies through a series of Dissemination grants. The dissemination grants will be used for a variety of projects and will also be a required project for any 4 or 5 star school wishing to expand above 2,000 students. In addition, NDE will engage contracted work to develop a website to serve as a robust repository for high-quality charter school developers, authorizers and all interested stakeholders.

#### **Project Objective 3: Promote the high-quality dissemination of Nevada Charter school best practices to other schools.**

**Activity/Milestone 3.1:** Award 2 to 3 Dissemination Grants each year to enable replication of best practices and models for greater academic achievement.

**Timeline:** Spring 2016 initial identification of dissemination sites; annually thereafter.

**Responsible:** NDE CSP staff

**Measured Outcome:** Number of dissemination grants awarded. Field survey to measure the implementation and fidelity of implementation of best practices disseminated by high-quality charter schools. Number of state designated “Turnaround” schools that receive support from a charter dissemination grant recipient.

**Activity/Milestone 3.2:** Develop CharterNevada Website for collection of best practice information and reference and complementary social media strategy to drive traffic and provide information to broad range of stakeholders.

**Timeline:** Winter 2016 established. Updated thereafter.

**Responsible:** NDE Program Officer, NDE IT Staff. Harbormaster

**Measured Outcome:** Meet timeline for live launch of website. Annual hits on the website. Annual media engagement metrics.

**Activity/Milestone 3.3:** Award 2 to 3 Leadership Incubation Awards each year to identified leaders in Nevada’s urban school districts.

**Timeline:** Spring 2016

**Responsible:** NDE Education Program Professional

**Measured Outcome:** Number of awards made in each fiscal year. Number of new leaders identified and served by award recipients. Number and percent of leaders completing the cycle of service offered by award recipient. Number and percent of leaders submitting charter school application and number and percent of leaders receiving a charter. Comparison of school performance by leaders emerging from award recipients against others.

**Activity/Milestone 3.4:** Require any 4-5 star charter school seeking expansion beyond 2,000 students to engage in a dissemination activity (hosting or incubating).

**Timeline:** Fall 2016

**Responsible:** NDE Program Officer

**Measured Outcome:** Number and percent of 4-5 star schools seeking expansion beyond 2,000 students that engage in a dissemination activity.

#### **D4. Plan for Monitoring Charter Schools to Ensure Compliance**

As noted previously, all of Nevada’s public charter authorizers ensure rigorous academic and performance expectations. The framework and process to evaluate the performance of charter schools on a regular basis include improving the environment for charter schools in Nevada by developing and advancing a policy agenda to support best practices; provide a voice for high-quality charter schools; and maintain productive relationships with schools, districts, school boards, superintendents and other stakeholders. The NDE believes that high quality authorizing is a critical step in ensuring the expansion of successful charter schools in Nevada and the staff identified in the budget and in the action plans above will be accountable for monitoring the performance of authorizers in meeting their statutory obligations.

As noted previously, NRS 386.528 specifically requires that all Nevada authorizers issue charter

contracts which include a performance framework for each charter school. Each performance framework includes:

- An academic framework which incorporates both data from the statewide system of accountability for all public schools and any objectively verifiable, rigorous, and ambitious metrics identified as mission specific indicators in the charter contract;
- A financial framework, modeled on national best practice, which includes both quarterly financial reporting and a rigorous evaluation of both the quantitative and qualitative information gathered in the annual independent audit; and
- An organizational framework which is explicitly aligned to both state and federal compliance expectations in key areas such as governance; pupil enrollment and recruiting; health, safety, civil rights; and meeting the needs of exceptional populations such as English Language Learners and Students with Disabilities.

Each school's academic performance is evaluated annually in the early fall upon the release of the statewide report cards for academic performance. Financial performance is monitored both via the quarterly financial reports and once again following the release of independent audit in December. Each school receives an annual financial framework evaluation after a thorough review of the annual audit. Organizational performance is subject to ongoing monitoring by authorizer staff in a matrixed relationship with NDE and other public agencies which have responsibility over various aspects of the operation of any public school and is reported to schools annually each summer. Schools which are meeting the academic, fiscal, and organizational objectives set forth in their performance frameworks remain in good standing with their authorizers. Some Nevada authorizers even permit schools which consistently exceed expectations to take advantage of incentives such as expedited renewal. Each authorizer has

developed a hierarchy of interventions depending on the severity and persistence of the issues identified in each domain.

**Project Objective 4: Strengthen the overall quality of the Nevada charter authorizing and CSP grant administrative infrastructure**

**Activity/Milestone 4.1:** NDE to partner with National Association of Charter School Authorizers to develop a series of tools made available to authorizers across the state.

**Timeline:** Winter 2016 – issue contract with NACSA

**Responsible:** NDE Fiscal and CSP Program Officer and Grants Analyst

**Measured Outcome:** Deliverables within the contract received on time and meeting the standards of quality determined by the NDE.

**Activity/Milestone 4.2:** Commission study of capacity and processes of both statewide Authorizers from Bellwether Education, NACSA, or similar firm--including both staffing levels needed to meet all statutory/regulatory requirements and to compete effectively with other states.

**Timeline:** Autumn 2015

**Responsible:** Deputy Superintendent for Student Achievement;

**Measured Outcome:** Statewide authorizer outcomes: Alignment of Authorizer Resource/Capacity in state legal context with the nation’s leading large-portfolio charter school authorizers followed by shift in budgetary priorities in both interim financial decisions (2015-mid 2016), governor’s budget request (winter 2017), and legislatively approved budget (spring 2017). Active district authorizer outcomes: alignment of resource/capacity in state legal context with peer authorizers of similar size.

**Activity/Milestone 4.3:** Refine regulations and processes associated with NDE’s accountability of charter school authorizers to provide clear standards of performance.

**Timeline:** By fall 2016 (ideally by spring 2016—dependent on resourcing of Legislative Counsel Bureau)

**Responsible:** Deputy Superintendent for Student Achievement; State Superintendent; State Board of Education; Authorizer stakeholders

**Measured Outcome:** Alignment of regulations and processes with national best-practice for authorizer accountability within confines of state constitutional/political context—including compensatory structures where necessary. Enhanced NDE ability to swiftly hold authorizers accountable for meeting statutory obligations.

## **E. Vision for Growth and Accountability**

### **E1. Collecting, Analyzing and Publicly Reporting Performance**

The mission of NDE's charter strategies is to improve and influence public education in Nevada by partnering with authorizers to sponsor charter schools that prepare all students for college and career success and by modeling best practices in charter school authorizing. To carry out this mission, the NDE is responsible for tasks that include data management, quality assurance, analysis, and reporting in a broad spectrum of educational areas. To support the collection, analysis, and public reporting of data on school performance—regardless of governance type—Nevada has adopted a single statewide student information system. This system is currently used by the state's charter schools and by the two largest districts; the remaining rural districts will come online by the fall of 2016. Through this system and the state's existing longitudinal systems, data on student academic achievement, high school graduation rates, post-secondary attainment (as measured by data from the National Student Clearinghouse for those students who attend participating institutions and opt in), retention, and discipline data can be disaggregated and reported for all subgroups (subject to restrictions on N-size to protect privacy) and aggregated by super-group and the full sample. All such data tracking and reporting will be subject to the state's student data privacy policies and the data elements tracked will be disclosed pursuant to applicable law.

### **E2. Ambitious, Vision and Feasibility of Plan to Create High-Quality Charter Schools**

Under the Nevada Charter Schools Act, NDE has oversight authority for charter school authorizing within the state. NDE will work with charter authorizing partners to ensure that only governing boards with the will, skill, and capacity to sustain quality schools are awarded charters, and these authorizers rigorously monitor the academic and operational programs of the

public charter schools in the State. Quality partner organizations such as the SPCSA will be engaged to support the dissemination of best authorizing practices statewide. Similarly, initiatives such as the new harbor master fund will support the provision high-quality technical assistance to the State’s public charter schools and promising applicants seeking to serve target communities, as well as advocacy and links to national policy and research resources for schools. Financial assistance provided by this proposal will enable charter schools to implement innovative techniques and methods that may be unavailable in traditional public school settings and the dissemination of knowledge and best practices in charter school development and operations, including governance and other key drivers of academic, fiscal, and organizational excellence. There are several avenues through which new charter schools can be created in Nevada over the next several years. NDE proposes to reserve 10% of grant funds for revolving loan fund. This fund is used to make loans to applicants for the initial operation of the charter school until the recipient begins receiving ongoing operational support from State and local sources. In addition, the following table demonstrates the aggressive increase in the number of charter schools Nevada expects to assist new schools statewide as a result of this proposal, including schools authorized by the SPCSA and the ASD.

<b>TYPE of Subgrant</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Post-charter Planning Grant</b> (average award of \$350,000)	2 schools	5 schools	9 schools
<b>Year 1 Implementation Grant</b> (average award of \$290,000)	3 schools	5 schools	8 schools
<b>Year 2 Implementation Grant</b> (average award of \$214,000)	1 school	3 schools	7 schools
<b>Dissemination Grant</b> (average award of \$150,000)	2-3 schools	2-3 schools	2-3 schools

**E3. Ambitious, Vision and Feasibility of Plan to Close Poor-Performing Schools**

Nevada utilizes the High-Stakes Decision method when considering poor-performing schools. Although academic performance is the most important factor for determining most decisions, NDE will consider the collective record of a school’s academic, financial, organization and mission specific performance when making high-stakes decisions. The performance framework provides information necessary for merit-based charter continuing and renewal decisions. Decisions are made in accordance with Nevada statute and regulation and are based on longitudinal information over a school’s charter term. NDE uses a star system to designate high performing schools. The following table describes Nevada’s ranking to identify poor-performing schools:

<b>Statewide/Charter School Performance Framework (PF) Ranking / Designation</b>				
<b>Designation</b>	<b>State ranking</b>		<b>Performance Framework Rating</b>	<b>Timeframe</b>
<b>Quality</b>	4 or 5-star	AND	“Exceptional” or “Exceeds”	Preceding year
<b>Contract Renewal Expectation</b>	3-star or above	AND	“Adequate” or above	Preceding year
<b>Contract Termination</b>	Any combination of 1 or 2-star	AND	Any combination of “Unsatisfactory” & “Critical”	Any 3 years in previous 5 years
<b>Auto-Termination</b>	1-star			Any 3 years in previous 5 years

**F. Dissemination of Information and Best Practices**

**F1. Promising Practices in Successful Charter Schools**

NDE defines a promising practice (best practice) as a specific educational, fiscal or operational practice that results in success. Promising practices serve as an effective and innovative model for other schools in our districts and charter communities. It is NDE’s aim to showcase and support promising practices statewide using two (2) key strategies involving leveraging

technology via NDE and SPCSA webpage and hosting podcasts for meet-and-greets. Once submitted, the practice will be evaluated, tested and disseminated using dissemination strategies in Objective 3.

## **F2. Ethnically Diverse Best Practices**

Nevada has made strides in promoting diversity among all students including those educationally disadvantaged. NDE created the beginning of a weighted formula for gifted and talented students and funded two experimental programs, Zoom Schools and Victory Schools, to determine the necessary supports and costs associated with meeting the needs of underserved populations. Zoom Schools target resources and supports at large English Language Learners (ELL) populations who attend some of the state's most challenged schools. Similar to the Zoom Schools pilot, the Victory Schools experiment is focused on the lowest performing schools without large ELL populations in a handful of extreme poverty areas. High poverty charter schools and schools focusing on ELL populations which have seen recent academic declines will be eligible for these funds. NDE has invested significant state resources in supporting and evaluating these initiatives and it is particularly interested in identifying best practices from high achieving charter schools serving similar populations and supporting the implementation of those strategies in demographically similar traditional public and public charter schools. The Department will also support the dissemination of such practices to new charter schools by awarding dissemination grants to high quality charter schools serving such populations who agree to incubate school founder fellows who are future charter applicants. Such activities will be required of schools that seek to expand beyond 2000 students. (Objective 3)

## **F3. Discipline and Climate Best Practices**

Nevada's vision is for all schools to be safe and respectful, and for all students to have strong

social, emotional and mental health as well as demonstrate that they are on track for college and/or career. NDE is committed to ensuring Nevada schools have a safe and supportive environment in which students have positive social relationships and are respected and engaged in their work. School climate and the quality and character of school life, fosters or undermines a child’s development, learning and achievement. Each of Nevada’s charter schools are required to emphasize the importance of positive school climate by reducing achievement inequities, enhancing healthy development and promoting the skills, knowledge and dispositions that provide the foundation for school and life success while achieving transformative academic outcomes for all student populations. Nevada is a recipient of the “Now Is The Time” presidential initiative for the Project AWARE funding as well as the Climate Transformation grant. NDE leverages these two projects to implement a coordinated approach that engages stakeholders that interact with school-aged children at all levels, in all learning settings. This approach includes communication, outreach, education, treatment and support programs for youth and young adults in Nevada. Dissemination grant applications addressing the social emotional awareness of students within the context of dramatic academic gains will be given priority.

**F4. Dissemination - sub-grant Award Process**

Upon funding this proposal, NDE will solicit interest and applications from eligible applicants for dissemination awards. All dissemination grants awarded shall be for research-based or documented track record of success programs and will be limited to schools with a history of strong implementation. In addition, the language and expectations of the Charter Schools Program Assurances (Appendix A) will be including in the sub-granting award process. The reporting and evaluation will be required to be ongoing throughout the life of the project. A

review team will be comprised of community stakeholders, agency advisors, and charter school or board employees and members. This review team will evaluate and rank applicants based upon a pre-determined and publicized matrix of requirements based on: 1) objectives are specific, measurable, significant and related to Nevada’s legislatively mandated charter school goals; 2) a clear and logical plan to achieve objectives; 3) Method for assessing accomplishment of the objectives is effective; 4) the budget correlates and supports the objectives in a reasonable and most cost-effective manner; 5) management capacity and community support; and 6) stakeholder and leadership necessary to ensure successful evaluation of the proposed promising practice.

## **G. Oversight of Authorized Public Chartering Agencies**

### **G1. Seeking and Approving Charter School Petitions**

Through this proposal, the NDE will expand the number of high-quality charter schools by ensuring all of the state’s authorizers work from the same set of standards and principles. NDE will partner with the National Association of Charter School Authorizers (NACSA) to strengthen the quality of charter school authorizing practices statewide through a series of tools and trainings. Through this partnership authorizers will be better equipped to evaluate the charter developer’s capacity for successful implementation and effective operational and academic outcomes with the intent of ensuring that all approved applications will result in high-quality charter schools.

### **G2. Charter School Petition Elements of Evidence-Based Models and Practices**

In addition to strong authorizing practices to evaluate capacity, NDE’s partnership with NACSA will include access to related models and exemplars. Objective 2 proposes Dissemination grants to ensure that specific practices or elements are included in our state’s charter program. The

statewide authorizing agencies have developed rigorous, differentiated application tracks and processes based on NACSA standards and high quality national exemplars which yield approvals only for those applicants who either are faithfully implementing a model with a demonstrated track record of exemplary performance (as evidenced by an evaluation of the verified academic financial, and general performance data submitted by applicant) or who seek to implement a new, innovative models based on a strong research base. Such track records and research bases are evaluated for compelling evidence that that promising results of existing models or theories of change for innovative models are transferrable to the applicant’s target populations or likely student body, including but not limited to educationally disadvantaged students, students from low-income and minority backgrounds, and English Language Learners and students with disabilities. The NACSA partnership will permit further refinement, improvement, and broader dissemination across the universe of eligible authorizers.

### **G3. Establishing Measurable Academic and Operational Performance Expectations**

Through-out the application, implementation, and performance period many evaluations occur. The evaluations are part of the extensive Performance Framework that our charter schools are measured against.

Academic – Academic achievement determinations for all schools will be based on student progress over time (growth), student achievement (status), and college and career readiness.

Financial – There are two major categories identified, with specific measurement criteria. The near term fiscal health of schools is assessed through four measures: 1) Current Ratio; 2) Unrestricted Days Cash on Hand; 3) Enrollment Forecast Accuracy; and 4) Debt Default. The fiscal sustainability of schools is assessed through four different measures: 1) Total Margin; 2) Debt to Asset Ratio; 3) Cash Flow; and 4) Debt Service Coverage Ratio. These measures will be

evaluated quarterly and a profile published annually based on each school's audited financial statements.

Organizational – Defines the operational standards to which a charter school should be accountable to its sponsor and the public. It is designed to treat all schools as though they are the same only in terms of meeting minimum legal and ethical requirements.

Mission Specific – The authorizer may, upon request of the governing body of a charter school, include additional objectively verifiable, rigorous, valid and reliable performance indicators that are specific to the mission of the charter school and complementary to the existing framework measures.

#### **G4. Monitoring and In-depth Reviews of Charter Schools**

Each annual review is a process that compiles data, qualitative and quantitative from the routine year-round submissions and accountability data; academic, financial, organizational and mission specific indicators and oversight to provide an evaluation of school performance. In the annual review, each school will receive an academic and financial profile, an organizational overview of compliance, and a review of any mission specific indicators. NDE is committed to clearly communicating information from the annual reviews to families, schools, and the public. These reviews will also be posted on authorizer websites and the CharterNevada portal.

The mid-term review is a process that compiles all annual reviews and provides a three year longitudinal evaluation of school performance. The mid-term review includes a site visit to gather qualitative data that complements the quantitative findings. The results of the mid-term review provide stakeholders with a multi-year analysis of school performance and status of the school related to expectations at time of renewal.

#### **G5. Renewal Decisions**

Renewal decisions are at the authorizers purview. NDE proposes to partner with the NACSA to improve the tools authorizers utilize to create and renew charter school applications (objective 4).

### Contract Renewal

The Performance Framework provides information necessary for merit-based charter renewal decisions. Decisions will be made in accordance with statute and regulation and based on longitudinal information over a school’s charter term. Once a school is recommended for renewal and approved by the authorizer the school will receive a renewal term length of six years as defined by law.

### Performance Expectation

*Academic:* Schools seeking renewal must be designated “Adequate” or above on the authorizer’s Academic Framework plus receive a three-star rating or above on the Nevada School Performance Framework in the preceding school year.

*Financial:* Schools must be rated as financially sustainable.

*Organization:* Schools must be considered compliant with the material terms and conditions of its charter contract.

### Streamlined Renewal

Schools designated as quality schools by the authorizer may qualify for the streamlined renewal process. Quality schools are schools ranked on the Academic Framework as “Exceeds” or “Exceptional” and on the Nevada School Performance Framework as a four or five-star school.

### Contract Termination

The following performance outcomes may be cause for revocation/termination of a school’s charter: Persistent Underperformance: A school with any combination of “Unsatisfactory” or

“Critical” designations on the authorizer’s Performance Framework and two-star or one star ranking on the Nevada School Performance Framework for three consecutive academic reporting cycles. Auto-Termination: As defined by law, starting with the 2013-2014 school year, a charter school must be closed after obtaining three ratings of one-star on the Nevada School Performance Framework in any five-year period.

**G6. Public Data Dissemination and Performance Portfolios**

Beginning of School Year	During the School Year	End of School Year
<ul style="list-style-type: none"> <li>Schools receive the Operations Manual from the authorizer</li> <li>Schools receive the Reporting Requirements Manual from the authorizer</li> <li>School board members and leaders contact the authorizer with any questions</li> <li>All schools file public school performance plans for NDE and authorizer review and approval</li> </ul>	<ul style="list-style-type: none"> <li>Schools submit the required documents listed in the Reporting Requirements Manual</li> <li>Authorizer tracks submissions and perf. framework indicators</li> <li>Possible site visits</li> <li>If issues arise or deficiencies are observed, schools enter the intervention ladder</li> <li>Students complete all state/authorizer required assessments</li> </ul>	<ul style="list-style-type: none"> <li>Summarize all collected school performance data and assigns performance designations</li> <li>Create school annual reviews that combine performance scores, site visit data, and school submission performance</li> <li>Shared annual reviews with school leaders, school boards, and the public</li> </ul>

**G7. Balancing Charter School Autonomy and Accountability for Results**

The State Public Charter School Authority and other authorizers have studied best practices to develop the Performance Framework. Throughout the school year, every charter school will submit scheduled documents and data that enable us to assess their compliance with laws and regulations, and their progress in achieving important school milestones. The routine year round submissions are indicated in the Reporting Requirements Manual. The state’s authorizers believe in conducting oversight in a manner that is respectful of school autonomy and differentiated based upon charter school performance and maturity. Charter schools with a track

record of compliance and performance do not need the same level of oversight as charter schools without such a track record. The oversight plan includes the opportunity for schools during their first three years of operation, based on compliance and performance, to transition from demonstrated compliance to assumed compliance.

Every charter school will receive an Annual Review and a three year Mid-Term review. The reviews analyze a school’s academic, financial, organizational, and mission specific performance along with information collected from the ongoing oversight processes. The parameters of these analyses are indicated in detail in NDEs “Detailed Performance Indicator Descriptions” for Academic, Performance, and Operations and are included in Appendix D. Mission specific indicators are finalized at the beginning of the second school year using the first school year as the baseline. Site visits afford a sponsor with an opportunity to appreciate a qualitative aspect of the school not directly measured in ways other than observation or personal interaction.

Authorizers have two types of official site visits: Mid-Term Review and Targeted. The Mid-Term Review site visit is guided by a clear purpose and rubric that complements the quantitative findings. A targeted site visit is driven by specific circumstances where the frequency and intensity of the visit will depend upon a particular circumstance.

### **G8. Standards Accountability of Transition into College and Career-ready Standards**

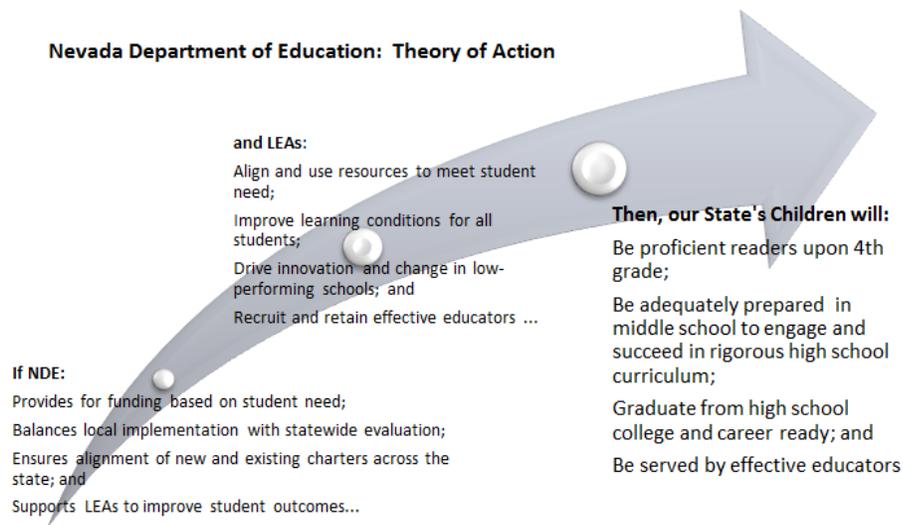
With recent legislation, ensuring for the first time, the full alignment of the state’s public school choice and public school accountability systems, charter schools are now measured against the same standard as similar traditional public schools. A regular charter high school will be held to the same graduation rate and college and career readiness expectations as a traditional public high school. A virtual school serving a traditional high school student population is held to the same standards as a traditional public school serving the same grade levels. An alternative public

school—charter or traditional public, is subject to the state’s framework for alternative schools. This new framework establishes strict eligibility requirements and sets ambitious performance targets to ensure that the alternative school designation does not become a refuge from accountability for poor performing schools or a justification for unacceptable academic outcomes.

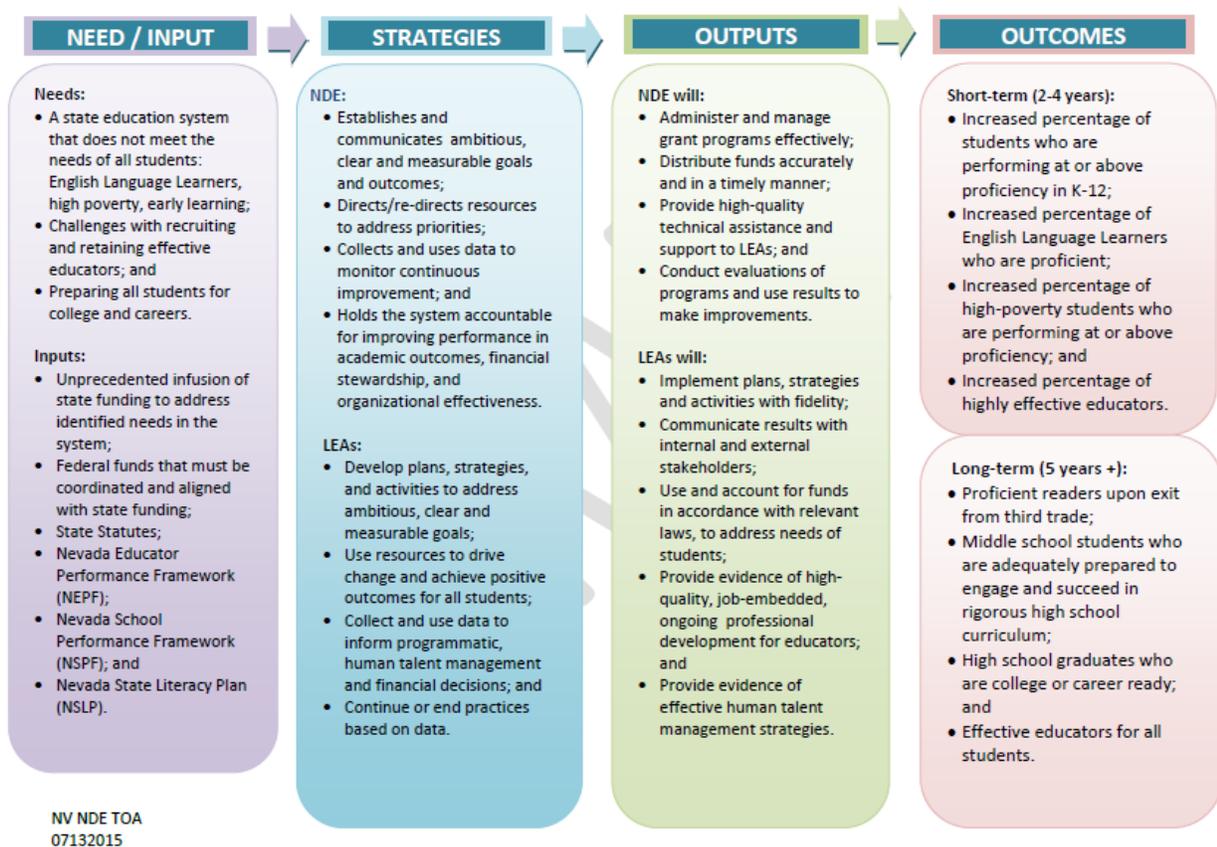
**H. Management Plan and Theory of Action**

**H1. Theory of Action - Logic Model** (*application requirement vi.*)

Nevada’s theory of action strategy is one of competition and choice. This theory will not only benefit children who are directly served by alternative arrangements but will also tone up the whole system by virtue of the competition that is brought to bear upon it. This theory leads to charter schools, to vouchers, and to a myriad of other arrangements that come under the heading of competition and choice.



This logic model undergirded NDE’s and the Governor’s comprehensive education reform agenda during the 2015 legislative session. There is unprecedented demand for more high quality public school options in Nevada. The state’s overarching theory of change, applicable to all public schools, requires a significant expansion in the number of quality public school seats



across both the traditional public and public charter school sectors. To affect this expansion, the state must not only invest in improving its traditional public school portfolio; it must address both the capacity and academic need drivers through strategic investments of human and financial capital to stimulate the supply of exemplary public school options. This includes utilizing existing resources and relationships and new strategic partnerships to expand the pipeline of high quality teachers, leaders, and charter school founders; supporting the provision of information, technical support, and real-world examples of effective charter school practices

to high potential school developers via dissemination and administrative activities; publicizing the availability of CSP funds to successful applicants who meet the state’s quality expectations and strategic priorities; strategically aligning the layers of CSP, state, and private philanthropic support for the development of new high quality schools to maximize return on investment; and using a combination of direct grants of CSP funds and the 10 percent of grant dollars allocated to enhance the state’s existing revolving loan fund to support the startup and implementation of the most promising approved charter schools.

## H2. Performance Measures

### Objective Performance Measures

<b>Project Objective 1: Increase the number of high-quality charter schools in Nevada, especially those serving students who are at greatest risk of not meeting state academic standards.</b>		
<i>Performance Measure 1A: by December 2018, Nevada Charter Authorizer will issue 29 additional charters for new high-quality charter schools to open.</i>		
<b>Data Collection</b>	<b>Method / Instrument</b>	<b>Analysis / Reporting</b>
Track the number of applications submitted and the final number of charters issued at the end of each year.	Use established application tracking system and NDE internal database system to track total charters issued	Aggregate and report numeric summaries annually in the NDE Annual Report.
<i>Performance Measure 1B: by December 2018, the Nevada charter authorizers will issue 20 additional charters for new high-quality schools to open that meet priorities related to school turnaround.</i>		
<b>Data Collection</b>	<b>Method / Instrument</b>	<b>Analysis / Reporting</b>
Track the number of “turnaround” charter applications submitted and charters issued at the end of each year.	Use established application tracking system and charter to track total charters issued that meet the school turnaround priority.	Aggregate and report numeric summaries annually in the NDE Annual Report.
<i>Performance Measure 1C: Each year, 100% of existing charter schools who earn charter renewal from the authorizer will meet NDE high-quality charter school performance standards; those that do not will be closed.</i>		
<b>Data Collection</b>	<b>Method / Instrument</b>	<b>Analysis / Reporting</b>
Collect the full range of charter authorizing evidence gathering, including on-site monitoring visits, annual reports, and student achievement data.	Evaluate charter school performance against each renewal performance benchmarks.	Report renewal decisions publicly on NDE websites and as part of the Annual Report on the Status of Charters Schools to Governor and Legislature.
<i>Performance Measure 1D: Each year, at least 90% of post-charter planning and implementation subgrant recipients will give an overall rating of “satisfied” or higher when asked to rate NDE administration of the CSP subgrant program in the areas of clear communication, timely release of funds, and responsiveness.</i>		
<b>Data Collection</b>	<b>Method / Instrument</b>	<b>Analysis / Reporting</b>

Collect quantitative and qualitative survey data.	Use online survey instrument developed and administered by a third-party evaluator.	Annually aggregate and report survey results to participating schools and partners.
<b>Project Objective 2: Improve student achievement in Nevada charter schools, particularly for students who have historically underachieved (graduation rates and career/college enrollment).</b>		
<i>Performance Measure 2A: Each year the percentage of charter school students in Nevada, in the following categories, that achieve at or above the proficient level on State examinations in the following subjects, will increase by 2% from the prior year (GPRA).</i>		
<ul style="list-style-type: none"> <li>• (4A1): fourth grade, reading/language arts</li> <li>• (4A2): fourth grade, mathematics</li> <li>• (4A3): eighth grade, reading/language arts</li> <li>• (4A4): eighth grade, mathematics</li> </ul>		
<i>Performance Measure 2B: Each year, high school graduation rates for charter school students in Nevada in the following categories will either meet the state standard of 80% or will reduce the gap between the state standard and the prior year's rate by at least 20%, as measured by either the four year graduation cohort rate or the five year extended cohort graduation rate.</i>		
<b>Data Collection</b>	<b>Method / Instrument</b>	<b>Analysis / Reporting</b>
NDE collects all student assessment data, conducts analysis and prepares school report cards.	Statewide student information system and assessment database	School report cards identifying proficiency levels, star level determinations and accountability status.
Track the status of charter schools' academic progress in meeting its overall academic goals defined in its charter.	Charter school annual reports and program monitoring reports.	Aggregate results will be shared via NDE Annual Report.
<i>Performance Measure 2C: By end of grant period, results from rigorous outcomes research study will show that Nevada charter schools will outperform, at a statistically significant level, comparable students in traditional Nevada public schools in categories determined by the research design.</i>		
<b>Data Collection</b>	<b>Method / Instrument</b>	<b>Analysis / Reporting</b>
Collect the full range of charter authorizing evidence gathering, including on-site monitoring visits, annual reports, and student achievement data.	Evaluate charter school performance against each renewal performance benchmarks.	Report renewal decisions publicly on NDE websites and as part of the Annual Report on the Status of Charters Schools to Governor and Legislature.
<b>Progress toward the overall project object of improving student achievement in Nevada charter schools will ultimately provide information about what strategies are successful and should be replicated, encourage and disseminated.</b>		
<b>Project Objective 3: Promote the high-quality dissemination of Nevada charter school best practices to other schools.</b>		
<i>Performance Measure 3A: By June 2016 NDE will award at least 3 dissemination subgrants that meet the rigorous subgrant competition standard with additional awards to follow.</i>		
<b>Data Collection</b>	<b>Method / Instrument</b>	<b>Analysis / Reporting</b>

Track the number of applications received versus those approved.  Collect quantitative and qualitative data provided by each subgrantee, and feedback regarding the impact of the projects on the educational practices of awarded charters schools.	Develop tracking database  Require subgrantee evaluation data be submitted at the conclusion of the project.  Utilize a survey instrument to key stakeholders involved in dissemination projects to evaluate projects impacts.	Aggregate and report numeric summaries annually in the NDE Annual Report.
<i>Performance Measure 3B: by the end of the year three of the grant, 75% of key stakeholders at each partner school will indicate that the dissemination partnership with a high-performing charter school has had an impact on the implementation of best practices at their school.</i>		
<b>Data Collection</b>	<b>Method / Instrument</b>	<b>Analysis / Reporting</b>
Collect quantitative and qualitative data regarding the impact of the dissemination project on implementation.	Use online survey instrument developed and administered by a third-party evaluator.	Survey data will be analyzed and reported to determine impact. Analyses will determine dissemination activities and practices.
<i>Performance Measure 3C: Beginning in year two of the grant, there will be a ten percent (10%) annual increase in the number of educational personnel in traditional public school districts that are aware of resources related to charter school best practices.</i>		
<b>Data Collection</b>	<b>Method / Instrument</b>	<b>Analysis / Reporting</b>
Track usage tallies of web dissemination activities.  Collect quantitative and qualitative data regarding the knowledge and use of dissemination resources.	Use online survey instrument developed and administered by a third-party evaluator.  Baseline survey data collected in Year One from a sample of traditional public school personnel including superintendents, principals and teachers (if possible)	Survey data will be analyzed and reported to determine market penetration.  Analyses will determine dissemination activities and practices.
<i>Performance Measure 3D: Beginning in year two (2) of the grant, there will be a five percent (5%) increase in the number of educational personnel in traditional public school districts that indicate they have adopted charter school best practices.</i>		
<b>Data Collection</b>	<b>Method / Instrument</b>	<b>Analysis / Reporting</b>
Track usage tallies of web dissemination activities.  Collect quantitative and qualitative data regarding the knowledge and use of dissemination resources.	Use online survey instrument developed and administered by a third-party evaluator.  Baseline survey data collected in Year One from a sample of traditional public school personnel including superintendents, principals and teachers (if possible)	Survey data will be analyzed and reported to determine market penetration.  Analyses will determine dissemination activities and practices.
<b>Project Objective 4: Strengthen the overall quality of the Nevada charter authorizing and CSP grant administrative infrastructure.</b>		

<i>Performance Measure 4A: By December 2016, NDE will successfully complete the systematic revision and alignment of oversight protocols and guidelines.</i>		
<b>Data Collection</b>	<b>Method / Instrument</b>	<b>Analysis / Reporting</b>
Track the number of applications received versus those approved.  Collect quantitative and qualitative data provided by each subgrantee, and feedback regarding the impact of the projects on the educational practices of awarded charters schools.	Develop tracking database  Require subgrantee evaluation data be submitted at the conclusion of the project.  Utilize a survey instrument to key stakeholders involved in dissemination projects to evaluate projects impacts.	Aggregate and report numeric summaries annually in the NDE Annual Report.
<i>Performance Measure 4B: Each year, at least three (3) representatives of Nevada charter authorizing entities will be invited to present on best practices related to charter authorizing and/or CSP grant oversight at a national or regional conference.</i>		
<b>Data Collection</b>	<b>Method / Instrument</b>	<b>Analysis / Reporting</b>
Track the number of proposals submitted and invitations received.	Use best-practice rubrics such as NACSA's authorizer self-evaluation guides.	Post and share all revised protocols with all authorizers.
<i>Performance Measure 4C: Each year, at least 75% of NDE authorizing staff members will give an overall rating of "satisfied" or higher when asked to rate the quality of collaboration and professional development opportunities provided through SPCSA.</i>		
<b>Data Collection</b>	<b>Method / Instrument</b>	<b>Analysis / Reporting</b>
Collect quantitative and qualitative survey data.	Use online survey instrument developed and administered by a third-party evaluator.	Annually aggregate and report survey results to participating schools and partner authorizers.

### H3. Management Plan & Timeline

The State of Nevada Department of Education in collaboration with the State Public School Charter Authority and other authorizers provides oversight for charter schools. Nevada's management plan emphasizes expansion and adoption of best practices for charter schools through dissemination of training and knowledge that focuses on capacity building and implementation of high-quality programs to ensure education achievement and attainment for our youth in Nevada. The plan relies heavily on technical assistance, collaboration with stakeholders, consumers and community partners and rigorous evaluation and quality assurance.

<b>Improve and Influence public education in Nevada by sponsoring public charter schools that prepare all students for college and career success by modeling best practices in charter school sponsorship.</b>		
<b>Strategy</b>	<b>Activity</b>	<b>Performance Measure</b>

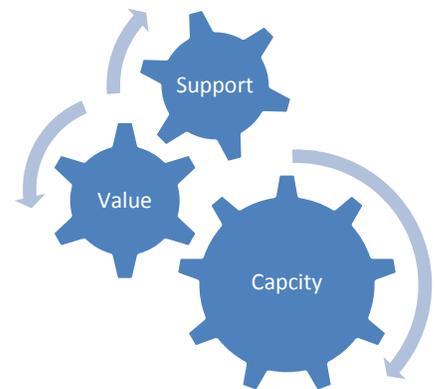


	Defined standard of quality using the performance framework	
	Refined application process to align with new performance framework and contract	❖ % of approved applications
<b>Open and Sustain Quality New Schools to Increase Access (objective 1)</b>	Coordinate and align SPCSA technical assistance with CSAN applicant training	❖ # of schools meeting high-quality criteria after year 1, 2 and 3
	Collaborate with stakeholders to encourage replication of successful schools	❖ # of replications of quality schools
	Provide more intensive oversight and support of schools during the first two years of operation	
	Advocate for state policy, through statutes and regulations, to facilitate contracts	
<b>Establish Performance-based Contracts to Improve Quality (objective 2)</b>	Develop contract documents, adoption process and schedule for new and existing schools	❖ # of schools voluntarily adopting new contracts
	Execute new contracts with the boards of all new and existing schools	❖ # of school renewals
	Develop a robust renewal/revocation process consistent with the statute and contract	❖ # of school closures
	Communicate with and provide performance contract technical assistance to boards	
	Define effective school governance	
<b>Support Strong School Governance Through Dissemination (objective 3)</b>	Develop a board effectiveness rubric	❖ % of schools with effective boards / governance
	Assess effectiveness of all boards	
	Provide technical assistance to boards	❖ % of boards receiving technical assistance
	Report on school performance to all boards	

<b>Collaborate to Improve the Environment for Nevada Charter Schools (objective 4)</b>	Develop and advance a charter school policy agenda	
	Support NDE in development and oversight of charter school sponsors	❖ Alliance rating of NV charter school laws
	Develop new charter school funding	❖ # of partners engaged in Charter School Stakeholder group
	Build productive relationships with school districts	❖ New funding sources for charter schools
	Work with all stakeholders to expand facility options for charter schools	
Collaborate with stakeholder groups to develop a plan to improve the charter school environment		

In recognizing the important role the State has in supporting charter schools to provide education services to all of Nevada’s children the NDE has a three-pronged approach within our management plan to assist our state’s charter schools (new and existing) in obtaining high-quality programs:

- 1) Support. All organizations require support from the environment in which they operate. Schools must work to ensure that their multiple external stakeholders, including parents, the local community, State department of education, and legislators, stand behind their work. Inclusive of this, schools must include internal parties such as teachers, administrators and to a certain degree, students.
- 2) Capacity. Effective mobilization of operational capacity to deliver services. Charter schools must go beyond the enunciation of educational principles and organize themselves to carry out activities to deliver services. Capacity includes the full range of physical and human resources that are needed to actually translate promises and



intentions into actions. Operational capacity must be understood as covering resources, utilizing the capacity of potential partners (local businesses, community groups, parents, alumni, etc.) as well as leadership within the school that can mobilize toward fulfilling the mission of the school. Expanding and strengthening operational capacity is critical, especially in this environment in which resources are scarce and the work is complex.

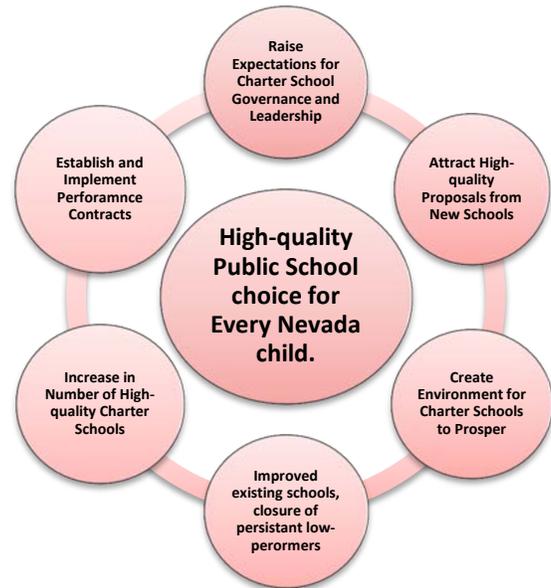
- 3) Value. Successfully defining the mission to guide the school. All organizations must have a purpose that both meets public needs and coincides with the private values and commitments of those who work in and attend the charter school. The mission of a charter school is a more subtle vision that takes into consideration what can be supported by the environment and what is operationally possible.

**Program Administration**

The Nevada Department of Education (NDE) is created in NRS 385.010. The Department implements the State Board of Education policies, administers and regulates State and federal education programs, and provides technical assistance to local school districts and schools.

The Department encompasses many program and fiscal divisions to carry-out the many activities that occur across the state. The Office of Fiscal

Accountability and Fiscal Services monitors and audits the fiscal activity of all federal and state programs and sub-grants. This office works collectively with the Office of Assessment, Program Accountability and Curriculum to ensure consistent leadership of school curriculum aligned to



State content standards as well as the Office of Special Education and School Improvement Programs to oversee training and technical assistance in meeting the student need from diverse cultural, language, and socio-economic backgrounds and students with disabilities.

### **Key Personnel**

Nevada Department of Education (NDE) will be the lead agency for the Charter School Program Grant to ensure coordination with the many stakeholder and system partners. This agency, in addition to expertise from the SPCSA, has the capacity and infrastructure to ensure the appropriate operations, staffing, outreach, and implementation of this proposal.

Dr. Steve Canavero, Deputy Superintendent of Nevada Department of Education, oversees the Department of Education (NDE) offices and programs most directly aligned with improving student achievement. As the former Director of the SPCSA, Dr. Canavero brings years of experience working in public education at the state level. In addition he has a strong background in evaluation and planning and has worked as both a charter school teacher and principal.

Patrick Gavin, Director of the State Public Charter School Authority, directs the agency in expanding high-quality charter schools through-out Nevada. Mr. Gavin came to Nevada in 2014 with over 15 years of experience as a charter school educator, administrator, and service provider, and has over a decade of experience in developing and overseeing charter school development, operation, and expansion throughout the northeast and mid-Atlantic.

Mindy Martini, Deputy Superintendent for Business and Support Services for NDE, oversees administrative functions within the NDE. Ms. Martini has staffed many education funding, governance, and oversight committees during her years 16 years with Nevada. A graduate of the University of Northern Colorado, Martini earned an M.A. in Program Evaluation from the University of Colorado, Boulder.

To-be-Hired, Charter Development Specialist in the NDE, will have a minimum of 3-5 years' experience working with high-quality school development. This position will oversee the day-to-day program and ensure all deliverables are met.

To-be-Hired, Program Officer in the NDE will work closely with the Charter Development Specialist to ensure contractual obligations are fulfilled, and work collaboratively with sub-grantees.

To-be-Hired, Grant & Projects Analyst in the NDE, will work in close collaboration with the to-be-hired charter development specialist to ensure federal and state compliance, including grant management and ensure internal audit measures are followed.

## I. Project Design

### II. Planning, Design, Implementation

The purpose of the CSP grant project in Nevada is consonant with the purpose of the NDE to increase learning opportunities for all students, with special priority on expanded learning experiences for students who are at-risk of academic failure. The Federal CSP funds will provide critical support charter schools need to develop and implement innovative and effective educational programs to serve their students the four project objectives and primary activities that NDE will conduct to support the achievement of these objectives (*selection criteria D*), activities and outcomes (*selection criteria H*) during the next three-year grant period are outlined below:

**Project Objective 1:** Increase the number of high-quality charter schools in Nevada, especially those serving students who are at greatest risk of not meeting state academic standards.

Activity	Outcome
----------	---------

Provide Year 1 & Year 2 Implementation Grants	
Award Post-charter Planning Grants to focus on improving student achievement.	Greater Access to High-Quality Education in 4 high quality charter schools
Partner and leverage school harbor master	
Supplement the revolving loan fund	
<b>Project Objective 2:</b> Improve student achievement in Nevada charter schools, particularly for students who have historically underachieved (graduation rates and career/college enrollment).	
<b>Activity</b>	<b>Outcome</b>
Ongoing review of specific grade levels for improvement.	Higher Academic Student Achievement, Graduation rates and Career/College Readiness via six high quality charter schools and charter approval for 2 - 3 high quality charter school applications developed by incubated leaders
Reduce number of underperforming schools	
Partner with National Center for Special Education in Charter Schools	
<b>Project Objective 3:</b> Promote the high-quality dissemination of Nevada charter school best practices to other schools.	
<b>Activity</b>	<b>Outcome</b>
Award 2-3 Dissemination Grants statewide focusing on best practices for greater academic achievement, ethnically diverse settings, or social emotional climate projects.	Effective Academics and Instruction and Replication of High-Quality Practices in at least 10 charter or traditional public schools each year
Develop CharterNevada website	
Award 2-3 Incubating Leader Grants to identify and focus talented school founders	
<b>Project Objective 4:</b> Strengthen the overall quality of the Nevada charter authorizing and CSP grant administrative infrastructure.	
<b>Activity</b>	<b>Outcome</b>
Engage External Evaluator	Robust Performance Management and Sound Operational Practices as demonstrated by authorizer track record of improved performance management, adherence to charter quality laws and regulations, and external evaluation.
Partner with National Association of Charter School Authorizers to develop staff and authorizer training tools	
Refine regulations and processes	

### Informing the Community

The NDE will inform teachers, parents, and communities of the availability of public school



charters and start-up CSP grant funds through a number of strategies. NDE constantly evaluates its marketing activities related to the chartering of new schools in order to increase the availability of information to potential applicant groups, particularly from communities performing below the state average. NDE aims to increase effectiveness of marketing activities through extensive distribution via electronic communications, newsletters, updated website as well as hold a series of informational meetings and workshops in various communities around the state. As noted, NDE proposes to develop the new website, CharterNevada, and a complementary social media strategy to increase public discourse statewide on charter schools, attract charter applicants, and share information on a variety of charter school topics, including the availability of CSP grant funds to the boards of the most promising approved charter schools.

### Management Plan Timeline

(Appendix D)

Nevada CSP Project 2016-2018		2016				2017				2018			
Management Plan	Agency	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
NDE - Nevada Dept of Education; CSP - Charter School Program Grant Staff; SPCSA - Authority, NCSE - National Center for Special Education in Charter Schools													
<b>Project Objective 1: Increase number of high-quality charter schools</b>													
Provide Year 1 & 2 Implementation Grants   Planning Grants													
Release annual applications	NDE												
Charter application review process	CSP, SPCSA												
Realse grant charters selected	SPCSA												
Opening procedures / training conducted	partnership NASCA   NDE												
Planning funds released	CSP, SPCSA												
Monitoring / Evaluation	CSP, SPCSA												
Implementation funds released	CSP, SPCSA												
Prior FY audit reviews	SPCSA												
Annual report and accountability plan review	NDE, SPCSA												
<b>Partner with Charter school harbor master</b>													
Written formal agreement	NDE												
CMO/EMO collaboration	NDE												
<b>Revolving Loan for Initial Charters</b>													
Release of RFP	NDE												
Review application	NDE												
Select and award charters	NDE												
Monitoring / Evaluation	NDE												
<b>Project Objective 2: Improve student achievement in Nevada charter schools</b>													
Measured review of specific grade levels (4th and 8th) for improvement													
Annual review and analysis	NDE, SPCSA												
Annual report and accountability plan	NDE, SPCSA												
<b>Shrink schools with histories of underperformance</b>													
Performance framework review	NDE, SPCSA												
Notification contract breach	SPCSA												
Training and amendments	SPCSA												
Underperforming closure	SPCSA												
<b>Partner with National Center of Special Education</b>													
Charter school Special education consortia pilot	NDE, CSP												
Create cluster classrooms	CSP, SPCSA												
Create micro-schools	CSP, SPCSA												
<b>Project Objective 3: Promote high-quality dessimination of best practices</b>													
Award 2 to 3 Dissemination Grants each year													





## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

---

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

# **APPENDIX A**

## **CERTIFICATES and ASSURANCES**

Included:

Charter Schools Certificate of Assurances

Certificate of Nevada Definitions

## CHARTER SCHOOLS PROGRAM ASSURANCES – STATE EDUCATIONAL AGENCIES

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Title III of the Consolidated and Further Continuing Appropriations Act, 2015; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a State educational agency (SEA) application for a grant under the CSP must contain the following assurances.

As the duly authorized representative of the applicant, I certify to the following:

- 1) The applicant will require each eligible applicant desiring to receive a subgrant to submit an application to the SEA containing:
  - A. A description of the educational program to be implemented by the proposed charter school, including (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;
  - B. A description of how the charter school will be managed;
  - C. A description of (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;
  - D. A description of the administrative relationship between the charter school and the authorized public chartering agency;
  - E. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school;
  - F. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives;
  - G. A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school;
  - H. A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education;
  - I. A description of how students in the community will be (i) informed about the charter school; and (ii) given an equal opportunity to attend the charter school;
  - J. An assurance that the eligible applicant will annually provide the Secretary and the SEA such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);
  - K. An assurance that the applicant will cooperate with the Secretary and the SEA in evaluating the program assisted under this subpart;
  - L. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;

- M. If the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and
  - N. Such other information and assurances as the Secretary and SEA may require.
- 2) The applicant will –
    - A. Use the grant funds to award subgrants to one or more eligible applicants in the State to enable the applicant to plan and implement a charter school in accordance with this program; and
    - B. Use a peer review process to review applications for subgrants.
  - 3) State law, regulations, or other policies in the State where the applicant is located require that –
    - A. Each authorized charter school in the State operate under a legally binding charter or performance contract between itself and the school’s authorized public chartering agency that describes the obligations and responsibilities of the school and the public chartering agency; conduct annual, timely, and independent audits of the school’s financial statements that are filed with the school’s authorized public chartering agency; and demonstrate improved student academic achievement; and
    - B. Authorized public chartering agencies use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as one of the most important factors when determining to renew or revoke a school’s charter.
  - 4) The applicant will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.
  - 5) The applicant and each subrecipient will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

Dale A.R. Erquiaga  
 NAME OF AUTHORIZED OFFICIAL

Superintendent of Public Instruction  
 TITLE

  
 SIGNATURE OF AUTHORIZED OFFICIAL

7/9/15  
 DATE

Nevada Dept. of Education  
 APPLICANT ORGANIZATION

\_\_\_\_\_  
 DATE SUBMITTED

BRIAN SANDOVAL  
Governor

STATE OF NEVADA

SOUTHERN NEVADA OFFICE  
9890 S. Maryland Parkway, Suite 221

Las Vegas, Nevada 89183

(702) 486-6458

Fax: (702)486-6450

[http://www.doe.nv.gov/Educator\\_Licensure](http://www.doe.nv.gov/Educator_Licensure)

DALE A.R. ERQUIAGA  
Superintendent of Public Instruction



DEPARTMENT OF EDUCATION  
700 E. Fifth Street  
Carson City, Nevada 89701-5096  
(775) 687 - 9200 · Fax: (775) 687 - 9101  
<http://www.doe.nv.gov>

July 14, 2015

Director Stefan Huh  
Charter Schools Program  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5970

RE: Nevada's Definitions

Dear Director Huh:

The Nevada Department of Education (NDE) are wholly committed to launching high-quality, accountable charter schools to meet the needs of all students in Nevada. This initiative is strongly supported by our state's Governor Brian Sandoval who has just signed an ambitious legislative reform package for our states education systems.

This letter is to certify the definitions of an '**academically poor-performing charter school**' and '**high-quality charter school**' referenced throughout our application:

*Academically Poor-performing Charter School:* A charter school that has been in operation for at least three years that – 1) has been identified as being in the lowest-performing five-percent of all schools in the State and has failed to improve school performance (based on Nevada Performance Framework) during three (3) of the past five (5) years; and 2) has failed to demonstrate student academic growth of at least an average of one grade level for each cohort of students in three (3) of the last five (5) years as demonstrated by Nevada's statewide assessments.

*High-quality Charter School:* A charter school that show evidence of strong academic results for the past three (3) years, based on the following factors: 1) increased student academic achievement and attainment; 2) Either – demonstrated success in closing historic achievement gaps for subgroups or no significant achievement gaps between any of the subgroups of students; 3) Results for low-income and other educationally disadvantaged students served by the charter school that are above the average academic achievement results for students in Nevada; 4) Results on Nevada's Performance Framework; and 5) No significant compliance issues, particularly in areas of student safety, financial management, and equitable treatment of students.

Please let me know if there is anything further you require.

[REDACTED]  
Steve Canavero  
Deputy Superintendent, Student Achievement PR/Award # U282A150016

# **APPENDIX B**

## **RESUME & DUTY DESCRIPTIONS**

**Education**

Ph.D. University of Nevada, Reno, 2007  
M.Ed. Educational Leadership, University of Nevada, Reno, 2004  
B.S. Ecology and Systematic Biology, Cal Poly San Luis Obispo, 1995

**Professional Experience**

Deputy Superintendent for Student Achievement, Nevada Department of Education 2014 – present  
Lead the Student Achievement Division within the Nevada Department of Education.

Director, State Public Charter School Authority, Carson City, NV 2011 - 2014  
Appointed October, 2011 by Governor Brian Sandoval to direct Nevada’s first independent chartering board, the State Public Charter School Authority.

Director, Office of Charter Schools, Nevada Department of Education, Carson City, NV 2010 - 2011  
Establish the Office of Charter Schools within the Nevada Department of Education.

Research and Evaluation Consultant, Nevada Department of Education, Carson City, NV 2008 - 2010  
Collect and analyze accountability data in accordance with NRS 385.347 and the Federal No Child Left Behind Act by facilitating the preparation of the Nevada Annual Reports of Accountability.

Research Assistant, University of Nevada, Reno 2003 - 2007 (p/t)  
Provide quantitative and qualitative research and evaluation services to professors working on Nevada’s GEAR UP grant.

Director of Evaluation and Planning, Forest Charter School, Nevada City, CA 2003 - 2008  
Utilize various forms and levels of data to create a meaningful, formative assessment of the school’s progress toward specific goals.

Principal, Prosser Creek Charter School, Truckee, CA 2001 - 2003  
Charged with the successful implementation of the school's mission.

Board Member: National Association of Charter School Authorizers, Chair Finance Committee

---

---

**MELINDA M. MARTINI**

---

**Home:** [REDACTED]  
**Cell:** [REDACTED]

**MELINDA M. MARTINI**

---

[REDACTED] (H)

**CURRENT POSITION**

*Serves as Deputy Superintendent for Business and Support Services to ensure the fiscal and operational success of the Department of Education.*

**PROFESSIONAL EXPERIENCE**

**2014–Present**            **State of Nevada**  
                                 **Nevada Department of Education**  
                                 **Carson City, Nevada**

*Deputy Superintendent for Business and Support Services:*

*Supervises:*

- *District Support Services, which oversees two primary functions: 1) The Nevada Plan for School Finance; and 2) The Grants Management Unit*
- *Department Support Services, which oversees three primary functions: 1) Fiscal Services; 2) Personnel Services; and 3) Information Technology Services.*
- *Audit Services*

**2007–2014**            **State of Nevada**  
                                 **Research Division of the Legislative Counsel Bureau**  
                                 **Carson City, Nevada**

*Principal Research Analyst:*

- *Serves as a policy analyst for Interim committees and studies of the Legislature:*
  - *2013-14 Interim – Lead staff to the Interim Study Concerning the Impact of Technology Upon Gaming.*
  - *2011-12 Interim – Lead staff to the Interim Legislative Committee on Education (LCE). I have served as staff to the Committee since 1999.*
  - *2011-2012 Interim – Staff to the Committee to Study a New Method for Funding Public Schools.*
  - *2009-2010 Interim – Lead staff to the Committee to Study the Governance and Oversight of the System of K-12 Public Education.*

- *Serves as a policy analyst to committees during Legislative Sessions:*
  - *2013 Session: Senate Judiciary Committee*
  - *2011 Session: Assembly Committee on Education*
  - *2009 Session: Senate Committee on Health and Education*

**1998–2007**                      **State of Nevada Fiscal Analysis Division of the LCB**  
**Carson City, Nevada**

*Education Program Analyst:*

- *Developed the program to carry out the duties of the Legislative Bureau of Educational Accountability and Program Evaluation, which was created by the 1997 Legislature.*
- *Worked collaboratively with the Superintendent of Public Instruction and other managers of the Nevada Department of Education to develop a protocol for reviewing education programs for efficiency and effectiveness.*
- *Completed investigative and analytical assignments associated with planning, preparation, presentation and execution of the statewide budget for several of the education budgets, including programs within the Distributive School Account, Other State Education Programs, and federal Elementary and Secondary Education programs.*
- *2005-06 Interim – Staff to the Study of the Adequacy of School Finance in the State of Nevada.*
- *Prepared the List of Effective Remedial Programs; worked as a team with staff of the Department of Education to approve grants to schools and school districts to implement programs; and evaluated the effectiveness of the programs.*

*Program Analyst:*

- *Completed investigative and analytical assignments associated with planning, preparation, presentation and execution of the statewide budget for several other budget accounts. Budgets included those for the Judicial Branch, Public Employees Retirement System, Department of the Military, Department of Business and Industry, Western Interstate Commission for Higher Education, and the Commission on Postsecondary Education.*

**1996 – 1998**                      **State of Nevada - Division of Mental Health**  
**Carson City, Nevada**

*Quality Assurance (QA) Specialist*

- *Developed the program to carry out the duties of the newly created quality assurance component within the Division of Mental Health.*
- *Worked collaboratively with the Directors of outpatient services across the state to design protocol for objectively and systematically monitoring and evaluating the quality and appropriateness of client care.*
- *Coordinated the review of service delivery sites and prepared/presented QA reports.*

**11/95 - 11/96**                      **ITT-Sheraton Desert Inn**  
**Las Vegas, Nevada**

*Quality Assurance Supervisor*

- *Created and/or maintained Job Descriptions, Standards and Procedures and Training Activity Outlines while working with department management.*

- *Trained, observed and certified the performance of employees in accordance with Job Descriptions, Standards and Procedures and Training Activity Outlines.*
- *Recommended development plans and/or discipline to correct sub-standard performance.*
- *Applied Total Quality Management (TQM) principles and techniques to service delivery systems to improve the quality of service.*

**7/88 - 8/95**                    ***Pikes Peak Mental Health Center***  
***Colorado Springs, Colorado***

*Quality Management Coordinator*

- *Worked closely with the Director of Quality Management in the development and implementation of the Quality Improvement System at the Center.*
- *Facilitated compliance with State and Joint Commission on the Accreditation of Healthcare Organization (JCAHO) audits.*
- *Functioned as a trainer and facilitator for the Total Quality Process by providing information on the process to all staff.*
- *Collaborated with staff of inpatient, outpatient, and crisis services to develop appropriate measurements for identified processes and indicators of quality care.*
- *Chaired the Quality Management Committee, Medical Issues Committee, and Safety Committee.*

**EDUCATIONAL BACKGROUND**

1988    *University of Colorado - Boulder, Colorado*  
***Master of Arts – Program Evaluation***

1982    *University of Northern Colorado - Greeley, Colorado*  
***Bachelor of Arts - Psychology***

**AWARDS AND RECOGNITIONS**

2013    *Notable Document Award – 2013 Nevada Education Data Book*  
*National Conference of State Legislatures*

2012    *Graduation from the Leadership Academy of the Legislative Counsel Bureau*

# PATRICK J. GAVIN

---

## LEADERSHIP EXPERIENCE

---

*Nevada State Public Charter School Authority, Carson City, NV*

*2014-present*

### **Director**

Lead statewide charter school authorizing agency, overseeing a 2015-16 portfolio of 23 schools with 39 campuses serving 28,000 students and \$185M in annual revenues.

- Authored and lobbied for successful passage of SB509, an omnibus charter school reform bill to align charter authorizer powers, duties, and processes with national best practices, increase charter school academic, fiscal, and governance accountability, and expand charter school autonomy in key areas, including teacher licensure. Bill was approved unanimously by both houses of the 2015 Nevada legislature.
- Redesigned key elements of state charter school regulatory framework to curtail the growth of underperforming schools in partnership with State Superintendent of Public Instruction and State Board of Education.

*Charter Development Strategies, Boston, MA*

*2013-2014*

### **Development and Strategy Consultant**

Provide fundraising, proposal development, and strategy services to education organizations.

- Partner with CEO and senior leadership team of the largest charter network in the central Gulf on expansion planning and submission of successful multi-site Louisiana charter applications and school management proposals.
- Collaborate with management team of market-leading mid-Atlantic charter school on development of its successful fifteen-year charter renewal application, non-profit governance reorganization, and replication strategy.
- Advise board and turnaround leadership team of Midwestern charter school on fundraising strategy and messaging.

*Teach for America, Boston, MA*

*2012-2013*

### **Corps Member**

Chosen as one of 5,800 Teach For America Corps Members out of 48,000+ applicants for a national service corps of outstanding mid-career professionals and recent college graduates who commit two years to teach in low income schools and become lifelong leaders in expanding educational opportunity.

- Taught a five-week summer school course in English Language Arts at a Philadelphia public charter school.
- Completed over 100 hours of coursework and seminars in instructional planning, classroom management, learning theory, literacy, and diversity training.

*KIPP Academy Lynn Middle School, Lynn, MA*

*2012-2012*

### **Sixth Grade Reading Teacher**

Taught reading to 100 sixth grade students at this urban, no-excuses charter school north of Boston.

- Devised long-term content plan and daily lesson plans based on Common Core State Standards and the Massachusetts Curriculum Framework.
- Developed weekly assessments and quarterly interim tools to monitor student mastery of standards.
- Collected and analyzed data from curriculum-based measurement Maze passages to track fluency and reading comprehension. Average student reading performance increased by 2.1 Fountas and Pinnell levels in four months.

*Friendship Public Charter School, Washington, DC*

*2008-2012*

### **Deputy COO for Strategy and Expansion**

Led business development, strategic planning, and fundraising for the largest charter school management organization in the mid-Atlantic (serving over 8,000 students at 11 schools in Baltimore and Washington, DC). Spearheaded talent acquisition for expansion sites.

- Grew turnaround school portfolio by 691% to five schools and over 3,000 students in four years, spearheading partnership with the District of Columbia Public Schools and expanding relationship with the Baltimore City Public Schools. Designed whole school turnaround program, including services for over-age, under credit students.
- Led development and implementation of organization's five year strategic plan, focusing on innovation, human capital, and performance management initiatives to improve consistency of academic, student support, and operational performance.
- Secured \$2.1M in grant revenue from JP Morgan Chase Foundation, NewSchools Venture Fund, and the Bill and Melinda Gates Foundation to support school turnaround, performance management, and differentiated compensation programs.
- Oversaw leadership recruitment and instructional staff selection for Washington, DC sites, reducing time to hire by 35 percent while increasing candidate quality. Managed pre-opening operations for expansion sites and led engagement with city and school district operational leadership, including capital improvements, facilities maintenance, and technology purchasing, deployment, and operations.

# PATRICK J. GAVIN

PAGE 2

*Knowledge Universe US, New York, NY*  
**Operations Director**

2007 - 08

Oversaw School Partnerships operations and new business development in urban markets for the nation's leading provider of childcare and after-school services (serves over 300,000 children, \$1.8B in revenue, 41,000 employees nationwide). Managed regional P&L and supervised the activities of 30 community relations and operations managers and 1,000 leadership and teachers at three regional offices and 150+ schools in urban school districts in four states.

- Engineered the turnaround of region following the acquisition of faltering tutoring and academic intervention business by initiating new client service focus, improving internal communication, revamping training for all employees, trimming unprofitable locations, restructuring regional management, and reducing real estate expenditures.
- Reduced regional overhead by 53%, decreased variable labor costs at sites by 40%, and increased revenues by 18% including a 31% increase in the New York City market.
- Achieved division's highest customer conversion rate (91%) and highest student program completion rate (84%).
- Improved relationships with local school districts, state departments of education, and regulatory agencies, including the successful resolution of programmatic and fiscal audits by the New Jersey Department of Education and the New York State Office of the State Comptroller.

*EdisonLearning, Inc. (formerly Edison Schools, Inc.), New York, NY*

2003 - 07

**Director—Charter School Operations** (2005-07), **Director-Development** (2003-05)

Managed operations (site P&L), board relations, client renewal, charter client expansion and business development for Northeast and Mid-Atlantic region for this leading provider of management services to public schools, serving 350,000 students in 21 states, DC, and the UK with revenues of \$350M and 10,000 employees. Guided cross-functional teams of 3 - 7 managers on turnaround, renewal, and expansion projects.

- Developed and managed execution of expansion strategy for company's flagship client, a four campus charter school in Washington, DC, increasing revenue by \$10M.
- Reversed the revenue slide of a major client that was having difficulty meeting its debt service obligations and management fees. Recommended and oversaw the roll-out of a new public relations, communications, and marketing plan while advising the client on communication with government regulators. Successful implementation of the new plan resulted in client exceeding the \$1.1M new revenue target by 30%. Client resumed servicing its debt and renewed its \$5.5M contract with the company.
- Devised renewal strategy for strategic accounts, and set and met aggressive regional and site-specific performance goals in partnership with key internal and external stakeholders. Developed turnaround plan to address revocation-level governance, operational, and financial deficiencies identified in state DOE comptroller audit and led cross-functional team responsible for implementation, resulting in \$12M of renewals.

*Mosaica Education, Inc. / Advantage Schools, Inc., New York, NY and Boston, MA*

1998 - 03

**Director of Business Development** (2002 - 03), **Business Development Manager** (2001-02),

**Manager of Market Research and Proposal Development** (2001), **Business Development**

**Specialist** (2000-2001) **Business Development Associate** (1999-2000), **Special Assistant to the President** (1998 - 99), **Student Recruitment / Outreach Coordinator** (1998)

Cultivated new clients and developed successful partnerships in business development role for this education management company. Managed day-to-day relationships with new clients and charter authorizers. Led department's sales operations team focused on market research, proposal development, community relations, demographic, and student achievement and competitor landscape.

- Developed \$45M of new business through exhaustive overhaul of company's proposals to potential clients. Improved proposals led to winning multiple competitions against the industry leader.
- Oversaw successful renewals of key accounts valued at \$11.7M by first identifying key regulatory compliance challenges and client retention issues, then implementing corrective action plans.
- Partnered with local board on legislative initiative to permit development of the nation's first charter school on a military base (\$8M in annual revenue). Charter application received the highest score ever awarded by the Louisiana State Board of Elementary and Secondary Education.

---

## EDUCATION

---

B.A. in History of Art, Yale University, New Haven, CT

1994-98

Coro Leadership New York, New York, NY

2007-08

# **PATRICK J. GAVIN**

PAGE 2

- Cross-sector leadership program focused on race, poverty, and urban policy operated by the Coro New York Leadership Center.



**STATE OF NEVADA**  
**Department of Administration**  
**Division of Human Resource Management**

**CLASS SPECIFICATION**

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
<b>EDUCATION PROGRAMS DIRECTOR</b>	<b>41</b>	<b>A</b>	<b>5.205</b>
<b>EDUCATION PROGRAMS SUPERVISOR</b>	<b>40</b>	<b>B</b>	<b>5.206</b>
<b>EDUCATION PROGRAMS PROFESSIONAL</b>	<b>39</b>	<b>B</b>	<b>5.232</b>

**SERIES CONCEPT**

Education Programs Professionals assist and foster the growth of K-12, postsecondary, and related education programs throughout Nevada by providing technical assistance, training, and oversight.

Assist and foster the improvement and growth of assigned education programs; develop tools and resources used by local agencies to accomplish required or desired objectives.

Provide training, technical assistance, and outreach regarding education program legal requirements and best practices individually or in group sessions.

Collect, analyze, and report education program related data; assist schools in meeting accountability and reporting requirements.

Coordinate the development of education standards for various subject areas; develop assessments and security/administration protocol to measure the performance of students, schools, and school districts regarding federal and State standards and indicators.

Oversee school compliance with federal and State requirements by monitoring and reviewing program documentation and conducting interviews.

Review federal and State education program related statutes and regulations; draft language for proposed State regulations; coordinate adoption of proposed regulations; provide input on statutory language.

Review education program subgrant or claims requests and recommend approval or denial; monitor and provide assistance regarding funds usage; manage subgrant applications.

Perform related duties as assigned.

\*\*\*\*\*

**PROGRAM AREAS**

Positions in this series focus on one or more of the program areas indicated below.

**Adult Education Programs** help adult students reach their educational goals and acquire the knowledge and skills necessary for employment and self-sufficiency. These programs provide instruction in adult basic education, secondary education, English as a second language and civics instruction. The programs are designed to assist adult students in increasing literacy skills, obtaining a General Educational Development (GED) or an adult high school diploma. The programs are operated through Nevada school districts, community colleges, and community-based organizations as Adult High School Programs and Adult Basic Education programs.

**EDUCATION PROGRAMS DIRECTOR**  
**EDUCATION PROGRAMS SUPERVISOR**  
**EDUCATION PROGRAMS PROFESSIONAL**

**41**      **A**      **5.205**  
**40**      **B**      **5.206**  
**39**      **B**      **5.232**

Page 2 of 6

### **PROGRAM AREAS (cont'd)**

**Assessment/Administration** administers and analyzes results of proficiency and assessment exams. Populations served are grades K-12 school operators and developers, teachers, pupils, and their parents/guardians.

**Career and Technical Education** provides students of all ages with academic subject matter relevant to the real world (often called contextual learning), employability skills ranging from job-related skills to workplace ethics, and education pathways that help students explore interests and careers in the process of progressing through school. Populations served are grades 9-12 school operators and developers, postsecondary education programs, teachers, pupils in secondary and postsecondary education programs and their parents/guardians.

**Charter Schools** are public elementary, middle, and/or secondary schools that are schools of choice that operate under a contract (charter) issued by a public entity such as a local school district or the State Board of Education. Although somewhat autonomous, charter schools are held accountable for student performance. Populations served are charter school operators and developers, charter school sponsors, teachers, and pupils in grades K-12 and their parents/guardians.

**Child Nutrition** provides technical assistance, program monitoring, claims reimbursement, application approval, outreach, and training for child nutrition programs. Populations served are students in K-12 schools, community and faith-based organizations, local governmental agencies, non-profit organizations, and for-profit and non-profit child care centers.

**Curriculum/Development** adopts, revises, and communicates Nevada grades K-12 academic standards for core areas such as math, English, science, social studies, and fine arts; adopts and coordinates textbooks and instructional materials; reviews curriculum for compliance; and coordinates development of proficiency and assessment exams. Populations served are grades K-12 school operators and developers, teachers, pupils, and their parents/guardians.

**Elementary & Secondary Education** supports pupils who come to school with challenges associated with poverty, limited English proficiency, migrant status, neglected and delinquent considerations, and/or homelessness by providing leadership, technical assistance, compliance monitoring, grants management, and professional development. Populations served are grades K-12 school and district administrators, teachers, and challenged pupils with difficulties and their parents/guardians.

**Program Accountability/Evaluation** analyzes and reports on federal and State required criteria of school performance. Populations served are grades K-12 school and district administrators, teachers, pupils, and their parents/guardians.

**School Health** conducts surveys of child/school health related issues, provides training regarding sexually transmitted diseases and risk behaviors, and assists with implementation of child/school health standards. Populations served are grades K-12 school operators and developers, teachers, school nurses, pupils, and their parents/guardians.

**School Improvement** helps schools and school districts design and implement programs that support a diverse student population in achieving targeted academic outcomes, with special focus placed on supporting the achievement of Native Americans, young children, and youth who are underrepresented in secondary education and college. Staff provides leadership, technical assistance, compliance monitoring, grants management, and professional development. Populations served are grades K-12 school operators and developers, teachers, pupils, and their parents/guardians.

<b>EDUCATION PROGRAMS DIRECTOR</b>	<b>41</b>	<b>A</b>	<b>5.205</b>
<b>EDUCATION PROGRAMS SUPERVISOR</b>	<b>40</b>	<b>B</b>	<b>5.206</b>
<b>EDUCATION PROGRAMS PROFESSIONAL</b>	<b>39</b>	<b>B</b>	<b>5.232</b>

Page 3 of 6

**PROGRAM AREAS (cont'd)**

**Special Education** supports the delivery of special education services by providing leadership, technical assistance, compliance monitoring, grants management, and professional development and reporting on federal and State indicators and assessments. Populations served are grades K-12 school operators and developers, teachers, and pupils with special needs from 3 to 21 years old and their parents/guardians.

\*\*\*\*\*

**CLASS CONCEPTS**

**Education Programs Director:** Under administrative direction of a Deputy Superintendent in the Department of Education, incumbents manage programs and budgets; oversee grants or claims administration; acquire funds, establish program priorities, and allocate staff and related resources; discuss or negotiate difficult issues with agencies and elected and appointed officials; and train, supervise, and evaluate the performance of Education Programs Supervisors or Education Programs Professionals.

**Education Programs Supervisor:** Under general direction of an Education Programs Director in the Department of Education, incumbents perform duties described in the series concept and ensure compliance with program legal requirements; review grants, claims, and/or program recommendations; allocate staff and related resources for an assigned program; advise subordinates regarding assistance provided; and train, supervise, and evaluate the performance of Education Programs Professionals.

**Education Programs Professional:** Under limited supervision, incumbents perform duties described in the series concept and may train, supervise, and evaluate the performance of subordinate technical and administrative support staff. This is the journey level in the series.

\*\*\*\*\*

**MINIMUM QUALIFICATIONS**

**SPECIAL REQUIREMENTS:**

- \* Some positions require a valid driver's license at the time of appointment and as a condition of continuing employment.
- \* Some positions require work on evenings and weekends.
- \* Some positions require statewide travel.
- \* Some positions require a pre-employment criminal history check and fingerprinting.
- \* Some positions require eligibility for a Nevada teacher's license, which may include specific endorsements at the time of application.
- \* Some positions require a Nevada teacher's license at the time of appointment and as a condition of continuing employment.
- \* Some positions require certification as a Registered Dietitian at the time of appointment and as a condition of continuing employment.

**INFORMATIONAL NOTE:**

- \* Positions require program-specific education and/or experience which will be identified by the agency at the time of recruitment.

<b>EDUCATION PROGRAMS DIRECTOR</b>	<b>41</b>	<b>A</b>	<b>5.205</b>
<b>EDUCATION PROGRAMS SUPERVISOR</b>	<b>40</b>	<b>B</b>	<b>5.206</b>
<b>EDUCATION PROGRAMS PROFESSIONAL</b>	<b>39</b>	<b>B</b>	<b>5.232</b>

Page 4 of 6

### MINIMUM QUALIFICATIONS (cont'd)

#### EDUCATION PROGRAMS DIRECTOR

**EDUCATION AND EXPERIENCE:** An earned Doctoral degree from an accredited college or university in business, economics, education, English, math, nutrition, psychology, science, sociology, statistics, or related field and three years of professional experience in an educational program area, one year of which included supervising professional staff; **OR** Master's degree from an accredited college or university in business, economics, education, English, math, nutrition, psychology, science, sociology, statistics, or closely related field and four years of professional experience in an educational program area, one year of which included supervising professional staff; **OR** one year of experience as an Education Programs Supervisor in Nevada State service. *(See Special Requirements and Informational Note)*

**ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES** (required at time of application):

**Detailed knowledge of:** federal laws and regulations pertaining to education. **Working knowledge of:** principles of budgeting and accounting; supervisory principles and practices as applied to supervision of subordinate staff. **General knowledge of:** management principles and practices related to the administration of a comprehensive program. **Ability to:** take responsibility for final decisions and resulting effects; communicate and work effectively with educational administrators and teachers regarding program leadership and financial management; conduct program planning and evaluation; determine budgets, allocate resources to eligible agencies, and maintain accurate financial records; manage and oversee a comprehensive program(s); manage space, equipment, and staff and material resources; train, supervise, and evaluate the performance of subordinate staff; *and all knowledge, skills, and abilities required at the lower levels.*

**FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES** (typically acquired on the job):

**Detailed knowledge of:** agency policies and State and federal laws pertaining to the assigned program area(s). **Working knowledge of:** agency fiscal procedures; budget control reports to include ability to identify discrepancies, potential surpluses, and appropriateness of funds distribution; federal and State accounting systems and fiscal control to provide for the production and monitoring of budgets and proper program payments; State administrative rules and regulations sufficient to perform fiscal management, personnel, and other functions associated with management of the assigned program area(s). **Ability to:** anticipate program budget requests and needs; communicate with the media and stakeholders including elected or appointed bodies; establish objectives and goals for the assigned program(s) and plan, organize, and manage programs and motivate staff to accomplish these objectives; integrate program(s) goals into the overall department goals and objectives; interpret grant applications, budget revisions, and other material relevant to budget control; manage contractual agreements; persuade others to accept or adopt a recommended policy, program, or opinion; negotiate with federal agency officials regarding contracts, the State plan, compliance, and other documents impacting the State Department of Education and/or local education agencies; review the financial status of grants and verify that all grant transactions comply with department policies.

#### EDUCATION PROGRAMS SUPERVISOR

**EDUCATION AND EXPERIENCE:** An earned Doctoral degree from an accredited college or university in business, economics, education, English, math, nutrition, psychology, science, sociology, statistics, or related field and two years of professional experience in an educational program area; **OR** Master's degree from an accredited college or university in business, economics, education, English, math, nutrition, psychology, science, sociology, statistics, or related field and three years of professional experience in an educational program area; **OR** one year of experience as an Education Programs Professional in Nevada State service. *(See Special Requirements and Informational Note)*

<b>EDUCATION PROGRAMS DIRECTOR</b>	<b>41</b>	<b>A</b>	<b>5.205</b>
<b>EDUCATION PROGRAMS SUPERVISOR</b>	<b>40</b>	<b>B</b>	<b>5.206</b>
<b>EDUCATION PROGRAMS PROFESSIONAL</b>	<b>39</b>	<b>B</b>	<b>5.232</b>

Page 5 of 6

**MINIMUM QUALIFICATIONS (cont'd)**

**EDUCATION PROGRAMS SUPERVISOR (cont'd)**

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

**Detailed knowledge of:** current issues and best practices in education programs. **Working knowledge of:** federal laws and regulations pertaining to education; research techniques for developing information and seeking resource materials for project development. **General knowledge of:** educational accountability models; local education administration, budgeting and finance, employee-teacher management, public relations and supervision; principles of budgeting and accounting; qualitative evaluation methods. **Ability to:** analyze and administer programs within an allotted budget; foster a stimulating and cooperative work environment; listen perceptively and communicate assignments clearly; monitor progress and completion of assignments according to an established timeline; *and all knowledge, skills, and abilities required at the lower level.*

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):

**Working knowledge of:** agency policies pertaining to the assigned program area(s); federal and State laws and regulations pertaining to education and the assigned program area(s). **General knowledge of:** budget control reports to include ability to identify discrepancies, potential surpluses, and appropriateness of funds distribution. **Ability to:** assess each staff member's skills, abilities, and limitations; coach subordinates on a personal and professional basis in one-to-one and small group situations; interpret federal and/or State regulations in order to ensure plans comply with federal laws and intent; oversee completion of legal documents, such as contracts, agreements for services, and interlocal agreements; train, supervise, and evaluate the performance of subordinate staff.

**EDUCATION PROGRAMS PROFESSIONAL**

EDUCATION AND EXPERIENCE: An earned Doctoral degree from an accredited college or university in business, economics, education, English, math, nutrition, psychology, science, sociology, statistics, or related field and one year of professional experience in an educational program area; **OR** Master's degree from an accredited college or university in business, economics, education, English, math, nutrition, psychology, science, sociology, statistics, or related field and two years of professional experience in an educational program area. (*See Special Requirements and Informational Note*)

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

**Working knowledge of:** current issues and best practices in educational programs; data analysis necessary to evaluate success and trends of the program area; chart, graph, and table formatting to produce reports; computer applications used for email, spreadsheets, word processing, and databases. **General knowledge of:** education systems, procedures, and methods; federal laws and regulations pertaining to education and the assigned program area(s). **Ability to:** analyze and summarize data; analyze information, problems, and situations to define the problem, formulate logical and objective conclusions, and recognize alternatives and their implications; arrive jointly or independently at decisions, conclusions, or solutions; compile research and information gained from interest groups into written and oral presentations that provide direction for the development of goals and objectives of the program; disseminate information logically and clearly; establish and maintain cooperative working relationships with co-workers and project staff in the school districts, the university system, and other organizations, agencies, and the public; facilitate group discussion of identification of issues, concerns, questions, and proposed solutions; interpret

<b>EDUCATION PROGRAMS DIRECTOR</b>	<b>41</b>	<b>A</b>	<b>5.205</b>
<b>EDUCATION PROGRAMS SUPERVISOR</b>	<b>40</b>	<b>B</b>	<b>5.206</b>
<b>EDUCATION PROGRAMS PROFESSIONAL</b>	<b>39</b>	<b>B</b>	<b>5.232</b>

Page 6 of 6

**MINIMUM QUALIFICATIONS (cont'd)**

**EDUCATION PROGRAMS PROFESSIONAL (cont'd)**

**ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (cont'd)**

information such as federal laws, regulations, and other documents; meet established deadlines with quality products; plan and organize workshops and in-service activities that make the best use of time for participants; prepare and present a variety of oral and written reports as needed; present to small or large groups to provide information, coordinate discussion, and motivate others to action; write concise, logical, and understandable grammatically correct letters, memoranda, reports, minutes, handbooks, directions, technical reports, plans, guidelines, instructions and compliance finding reports.

**FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):**

**Working knowledge of:** agency policies pertaining to the assigned program area(s); federal and State laws and regulations pertaining to education and the assigned program area(s); federal guidelines for reporting educational information. **Ability to:** analyze situations and problems and determine appropriate resolutions based on historical data, interpretation of rules and regulations, and knowledge of the programs in operation; anticipate future ramifications of regulation changes; design and produce pamphlets, fliers, announcements, and web content that effectively communicate with the intended audience; develop needs assessment strategies, synthesize findings, and effectively communicate needs to obtain essential technical assistance; facilitate and assist local school districts or agencies to submit applications within established timelines; obtain pertinent information from parents, professionals, and other stakeholders and accurately report appropriate findings; train, supervise, and evaluate the performance of technical and administrative support subordinate staff if applicable to the position.

This class specification is used for classification, recruitment, and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this series.

	<u>5.205</u>	<u>5.206</u>	<u>5.232</u>
ESTABLISHED:	2/3/92UC	2/3/92UC	2/3/92UC
REVISED:	10/20/10UC	10/20/10UC	10/20/10UC
REVISED:	12/27/11UC	12/27/11UC	12/27/11UC



**STATE OF NEVADA**  
**Department of Administration**  
**Division of Human Resource Management**

**CLASS SPECIFICATION**

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
<b>GRANTS &amp; PROJECTS ANALYST III</b>	<b>37</b>	<b>B</b>	<b>7.753</b>
<b>GRANTS &amp; PROJECTS ANALYST II</b>	<b>35</b>	<b>B</b>	<b>7.755</b>
<b>GRANTS &amp; PROJECTS ANALYST I</b>	<b>33</b>	<b>B</b>	<b>7.757</b>

**SERIES CONCEPT**

Grants & Projects Analysts develop and implement and/or assess, monitor, control and review grant-in-aid projects/programs administered by State agencies, and provide assistance to recipients in evaluating program effectiveness.

Prepare grant applications to secure federal funding for State and/or State-sponsored programs including writing/amending program descriptions and compiling required financial and statistical data.

Review and evaluate applications for subgrants submitted by organizations for program participation, determine eligibility, and recommend approval.

Review, monitor and enforce recipient and sub-recipient compliance to federal, State and local laws and regulations; provide guidance for the uniform administration and use of federal or State funding for federal, State and/or State-sponsored programs.

Research, develop, recommend and implement long-range plans and projects within grant guidelines to maximize and enhance services provided.

Provide technical assistance to service providers regarding program operations including grants management, program planning, and interpretation and analysis of regulations, policies and procedures.

Conduct and/or assist in conducting workshops to provide guidance to service providers and program applicants regarding grant requirements, policies and procedures.

Compile data and prepare reports regarding program activities and funding sources.

Inspect service provider operations to ensure adherence to program objectives; document and report all discrepancies and make suggestions regarding proposed improvements.

Conduct audits of financial records and reports submitted by service providers to ensure the appropriate and efficient usage of monies received and/or reimbursed.

Perform related duties as assigned.

\*\*\*\*\*

<b>GRANTS &amp; PROJECTS ANALYST III</b>	<b>37</b>	<b>B</b>	<b>7.753</b>
<b>GRANTS &amp; PROJECTS ANALYST II</b>	<b>35</b>	<b>B</b>	<b>7.755</b>
<b>GRANTS &amp; PROJECTS ANALYST I</b>	<b>33</b>	<b>B</b>	<b>7.757</b>

Page 2 of 5

### ALLOCATION OF POSITIONS

All grants have some features in common, but there are many factors which, in combination, make the administration of some grants more complex than others. In allocating positions to the Grants & Projects Analyst I or II class, the following characteristics should be taken into consideration:

- *Size and number of grants.* This includes the amount of money allocated to the program, the complexity of applications to be reviewed, the extent of research to be conducted in allocating grant funds, requirements and regulations to be interpreted and applied, the method and procedure in allocating grants, the degree of difficulty involved in carrying out assignments, and the mental processes required to evaluate the program(s);
- *Number of subgrantees whose performance must be audited and evaluated.* This includes the extent and depth of monitoring performance of subgrantees and evaluating reports and applications submitted by subgrantees, and determining their compliance to requirements and regulations;
- *Number of years of the grant and contingencies placed upon program effectiveness,* the type of annual reporting required, and compliance with grant/project requirements;
- *In the Nevada System of Higher Education (NSHE),* complex grants are multi-year, requiring detailed budget projection; the purchase, depreciation and disposition of highly technical equipment; and may involve the use of human or animal specimens.

\*\*\*\*\*

### CLASS CONCEPTS

**Grants & Projects Analyst III:** Under general supervision, incumbents, in addition to overseeing and administering various complex grants, supervise, train and evaluate the performance of subordinate professional staff, and serve as a resource to lower level analysts.

**Grants & Projects Analyst II:** Under general supervision, incumbents perform the duties described in the series concept and are responsible for managing the more complex grants and projects functions. Complex grants and projects duties require interpreting numerous regulations and requirements, determining eligibility, providing justification for approving or denying applications, determining compliance, preparing reports and analyses, planning and conducting training, coordinating program activities with several public jurisdictions, and overseeing the maintenance of extensive informational and/or financial records. This is the advanced journey level in the series.

A representative example of a Grants & Projects Analyst II is located in the Office of Criminal Justice Assistance in the Department of Public Safety. The Office of Criminal Justice Assistance administers grant funds to state and local units of government, and Native American tribes performing law enforcement functions for programs to improve the criminal justice system, which involves usage and sales of controlled substances. Grant funding is also utilized by faith-based and not-for-profit agencies providing drug treatment programs, corrections and prevention and education programs, prosecution and court programs. The incumbent, under the supervision of a Grants & Projects Analyst III, reviews over 62 grant applications annually and oversees the management of about 40 ongoing service activities. Grant awards to the agency total \$32 million, of which the incumbent manages a total \$5.4 million annually.

The incumbent researches and gathers statistics for analysis and support of funding requests; writes applications; develops budget narrative; analyzes guidance received from Federal Program Managers; prepares semi-annual federal reports; performs annual site monitoring; and tracks both fiscal and program aspects of each subgrant recipient. Additionally, prior to reimbursement to subgrantees, the incumbent ensures all expenditures meet the allowable costs/cost principles under the federal grant guidelines and special conditions with each federal grant. The incumbent is also responsible for providing technical assistance, grant training and grant writing assistance to all subgrant recipients.

<b>GRANTS &amp; PROJECTS ANALYST III</b>	<b>37</b>	<b>B</b>	<b>7.753</b>
<b>GRANTS &amp; PROJECTS ANALYST II</b>	<b>35</b>	<b>B</b>	<b>7.755</b>
<b>GRANTS &amp; PROJECTS ANALYST I</b>	<b>33</b>	<b>B</b>	<b>7.757</b>

Page 3 of 5

**CLASS CONCEPTS (cont'd)**

**Grants & Projects Analyst I:** Under general supervision, incumbents perform the full range of duties described in the series concept. They assess, monitor, control and review grant projects/programs and provide technical assistance to subgrantees. This is the journey level in the series.

*A representative example of a Grants & Projects Analyst I is located in the Department of Education. The incumbent oversees the Charter Schools Program grant from the U.S. Department of Education by providing technical assistance and administering subgrants to eligible charter school planners and operators.*

The incumbent coordinates departmental and peer reviews of subgrant applications and assists applicants during the review process; approves/disapproves subgrant budgets, modifications and allowable costs; analyzes end-of-project financial and program reports from subgrantees; monitors programs on-site and through records reviews to ensure compliance with federal requirements; completes required federal financial and programmatic reports; and participates in the development of State charter school policies. The incumbent is responsible for approximately 20 subgrants from a total grant of \$2.5 million annually.

\*\*\*\*\*

**MINIMUM QUALIFICATIONS**

**GRANTS & PROJECTS ANALYST III**

**EDUCATION AND EXPERIENCE:** Bachelor’s degree from an accredited college or university in public or business administration, accounting, finance or related field and three years of professional grants experience which included writing grant applications to secure program funding; determining grant/subgrant program eligibility; researching, developing and implementing long-range grant program plans; managing fiscal aspects of grants/subgrants; and monitoring and enforcing grant/subgrant recipient compliance; **OR** an equivalent combination of education and experience; **OR** one year of experience as a Grants & Projects Analyst II in Nevada State service.

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):**  
**Detailed knowledge of:** management of grants and payment management systems; principles and applications of program planning and evaluation. **Ability to:** interpret, apply, and explain agency programs, processes and procedures, complex laws and regulations, restrictions, and standards to program clientele, representatives of external entities, and other agencies; make oral group presentations to persuade others to accept a specific opinion or action; represent the agency to a wide variety of groups; read, write and apply legal and technical documents; exchange ideas, information, and opinions with others to formulate policies and programs and arrive jointly at decisions, conclusions or solutions; *and all knowledge, skills and abilities required at the lower levels.*

**FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):**  
**Detailed knowledge of:** federal and State regulations and guidelines governing assigned areas of responsibility. **Working knowledge of:** State budgetary process; supervisory principles and practices.

**GRANTS & PROJECTS ANALYST II**

**EDUCATION AND EXPERIENCE:** Bachelor’s degree from an accredited college or university in public or business administration, accounting, finance or related field and two years of professional grants experience which included writing grant applications to secure program funding; determining grant/subgrant program eligibility; researching, developing and implementing long-range grant program plans; managing fiscal aspects of grants/subgrants; and monitoring and enforcing grant/subgrant recipient compliance; **OR** an equivalent combination of education and experience; **OR** one year of experience as a Grants & Projects Analyst I in Nevada State service.

<b>GRANTS &amp; PROJECTS ANALYST III</b>	<b>37</b>	<b>B</b>	<b>7.753</b>
<b>GRANTS &amp; PROJECTS ANALYST II</b>	<b>35</b>	<b>B</b>	<b>7.755</b>
<b>GRANTS &amp; PROJECTS ANALYST I</b>	<b>33</b>	<b>B</b>	<b>7.757</b>

Page 4 of 5

### MINIMUM QUALIFICATIONS (cont'd)

#### GRANTS & PROJECTS ANALYST II (cont'd)

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):

**Working knowledge of:** management of grants and payment management systems; accounting and financial recordkeeping practices; accounting coding used to distribute funds, accounts receivable and accounts payable bookkeeping practices; principles and processes of program planning and evaluation.

**Ability to:** read, write, interpret, explain, and apply legal and technical documents; explain agency grant programs, actions, policies and procedures; write program plans, reports and grant applications using correct English grammar, spelling and punctuation; compute and prepare financial and budget reports; *and all knowledge, skills and abilities required at the lower level.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):

*(These are identical to the Entry Level Knowledge, Skills and Abilities required for Grants & Projects Analyst III.)*

#### GRANTS & PROJECTS ANALYST I

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in public or business administration, accounting, finance or related field related to the position and one year of grants experience which included writing grant applications to secure program funding; determining grant/subgrant program eligibility; researching, writing and/or revising grant program plans; providing technical assistance to grant/subgrant recipients; and managing fiscal aspects of grants/subgrants; **OR** graduation from high school or equivalent education and three years of professional experience in writing grant applications to secure program funding; determining grant/subgrant program eligibility; researching, writing and/or revising grant program plans; providing technical assistance to grant/subgrant recipients; and managing fiscal aspects of grants/subgrants; **OR** an equivalent combination of education and experience.

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):

**General knowledge of:** accounting and financial recordkeeping practices; accounting coding used to distribute funds; accounts receivable and accounts payable bookkeeping practices; federal and/or State regulations pertaining to grants; management of grants and payment management systems; principles and processes of program evaluation and planning. **Ability to:** prepare grammatically correct written materials including program plans, reports and grant applications; complete required forms and documents related to program requirements; prepare and verify financial and budget reports; explain programs, policies and procedures of the agency; compose business correspondence in clear, concise and grammatically correct English.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):

*(These are identical to the Entry Level Knowledge, Skills and Abilities required for Grants & Projects Analyst II.)*

This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this series.

**GRANTS & PROJECTS ANALYST III**  
**GRANTS & PROJECTS ANALYST II**  
**GRANTS & PROJECTS ANALYST I**

**37**  
**35**  
**33**

**B**  
**B**  
**B**

**7.753**  
**7.755**  
**7.757**

Page 5 of 5

7.753

7.755

7.757

ESTABLISHED:

6/24/83

6/24/83

6/24/83

REVISED:

7/1/93P

7/1/93P

7/1/93P

9/24/92PC

9/24/92PC

9/24/92PC

REVISED:

12/14/07PC

12/14/07PC

12/14/07PC

REVISED:

5/12/10UC

5/12/10UC

5/12/10UC

REVISED:

5/9/12UC

5/9/12UC

5/9/12UC



**STATE OF NEVADA**  
**Department of Administration**  
**Division of Human Resource Management**

**CLASS SPECIFICATION**

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
<b>PROGRAM OFFICER III</b>	<b>35</b>	<b>B</b>	<b>7.643</b>
<b>PROGRAM OFFICER II</b>	<b>33</b>	<b>B</b>	<b>7.647</b>
<b>PROGRAM OFFICER I</b>	<b>31</b>	<b>B</b>	<b>7.649</b>

**SERIES CONCEPT**

Program Officers perform administrative work in planning, coordinating, and directing a comprehensive program or program function for a specific clientele.

Incumbents administer a specific program for clientele by implementing established policies and procedures (i.e. accepting and reviewing applications and/or documents containing specific information to determine eligibility for participation in the program according to established criteria) in order to meet established goals and objectives.

Incumbents monitor program operations through on-site visits and the review of reports and records to recommend and implement changes in the method, procedure or operation of the program.

Incumbents provide information and interpretation of the program and its rules and regulations to department staff, program participants and the general public to ensure their understanding and/or compliance.

Incumbents compile data and prepare reports of program activities in order to make budget requests and to identify problem areas and recommend solutions or to aid management in making policy decisions and in analyzing the program's success.

Incumbents conduct training and/or provide technical assistance for program service providers including how to complete required forms and documentation and/or the operation of an automated system if applicable. Writes or revises and recommends the implementation of a procedural manual to ensure providers' understanding and compliance with all the rules and regulations.

Incumbents perform related work as required.

\*\*\*\*\*

**CLASS CONCEPTS**

**Program Officer III:**

Under administrative direction, Program Officer III's are expected to perform the full range of duties as described in the series concept. Work is assigned through goals and objectives and reviewed through goal attainment and as unusual circumstances occur. Incumbents are responsible for administering a large program which affects a significant number of people on a continuing basis. Work involves planning and developing processes and carrying out programs by interpreting and applying broadly stated and nonspecific policies. This class is distinguished from the Program Officer II class by its increased latitude in decision making resulting from coordinating broad nonspecific rules and/or regulations.

<b>PROGRAM OFFICER III</b>	<b>35</b>	<b>B</b>	<b>7.643</b>
<b>PROGRAM OFFICER II</b>	<b>33</b>	<b>B</b>	<b>7.647</b>
<b>PROGRAM OFFICER I</b>	<b>31</b>	<b>B</b>	<b>7.649</b>

Page 2 of 3

**CLASS CONCEPTS (cont'd)**

**Program Officer II:**

Under general direction, Program Officer II's perform the full range of duties as described in the series concept. Work is assigned through goals and objectives and reviewed through goal attainment and as unusual circumstances occur. Incumbents have a moderate degree of latitude in choosing the manner in which to accomplish goals and objectives. They supervise one or more Program Officer I's or technical/operations staff performing similar duties of a more routine/technical nature. This is the second level in the series.

**Program Officer I:**

Under direction, Program Officer I's are responsible for performing the duties as described in the series concept in a more limited manner. Incumbents have less latitude in choosing the manner in which the work is performed and are typically confined within more stringent regulations and guidelines than the Program Officer II. While this class is expected to coordinate and supervise the work activities of others, this responsibility is typically confined to clerical and non-technical support staff assigned to the program area.

\*\*\*\*\*

**MINIMUM QUALIFICATIONS**

**SPECIAL REQUIREMENTS:**

- \* Pursuant to NRS 284.4066, some positions in this series have been identified as affecting public safety. Persons offered employment in these positions must submit to a pre-employment screening for controlled substances.
- \* Some positions require a valid driver's license or evidence of equivalent mobility at the time of appointment and as a condition of continuing employment.

**PROGRAM OFFICER III**

**EDUCATION AND EXPERIENCE:** Graduation from an accredited college or university in public administration or related field and two years of previous experience in planning, coordinating or administering a program; **OR** two years experience as a Program Officer II in Nevada State service; **OR** graduation from high school or the equivalent and six years of previous experience in planning, coordinating or administering a program; **OR** an equivalent combination of education and experience. *(See Special Requirements)*

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):**

**Knowledge of:** departmental organizational structure, policies and administrative procedures of the State and agency, supervisory techniques including selection, training, motivation, work assignment and review, establishing work performance standards, and discipline. **Skill in:** planning, organizing and making presentations, operating a computer terminal to effectively input, retrieve and manipulate data, written English sufficient to compose reports and business correspondence, basic mathematical computation, effectively interacting with other people including communication *and all knowledge, skills and abilities required at the lower levels.*

**FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):**

**Knowledge of:** budgetary process and legislative processes. **Comprehensive knowledge of:** the purpose, goals, rules and regulations of the program administered. Thorough knowledge of management concepts and practices as applied to public administration. **Skill in:** analyzing, researching, developing and implementing improved operational work methods consistent with program requirements, state regulations, pertinent laws and departmental policies.

<b>PROGRAM OFFICER III</b>	<b>35</b>	<b>B</b>	<b>7.643</b>
<b>PROGRAM OFFICER II</b>	<b>33</b>	<b>B</b>	<b>7.647</b>
<b>PROGRAM OFFICER I</b>	<b>31</b>	<b>B</b>	<b>7.649</b>

Page 3 of 3

**MINIMUM QUALIFICATIONS (cont'd)**

**PROGRAM OFFICER II**

**EDUCATION AND EXPERIENCE:** Graduation from an accredited four year college or university in public administration or a related field and one year of previous experience in planning, coordinating or administering a program; **OR** one year experience as a Program Officer I in Nevada State service; **OR** graduation from high school or the equivalent and five years of previous experience in planning, coordinating or administering a program; **OR** an equivalent combination of education and experience. (*See Special Requirements*)

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):**  
**Thorough knowledge of:** the purpose, goals, rules and regulations of the program administered. **Skill in:** operating a computer terminal to effectively input, retrieve and manipulate data, written English sufficient to compose reports and business correspondence, basic mathematical computation, effectively interacting with other people including communication.

**FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):**  
**Knowledge of:** supervisory techniques including selection, training, motivation, work assignment and review, establishing work performance standards, and discipline. **Skill in:** motivating others to effective action.

**PROGRAM OFFICER I**

**EDUCATION AND EXPERIENCE:** Graduation from an accredited four year college or university in public administration or a related field; **OR** graduation from high school or the equivalent and four years of previous experience either performing or assisting in the planning, coordinating or administering of a program; **OR** an equivalent combination of education and experience. (*See Special Requirements*)

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):**  
**Skill in:** operating a computer terminal to effectively input, retrieve and manipulate data, analyzing and interpreting State policies, procedures, and rules relevant to program areas, written English sufficient to compose reports and business correspondence, basic mathematical computation, effectively interacting with other people including communication.

**FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):**  
**Thorough knowledge of:** the purpose, goals, rules and regulations of the program administered.

This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this class.

	<u>7.643</u>	<u>7.647</u>	<u>7.649</u>
ESTABLISHED:	07/01/93P 09/24/92PC	07/01/93P 09/24/92PC	07/01/89P 09/27/88PC
REVISED:			05/29/92PC
REVISED:			07/01/93P 09/24/92PC

# **APPENDIX C**

## **LETTERS of SUPPORT**

Included:

Governor

State Partners

National Partners

OFFICE OF THE GOVERNOR  
GOVERNOR CORTEZ MARRASO  
GOVERNOR'S OFFICE  
1000 EAST WASHINGTON AVENUE  
SUNSHINE BOULEVARD



OFFICE OF THE GOVERNOR OF FLORIDA  
1000 EAST WASHINGTON AVENUE  
SUNSHINE BOULEVARD  
TALLAHASSEE, FLORIDA 32301-4000  
TEL: (904) 488-2600

# Office of the Governor

EE - Charter School Program - State Education Agency



**BRIAN SANDOVAL**  
*Governor*

**STATE OF NEVADA**

**PATRICK GAVIN**  
*Director*



**STATE PUBLIC CHARTER SCHOOL AUTHORITY**

**1749 North Stewart Street Suite 40  
Carson City, Nevada 89706-2543  
(775) 687 - 9174 · Fax: (775) 687 - 9113**

July 14, 2015

Director Stefan Huh  
Charter Schools Program  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5970

Dear Mr. Huh:

This letter is offered in support of the Nevada Department of Education's (NDE) application for funding under the Charter Schools Program (CSP) for state educational agencies. As a partner in supporting the creation of additional, high-quality charter schools across Nevada, we have reviewed the grant application and its project objectives:

- Project Objective 1: Increase the number of high-quality charter schools in Nevada, especially those serving students who are at greatest risk of not meeting state academic standards.
- Project Objective 2: Improve student achievement in Nevada charter schools, particularly for students who have historically underachieved (graduation rates and career/college enrollment).
- Project Objective 3: Promote the high-quality dissemination of Nevada charter school best practices to other schools.
- Project Objective 4: Strengthen the overall quality of the Nevada charter authorizing and CSP grant administrative infrastructure.

The State Public Charter School Authority is pleased to support this ambitious grant project. In exchange for anticipated results, the Nevada Department of Education, the State Board of Education, and the Governor's Office have been vital strategic partners both in our authorizing practice and in our successful policy agenda. This agenda includes increased funding equity, enhanced charter school accountability, and expanded authorizer and charter school autonomy..

In particular, we are in full support of the plan to streamline and integrate the CSP start-up grant award review process with the rigorous and high-quality charter authorization process already conducted by the state's active charter authorizers. In addition, we are excited about the

Department's approach to ensuring - authorizer quality and the expansion of high-quality charter schools statewide. We actively support these endeavors in service to our legislative mandate to serve as a model for high quality charter school authorizing across the Silver State.

As the state's leading charter school authorizer, the State Public Charter School Authority's vision is to ensure that there is a quality public school choice for every child in Nevada. We have rewarded our best performing schools with additional seats to serve more students while sanctioning underperforming schools via our performance framework.

Since our inception in 2011, we have doubled the size of our portfolio from 10,000 to 20,000 students, and we are poised to add an additional 8,000 students this fall. During this period of significant growth, we have expanded the number of high-quality charter school seats by 171 percent through performance management and have reduced the total number of seats in low-performing schools to just 97 across our statewide portfolio.

We know that there is far more to accomplish, however. The Authority Board and its senior leadership are particularly focused on dramatically expanding the number of high- quality charter schools serving our most disadvantaged populations, including children in the urban cores of our largest counties and in our rural communities. At the same time, we also seek opportunities to foster the growth of excellent charter schools in our rapidly expanding suburban areas statewide.

Our new and expanding charter schools continue to serve increasing numbers of previously underserved students. NDE's heightened focus on collaboration and quality authorizing are essential to dramatically enhancing charter quality and diversity amidst this rapid growth. The project objectives and activities proposed in NDE's FY16 CSP grant are fully aligned with our own agency strategic plan and with the ambitious financial investments and policy investments which emerged from the 2015 legislative session. We will continue to offer assistance to NDE in order to meet these challenges. We look forward to continuing our collaboration with NDE to open exemplary charter schools across Nevada's urban, suburban, and rural communities.

Sincerely,



Patrick J. Gavin  
Director  
State Public Charter School Authority



Kathleen A. Conaboy  
Board Chair  
State Public Charter School Authority

July 15, 2015

Director Stefan Huh  
Charter Schools Program  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5970

Dear Mr. Huh:

This letter is offered in support of the Nevada Department of Education's (NDE) application for funding under the Charter Schools Program (CSP) for state educational agencies. As a partner in supporting the creation of additional, high-quality charter schools across Nevada, the Charter School Association of Nevada is pleased to support this ambitious grant project.

There has been a heightened focus on charter schools in Nevada as decision-makers are viewing them as a piece of the solution in helping the state's consistently underperforming public education system. I have been very impressed with the collaboration and support from the Nevada Department of Education, the State Board of Education, the Governor's Office, and the State Public Charter School Authority in supporting policies that strengthen the charter sector. All have been supportive of an agenda to increase funding equity, enhance charter school accountability, and expand charter school autonomy.

As the state's only charter school support organization, the Charter School Association of Nevada's vision is to ensure that there is a quality public school choice for every child in Nevada. We represent 23 of the state's 38 charter schools, including 11 of the 17 four and five-star schools. Since our inception in 2008, the growth in the charter sector has increased rapidly with 25 charter schools serving 10,011 students during the 2008-09 school year, to 38 charter schools serving 29,117 students this past school year. With many of our four and five-star schools expanding and a new school poised to open this fall, we are expecting an increase of about 8,500 high quality charter seats for the upcoming school year across the state.

We know that there is far more to accomplish, however, and seek opportunities to foster the growth of excellent charter schools statewide and continue to increase the number charters that serve previously underserved students. NDE's heightened focus on collaboration and quality authorizing are essential to dramatically enhancing charter quality and diversity amidst this rapid growth. We have full faith that the NDE has the leadership necessary to carry out the objectives of this project. We look forward to continuing our collaboration with NDE to support the opening of exemplary charter schools across Nevada's urban, suburban, and rural communities.

Sincerely,



Lauren Hulse  
Executive Director  
Charter School Association of Nevada

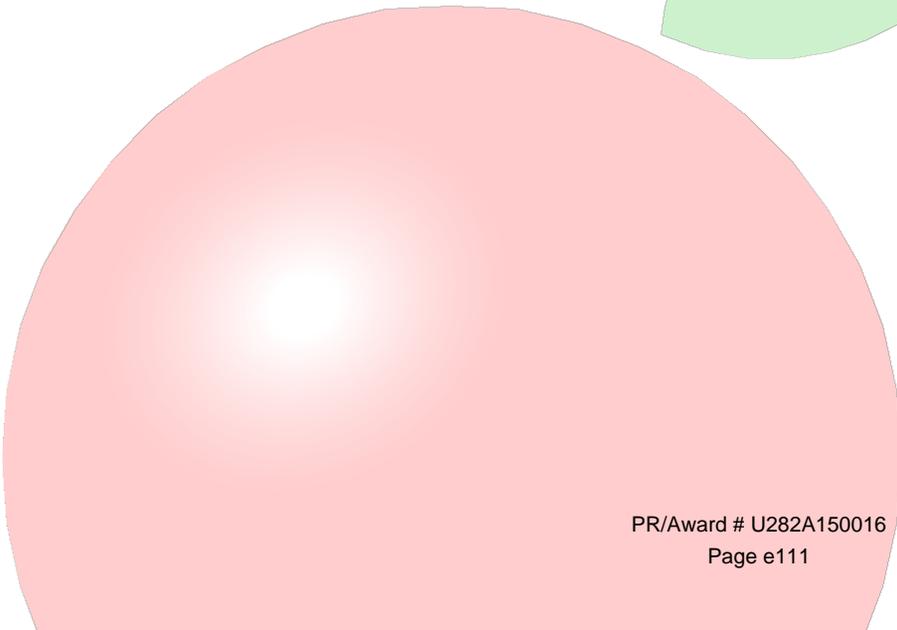
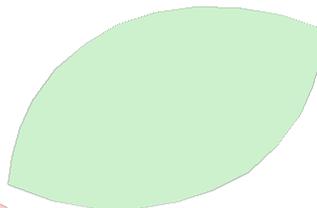


July 15, 2015

The National Association of Charter School Authorizers (NACSA) is pleased to offer its support for Nevada's Charter School Programs (CSP) grant proposal. NACSA believes deeply in the importance of high quality authorizing and in the positive impact it has on the quality of charter schools.

The National Association of Charter School Authorizers is a not-for-profit, membership association committed to advancing excellence and accountability in the charter school sector and to increasing the number of high-quality charter schools across the nation. NACSA's work includes evaluation, training, and development of authorizing tools and processes, all informed by the best practices of the nation's leading authorizers. NACSA provides professional development, practical resources, consulting, and policy guidance to authorizers. It is devoted exclusively to improving public education by improving the policies and practices of the organizations responsible for authorizing charter schools.

We look forward to supporting the Nevada Department of Education as it further develops its authorizing practices and as the state continues to expand high quality charter schools.



July 14, 2015

Director Stefan Huh  
Charter Schools Program  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5970

Dear Mr. Huh:

On behalf of the National Center for Special Education in Charter Schools ("NCSECS"), I am writing to express our support for the Nevada Department of Education's application for U.S. Department of Education Charter School Program ("CSP") grant funds.

The mission of NCSECS is to ensure that students with disabilities are able to fully access and thrive in charter schools. We are a national not-for-profit organization devoted to the practical, policy and regulatory challenges that can impede access and equity for special education students in the charter sector. Within our narrow area of focus our work is broad; it ranges from establishing facts and disseminating research to authoring papers on best practices for schools and charter school authorizers, to advising on state and federal legislation and regulations, to providing targeted technical assistance. With regard to the latter, over the past two years, NCSECS has assisted numerous stakeholders. These included advising the Achievement School District in Tennessee on best practices for special education in authorizing and overseeing charter schools, and providing multiple layers of support for the charter school sector in Newark, New Jersey. There, with support from the Newark Charter Schools Fund, NCSECS assessed and advised dozens of charter schools and helped them better serve students with disabilities. Our support extended to instruction, operations, compliance, finances, staffing and professional development. We are now engaged in the next phase of that work, focusing on the development of a centralized special education resource or cooperative that will serve all the charter schools in Newark.

NCSECS is enthusiastic about supporting the Nevada Department of Education and Nevada's authorizer community in the substantive, creative work for which it is seeking CSP funding. If the state's proposal is approved, we will partner with the Department and its authorizer partners as it seeks to establish innovative and equitable structures. These include the planning and creation of a centralized special education consortium or cooperative for charter school special education; a system of "micro-charter schools" focusing on a particular area of disability that are co-located with other schools; and "cluster" programs that provide specialized classrooms within large charter schools or that are shared by charter schools within

a network. Each of these initiatives reflects a clear understanding of the needs of students with disabilities in charter schools and promises to provide results that can be measured and replicated within the state and across the country.

We look forward to helping the state and the Nevada authorizer community continue the innovative work now going on in the Nevada charter sector and to ensuring that these benefits extend to all children who want to access them.

Sincerely,



Paul O'Neill  
Co-Founder



July 14, 2015

Director Stefan Huh  
Charter Schools Program  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5970

Dear Mr. Huh:

As the Chief Executive Officer of Building Excellent Schools, I am writing to express my organization's strong and unconditional support for the Nevada Department of Education's Charter School Program ("CSP") grant application. On behalf of Building Excellent Schools (BES) we express our full support of the Nevada Department of Education's application for funding under the federal State Educational Agency Charter Schools Program (CSP). The support of the federal CSP grant is necessary, critical and essential to sustaining the high-quality educational options provided by charter schools, and to further advance the dissemination of best practices and collaboration with traditional public schools in the state.

Building Excellent Schools has been at the forefront of the charter school movement since 2001. Through our groundbreaking BES Fellowship, we have supported the development of 79 schools in 22 states across the country, including some of the nation's leading charter schools and charter school networks. Schools founded by BES Fellows are among the highest achieving urban charter schools in the nation's leading charter school markets. Thanks to the initiative of a dedicated coalition of local funders and outreach by the leadership of the State Public Charter School Authority, BES has selected Clark County, the nation's fifth largest school district and the home to the vast majority of children in the Silver State, as a high priority community.

While Building Excellent Schools is headquartered in Boston, we are a national organization with staff based in cities across the country, including Las Vegas. The team at Building Excellent Schools, including members of both our national program staff and employees based in Nevada, has been deeply impressed by the seriousness and commitment with which the State of Nevada, including its Governor, State Superintendent, and legislature have approached the challenge of improving academic achievement statewide and their embrace of choice, accountability, and autonomy as key drivers in realizing their shared vision for the New Nevada.

For almost two decades, Building Excellent Schools has been recruiting, selecting and training leaders to effectively start and lead numerous independently managed urban

charter schools. BES has created a reliable supply of top-notch charter school founders and charter school uber-leaders throughout the nation.

BES training equips school leaders to take on the demanding and urgent work of leading a school. Participants who are supplying our next line of emerging principals examine effective leadership mindset, self-awareness, and voice, harnessing their ability to lead a mission-driven team to outstanding results. These results are ready to roll out to drive student achievement for students in low performing, high poverty, and high percentage-minority charter schools. Las Vegas is acting with urgency and we are ready.

Building Excellent Schools recognizes the Nevada Department of Education and the leaders of Nevada's charter school authorizing community for their dedication to dramatically improving the quality of the state's charter school portfolio and for its willingness to try new approaches to increasing the supply of high quality charter school applicants, including both the Harbormaster initiative and its boldness in taking the unprecedented step of approaching our organization as a strategic partner in that work.

Should the state's grant application be approved, BES will work with the department and its local funders to determine how to best deploy the mix of private philanthropic dollars which currently support its applicants with any CSP grant dollars for which schools sponsored by Nevada authorizers may be eligible based on the quality of the academic, fiscal, and organizational plan set forth in their approved charter applications. We applaud the Department's foresight in considering how to maximize the academic and organizational return on investment for all funds received by schools approved under the CSP grant in service of its goal of expanding the number of quality charter schools seats in its most challenged communities. Charter schools are a key aspect of strategy to ensure success after high school for all students, and federal CSP funding is crucial to ensure the continued growth and health of both the charter school sector and robust district partnerships.

The CSP funding is a vital tool in continuing to allow and stimulate this growth and success.

We look forward to supporting the Department and the state's highest performing charter school authorizers in their pursuit of this lofty, yet reachable and essential goal.

None of us is willing to compromise quality.

Sincerely,



Linda Brown  
Chief Executive Officer

July 14, 2015

Director Stefan Huh  
Charter Schools Program  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5970

Dear Director Huh,

I am writing today in support of the Nevada Department of Education's Charter School Program application. I have recently had the privilege of working closely with the senior leadership of the Nevada Department of Education in a successful effort to design and implement legislation for the creation of an empowerment district – the Nevada Achievement School District – in Nevada.

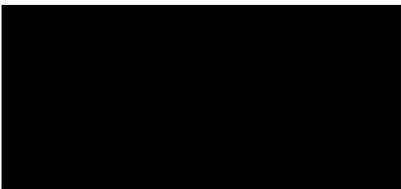
For too long, low-income and minority students in Nevada have struggled to access a high-quality public education. In 2014, EdWeek ranked Nevada at the bottom of its state rankings in its Chance of Success Report, which measures a state's progress on 13 educational indicators that span the course of a person's lifetime. Furthermore, Nevada's students have historically had one of the lowest high school graduation rates and college completion rates in the country. Put simply: most low-income and minority families in Nevada do not currently have reliable access to good public schools.

These are sobering facts but there is also reason for optimism: the new senior leadership teams at the Department of Education and the State Public Charter School Authority are wholly committed to launching high-quality, accountable charter schools to meet the needs of all students. And, perhaps more importantly, they have the support of Governor Sandoval who has just signed an ambitious legislative reform package including the Achievement School District, match funding for a new community organization (harbormaster) that will serve as an aggregator and allocator of philanthropic investments in new schools, and extra funding for schools serving high-need populations.

The time is ripe for transformation in Nevada and the alignment between the political, civic, and schools communities is such that, with your help, Nevada could easily triple the number of high-quality charter school seats over the next five years.

If you have any questions, please feel free to call me at 

Sincerely yours,



Adam Hawf

Former Assistant Superintendent  
Louisiana Department of Education



June 15, 2014

Director Stefan Huh  
Charter Schools Program  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5970

Dear Director Huh:

I am writing in support of the Nevada Department of Education's Charter School Program grant application.

Nevada is at a critical point in reimagining its education system. Under the leadership of Governor Brian Sandoval and Superintendent of Public Instruction Dale Erquiaga, the state is committed to rapidly growing its charter sector and turning around its lowest performing schools. During its 2015 legislative session, the Nevada Legislature passed an ambitious package of school choice legislation that includes charter school harbormaster funding and the establishment of an Achievement School District.

Our team has had the privilege of supporting the Nevada Department of Education in its effort to create an Achievement School District modeled after the very successful Recovery School District in Louisiana. Superintendent Erquiaga has set a bold and ambitious for this turnaround district.

I urge you to support Nevada in its efforts to open schools that serve its highest-need students. For too many years, these students have suffered in chronically failing schools. Now that Nevada is committed to making a real change, they deserve all of our support in attracting best-in-class charter operators to the state.

For these reasons, I hope you thoughtfully consider the Nevada Department of Education's Charter School Program grant application.

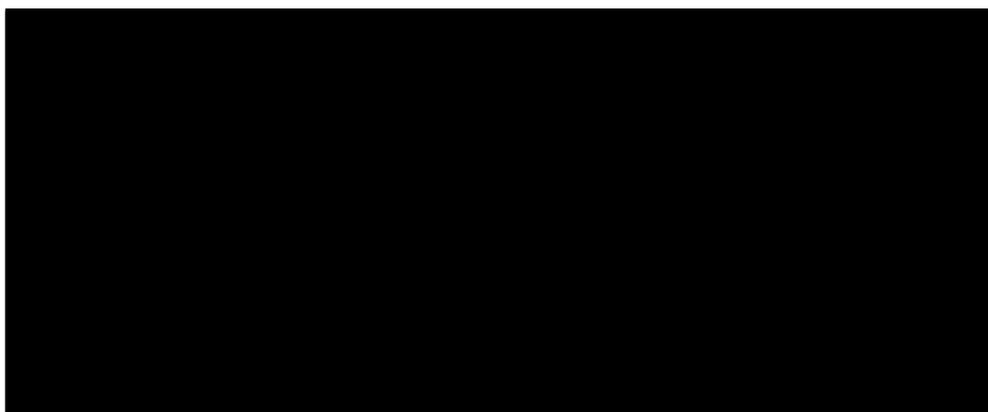
Sincerely,

Greg McGinity  
Managing Director

# APPENDIX D

# PROPRIETARY INFORMATION

Includ



































































































































































































































































































































## 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**

**A. Personnel:**

**YEAR 1 FEDERAL REQUEST** ..... ██████████

Position	Effort	Year 1	Year 2	Year 3	Total
Education Professional	100%	██████	██████	██████	██████
Grant & Project Analyst II	100%	██████	██████	██████	██████
Program Officer	100%	██████	██████	██████	██████
<b>TOTAL</b>		██████	██████	██████	██████

**JUSTIFICATION/NARRATIVE:**

Education Professional: this position will serve as the Charter Development Specialist (CDS) and be responsible for daily oversight and implementation of the project to ensure all deliverables are met. The activity allocation is split 50% administrative duties and 50% direct service.

Grants & Project Analyst II: this position will be responsible for the daily management of grant activities and liaison with the program staff (CDS and Program Officer). The activity allocation is 100% allocated to administrative duties.

Program Officer: this position will work in collaboration with the CDS, be responsible for liaison with sub-grantees, website contract and implementation as well as ensure all compliance and internal audit measures are met. The activity allocation is split 50% administrative duties, 10% dissemination, and 40% direct service.

**B. Fringe Benefits:**

**YEAR 1 FEDERAL REQUEST** ..... ██████████

Item	Rate	Year 1	Year 2	Year 3	Total
Insurance (per person)	██████	██████	██████	██████	██████
Medicare	██████	██████	██████	██████	██████
Personnel Assessments	██████	██████	██████	██████	██████
Unempl / Workers Comp	██████	██████	██████	██████	██████
Social Security	██████	██████	██████	██████	██████
EITS Assessments (per)	██████	██████	██████	██████	██████
Retirement	██████	██████	██████	██████	██████
<b>TOTAL</b>		██████	██████	██████	██████

**JUSTIFICATION/NARRATIVE:**

The fringe benefit rates are the current agency rates.

**C. Travel:**

**YEAR 1 FEDERAL REQUEST** ..... **\$7,059**

Purpose	Rate	Year 1	Year 2	Year 3	Total
<b>In-state / Travel</b>		<b>1 person – 3 trips</b>	<b>1 person – 3 trips</b>	<b>1 person – 3 trips</b>	
Airfare	\$400	\$1,200	\$1,200	\$1,200	\$4,800
Lodging – 1 night	\$125	\$375	\$375	\$375	\$1,500
Per diem – 2 days	\$71	\$426	\$426	\$426	\$1,704

Parking – 2 days	\$14	\$84	\$84	\$84	\$336
Car Rental – 2 days	\$35	\$210	\$210	\$210	\$840
<b>Annual National Meeting</b>		<b>3 persons</b>	<b>3 persons</b>	<b>3 persons</b>	
Airfare	\$700	\$2,100	\$2,100	\$2,100	\$8,400
Lodging – 3 nights	\$150	\$1,350	\$1,350	\$1,350	\$5,400
Per Diem – 4 days	\$83	\$996	\$996	\$996	\$3,984
Parking – 4 days	\$14	\$168	\$168	\$168	\$672
Ground Transport	\$50	\$150	\$150	\$150	\$600
<b>TOTAL</b>		<b>\$7,059</b>	<b>\$7,059</b>	<b>\$7,059</b>	<b>21,177</b>

**JUSTIFICATION/NARRATIVE:**

In-state meetings and training (in-state) –

This cost category is included for the in-state travel to enable the charter development specialist the ability to conduct meetings, review program data and evaluation reports, provide training and receive feedback from charter school developers and authorizers to inform quality improvement activities of the program.

Annual National Meeting (Washington, D.C.) –

This cost category is included for future annual national meetings as required by budget instructions of the grant announcement. Participants will include 2 representatives from NDE and 1 representative from SPCSA.

**D. Equipment:**

**YEAR 1 FEDERAL REQUEST ..... \$0**

**E. Supplies:**

**YEAR 1 FEDERAL REQUEST ..... \$14,510**

Item	Rate	Year 1	Year 2	Year 3	Total
PC/Computer/Data	3 @ \$2,500	\$7,500	\$0	\$0	\$7,500
Software	3 @ \$690	\$2,070	\$2,070	\$2,070	\$8,280
Printer	3 @ \$200	\$600	\$0	\$0	\$600
Office Furniture	3 @ \$800	\$2,400	\$0	\$0	\$2,400
Telephone	3 @ \$600	\$1,800	\$0	\$0	\$1,800
Misc. Office Supply	3 @ \$15 mo x 12	\$540	\$540	\$540	\$2,160
<b>Total</b>		<b>\$14,510</b>	<b>\$2,610</b>	<b>\$2,610</b>	<b>\$19,730</b>

**JUSTIFICATION/NARRATIVE:**

PC/Computer/DATA –

Costs are associated with the positions being proposed in this application (Charter Development Specialist, Program Officer and Grant & Project Analyst). Computer and Data wiring will be necessary to perform their daily functions.

Software –

Costs are associated with the position being proposed in this application. Computer software will be necessary to perform their daily functions.

Printer –

Costs are associated with each the positions being proposed in this application (Charter Development Specialist, Program Officer and Grant & Project Analyst). Printer accessibility will be necessary to perform their daily functions.

Office Furniture –

Costs are associated with each of the positions being proposed in this application (Charter Development Specialist, Program Officer and Grant & Project Analyst). Office furniture will be necessary to perform their daily functions.

Telephone –

Costs are associated with the positions being proposed in this application (Charter Development Specialist, Program Officer and Grant & Project Analyst). A telephone will be necessary to perform their daily functions.

Misc. Office Supply –

Costs are associated with the positions being proposed in this application (Charter Development Specialist, Program Officer and Grant & Project Analyst) at approximately \$15 per month per position for each year. Office supplies consisting of pens, paper etc. will be necessary to perform their daily functions.

**F. Contractual:**

**Year 1 FEDERAL REQUEST ..... \$3,079,019**

Name / Service	Year 1	Year 2	Year 3	Total
Post-Charter Planning Grants	\$700,000	\$1,750,000	\$3,150,000	\$5,600,000
Year 1 Implementation Grants	\$1,170,000	\$1,450,000	\$2,320,000	\$4,940,000
Year 2 Implementation Grants	\$214,000	\$642,000	\$1,498,000	\$2,354,000
Dissemination Grants	\$400,000	\$400,000	\$400,000	\$400,000
Web-Developer / Social Media	\$25,000	\$3,000	\$3,000	\$31,000
Authorizer Training Tools	\$30,000	\$30,000	\$30,000	\$90,000
External Evaluator	\$100,000	\$100,000	\$100,000	\$100,000
Special Education Development	\$140,000	\$170,000	\$145,000	\$455,000
Revolving Loan (10%)	\$300,019	\$476,122	\$787,048	\$1,563,189
<b>Total</b>	<b>\$3,079,019</b>	<b>\$5,021,122</b>	<b>\$8,433,048</b>	<b>\$16,533,189</b>

**JUSTIFICATION/NARRATIVE:**

Post-Charter Planning Grants

This cost category will be sub-granted to charter schools with average awards of \$350,000. It is anticipated 2 schools will be awarded in Year 1, 5 schools in Year 2, and 9 schools in Year 3.

Year 1 Implementation Grants

This cost category will be sub-granted to charter schools with average awards of \$290,000. It is anticipated 3 schools will be awarded in Year 1, 5 schools in Year 2, and 8 schools in Year 3.

Year 2 Implementation Grants

This cost category will be sub-granted to charter schools with average awards of \$214,000. It is anticipated 1 school will be awarded in Year 1, 3 schools in Year 2, and 7 schools in Year 3.

Dissemination Grants

This cost category will be sub-granted to schools for projects to enable best practice dissemination with average awards of \$150,000. It is anticipated 2 to 3 schools will be awarded these funds each year.

Web-developer / Social Media / Outreach

This cost category will be sub-granted to a contractor hired through Nevada’s procurement policy to develop and implement the CharterNevada website in Year 1. Subsequent years have minimal dollars to enhance an outreach campaign through social media buys and advertisements.

Authorizer Training Tools

This cost category will be contracted with the National Association of Charter School Authorizers to conduct needs assessment, two in-person trainings, two or more webinars and provide training materials, models and exemplars.

External Evaluator

This cost category will be contracted through Nevada’s to an external evaluator to analyze and report performance measures and effectiveness of service delivery. The evaluator will engage on a quarterly basis and provide necessary reports for quality continuous improvement.

Special Education Development

This cost category will be contracted with the National Center for Special Education in Charter Schools to assess, develop, and implement strategies to improve educational access and quality for students with disabilities. Project costs for Year 1: Charter School Special Education Consortia \$80,000; Create Cluster Classrooms \$30,000; Create Micro-schools \$30,000. Project Costs for Year 2: Charter School Special Education Consortia \$100,000; Create Cluster Classrooms \$35,000; Create Micro-schools \$30,000. . Project Costs for Year 3: Charter School Special Education Consortia \$65,000; Create Cluster Classrooms \$40,000; Create Micro-schools \$40,000

Revolving Loan (10%)

This cost category will be used for a revolving loan to be provided to charter schools to become operational prior to their ability to collect State and local funding.

**G. Other:**  
**YEAR 1 FEDERAL REQUEST ..... \$26,173**

Item	Rate	Year 1	Year 2	Year 3	Total
Voicemail & Phone	\$288 x 3	\$864	\$864	\$864	\$3,456
Data & Fax	\$103 x 3	\$309	\$309	\$309	\$1,236
<b>Total</b>		<b>\$1,173</b>	<b>\$1,173</b>	<b>\$1,173</b>	<b>\$3,519</b>

**JUSTIFICATION/NARRATIVE:**

Voicemail & Phone Service –

Costs are associated with each of the positions being proposed in this application (Charter Development Specialist, Program Officer and Grant & Project Analyst). Voicemail and phone service will be necessary for the position to perform their daily functions.

Data & Fax Service –

Costs are associated with each of the positions being proposed in this application (Charter Development Specialist, Program Officer and Grant & Project Analyst). Data and fax service will be necessary for the position to perform their daily functions.

**BUDGET SUMMARY**

Category	Year 1 Federal	Year 2 Federal	Year 3 Federal	Total
Personnel				
Fringe				
Travel	\$7,059	\$7,059	\$7,059	\$21,177
Equipment	\$0	\$0	\$0	\$0
Supplies	\$14,510	\$2,610	\$2,610	\$19,730
Contractual	\$3,079,019	\$5,021,122	\$8,433,048	\$16,533,189
Other	\$1,173	\$1,173	\$1,173	\$3,519
<b>Total Direct</b>	<b>\$3,301,379</b>	<b>\$5,238,515</b>	<b>\$8,658,699</b>	<b>\$17,198,593</b>
Indirect	\$42,915	\$41,957	\$43,551	\$128,423
<b>Total Costs</b>	<b>\$3,344,294</b>	<b>\$5,280,472</b>	<b>\$8,702,250</b>	<b>\$17,327,016</b>

**BUDGET SUMMARY – Percentage Allocations**

Category	Year 1 Federal	Year 2 Federal	Year 3 Federal	Total
Admin Costs	\$146,449   4.9%	\$139,628   2.9%	\$145,953   1.9%	\$432,030   avg. 3.2%
Dissemination Costs	\$260,896   8.7%	\$239,050   5%	\$239,211   3%	\$739,157   avg. 5.6%
Revolving Loan	\$300,019   10%	\$476,122   10%	\$787,048   10%	\$1,563,189   avg. 10%
Direct Services	\$2,594,015   76.4	\$4,383,715   81.1%	\$7,486,487   85.1%	\$14,464,217   avg. 80.9%

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization**

Nevada Department of Education  
700 E. Fifth Street  
Carson City, NV 89701-5096

**Date:** MAR 18 2015

**Agreement No:** 2015-006

**Filing Reference:** Replaces previous Agreement No. 2013-112 (A)

Dated: 6/30/2014

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

**Section I - Rates and Bases**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2013	06/30/2014	22.5%	MTDC	Unrestricted
Fixed	07/01/2013	06/30/2014	17.9%	MTDC	Restricted
Fixed	07/01/2014	06/30/2015	20.4%	MTDC	Unrestricted
Fixed	07/01/2014	06/30/2015	19.3%	MTDC	Restricted

**Distribution Base:**

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

**Applicable To:**

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

**Treatment of Fringe Benefits:**

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

**Capitalization Policy:** Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

**Section III - Special Remarks**

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

**Section IV - Approvals**

For the State Education Agency:

Nevada Department of Education  
700 E. Fifth Street  
Carson City, NV 89701-5096



Signature

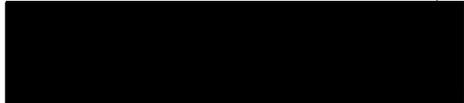
Melinda M. Martini  
Name

Deputy, Business Support  
Title

3/28/2015  
Date

For the Federal Government:

U.S. Department of Education  
OCFO / FIO / ICG  
550 12th Street, SW  
Washington, DC 20202-4450



Signature

Frances Outland  
Name

Director, Indirect Cost Group  
Title

MAR 18 2015  
Date

Negotiator: Phillip Luster  
Telephone Number: 

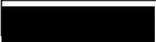
U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix: Dr.	First Name: Steve	Middle Name:	Last Name: Canavero	Suffix:
----------------	----------------------	--------------	------------------------	---------

Address:

Street1:	700 E Fifth Street
Street2:	
City:	Carson City
County:	
State:	NV: Nevada
Zip Code:	89701-5096
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.

Nevada Human Research Exemptions.pdf	Add Attachment	Delete Attachment	View Attachment
--------------------------------------	----------------	-------------------	-----------------

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

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

State of 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				0.00	0.00	
2. Fringe Benefits				0.00	0.00	
3. Travel	7,059.00	7,059.00	7,059.00	0.00	0.00	21,177.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	14,510.00	2,610.00	2,610.00	0.00	0.00	19,730.00
6. Contractual	3,079,019.00	5,021,122.00	8,433,048.00	0.00	0.00	16,533,189.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	1,173.00	1,173.00	1,173.00	0.00	0.00	3,519.00
9. Total Direct Costs (lines 1-8)				0.00	0.00	
10. Indirect Costs*	42,915.00	41,957.00	43,551.00	0.00	0.00	128,423.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)				0.00	0.00	

**\*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) 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  %.

Name of Institution/Organization State of 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 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)**

Nevada Department of Education  
FY2015 Application for Grants Under the Charter School Program  
CFDA # 84.282A  
Exempt Human Subjects Research Narrative

The research activities proposed for the Nevada Charter School Program Project are fully described in the selection criteria, in the Project Narrative. The scope of research involves human subjects in two primary ways:

1. A re-analysis of required state student testing data already collected by Nevada Department of Education (NDE).

No personally identifiable information will be disclosed in any reporting that describes the outcome of the research. The same measures that are already in place at the NDE to protect the privacy of the individual students in relation to the release of testing data – in compliance with the Family Educational Rights and Privacy Act – will be applied for any research conducted for this Charter School Program Project.

This activity falls under Exemptions (2) and (4) as described in the *Definitions for Department of Education Supplemental Information for SF424*.

2. Surveys of all staff members, or partners, to evaluate the efficacy of project activities.

Results of surveys will always be reported in aggregate form. Responses will never be linked to an individual in an identifiable way.

This activity falls under Exemptions (2) as described in the *Definitions for Department of Education Supplemental Information for SF424*.