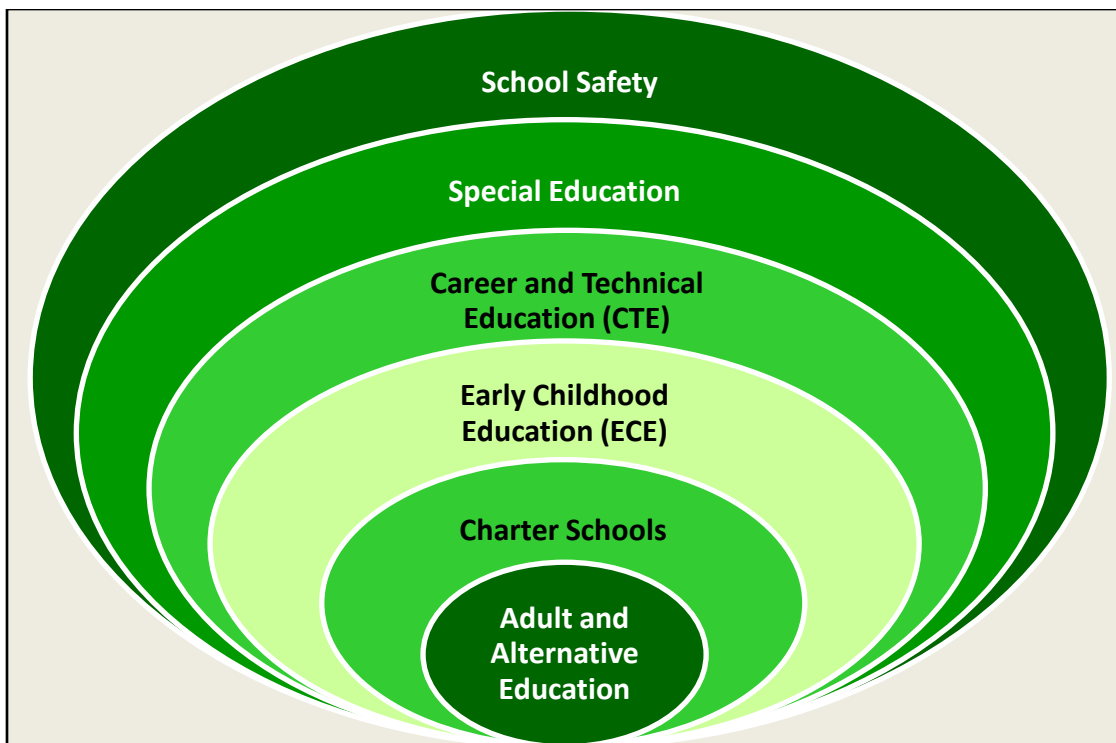




Chapter 10 Other Education Programs

Background

This chapter contains data concerning several miscellaneous education programs in Nevada, as follows:



For each program, a background section is provided, which explains how the programs are implemented in the State of Nevada.



**The mediocre teacher tells. The good teacher explains.
The superior teacher demonstrates. The great teacher inspires.**

William Arthur Ward

School Safety—Background

School Safety in Nevada—Background

The Nevada Legislature approved bills addressing safe schools in 2001, 2005, and 2009.

- The 2001 Legislature enacted Assembly Bill 459 (Chapter 400, *Statutes of Nevada*) prohibiting harassment and intimidation in public schools and requiring each school district to include information about this prohibition in the school rules, which are to be provided to all pupils.
- The 2005 Legislature enacted A.B. 202 (Chapter 217, *Statutes of Nevada*), which requires the Department of Education (DOE) to adopt a policy for safe and respectful learning environments, including relevant training for school personnel. The measure further requires each school district board of trustees to adopt a policy in conformance with the Department policy, which was effective beginning with School Year (SY) 2006-2007. The districts must report policy violations resulting in personnel actions or pupil suspensions or expulsions to the Superintendent of Public Instruction, who must submit a compilation of these reports to Nevada's Attorney General on or before October 1 of each year.
- The 2009 Legislature enacted Senate Bill 163 (Chapter 188, *Statutes of Nevada*), which revises the provisions governing safe and respectful learning environments for all school districts and public schools to include a prohibition on bullying and cyber-bullying. Bullying is defined as a willful act that exposes a pupil repeatedly to negative actions that are highly offensive and intended to cause harm or emotional distress. Cyber-bullying is defined as bullying through the use of electronic communication. In addition, this measure requires the Council to Establish Academic Standards for Public Schools to include a policy in the academic standards for courses in computer education and technology for the ethical, safe, and secure use of computers and other electronic devices.

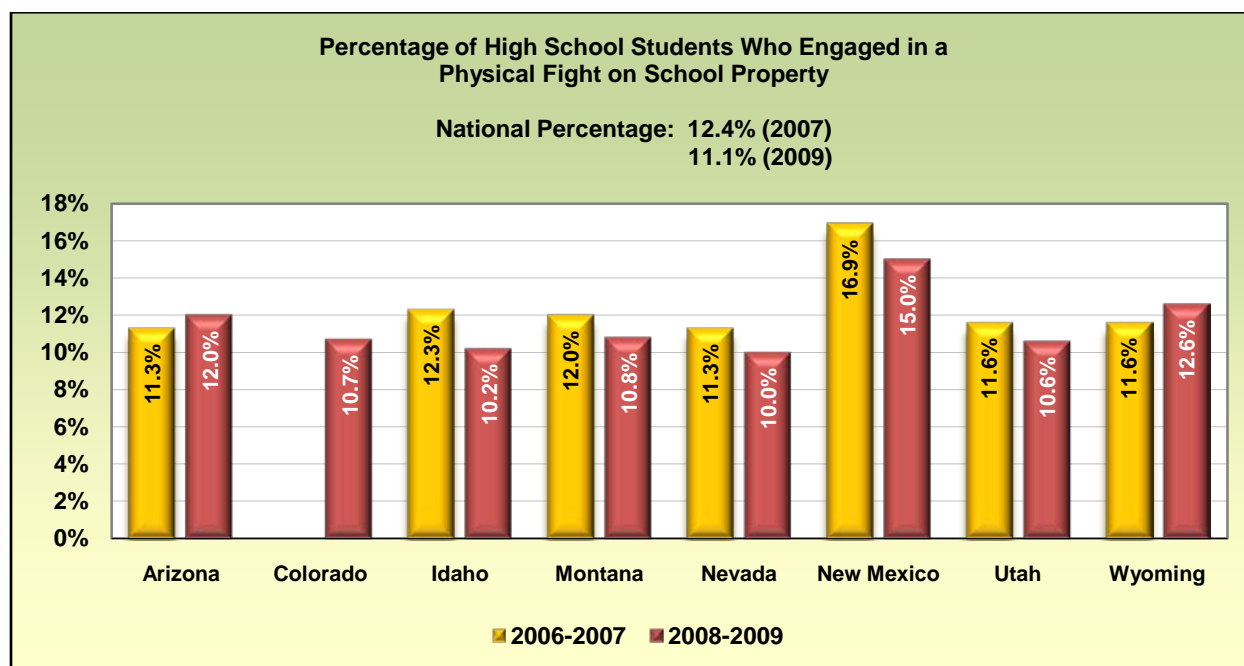
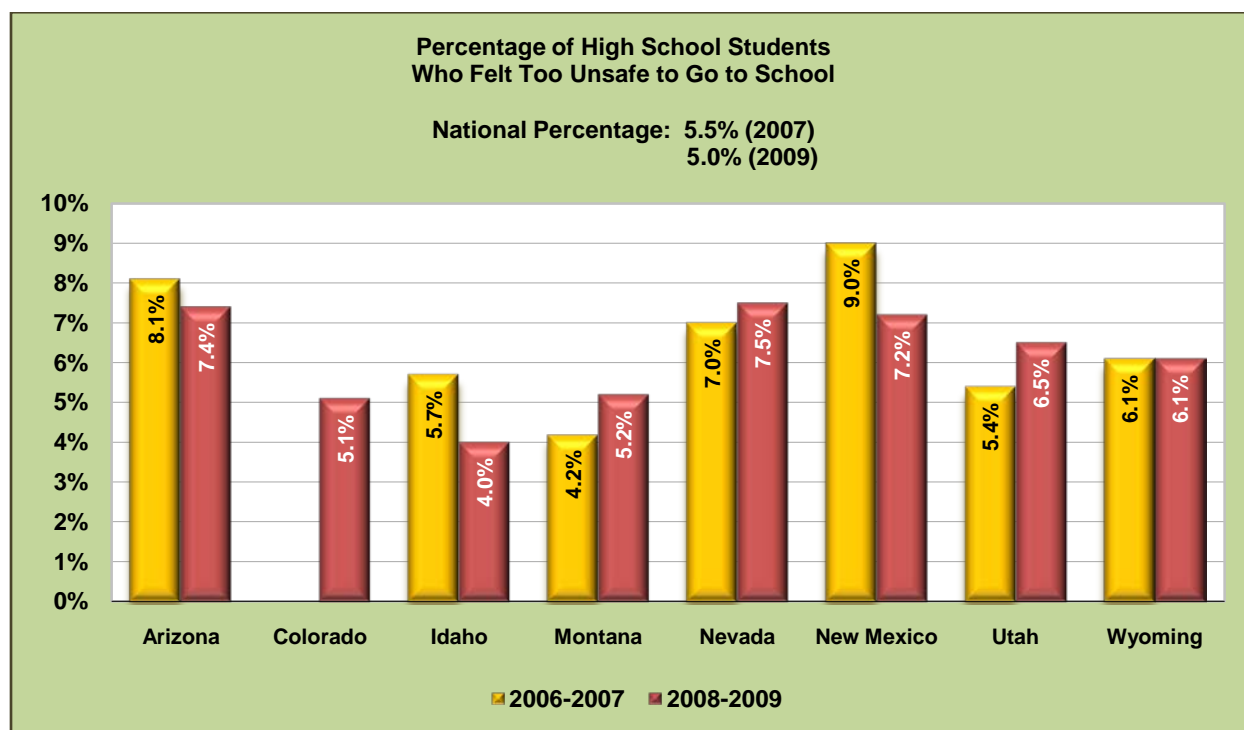
The bills are codified in *Nevada Revised Statutes* (NRS) 388.121 through 388.139.



My education was interrupted only by my schooling.

Winston Churchill

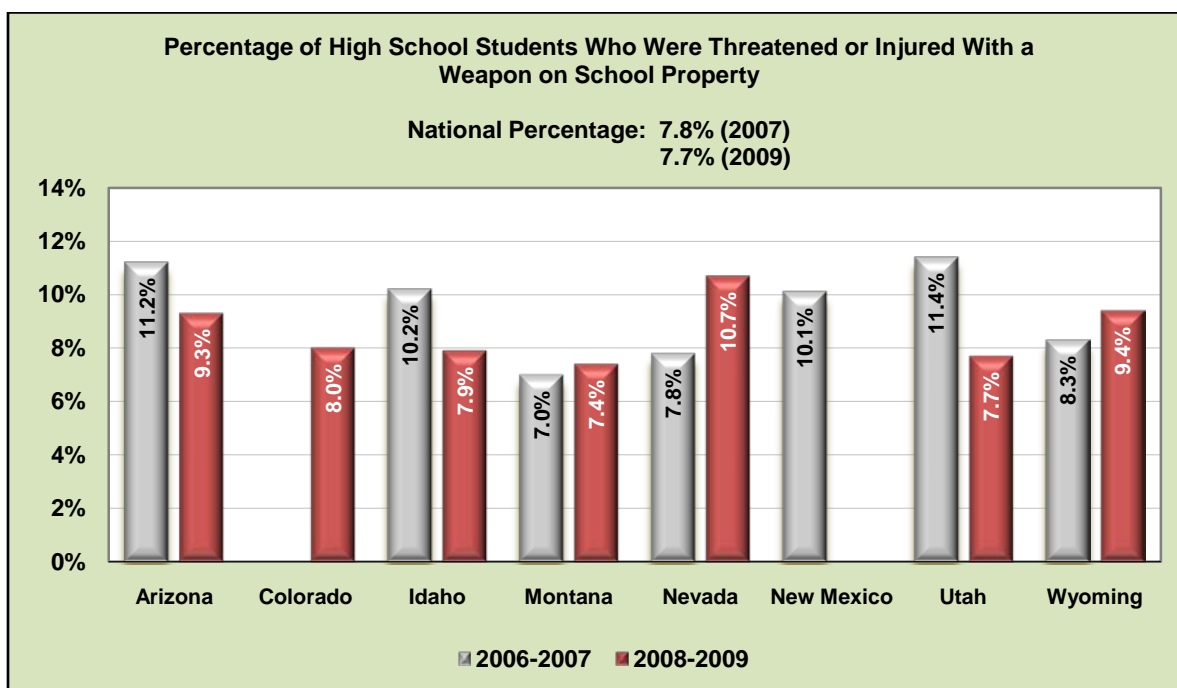
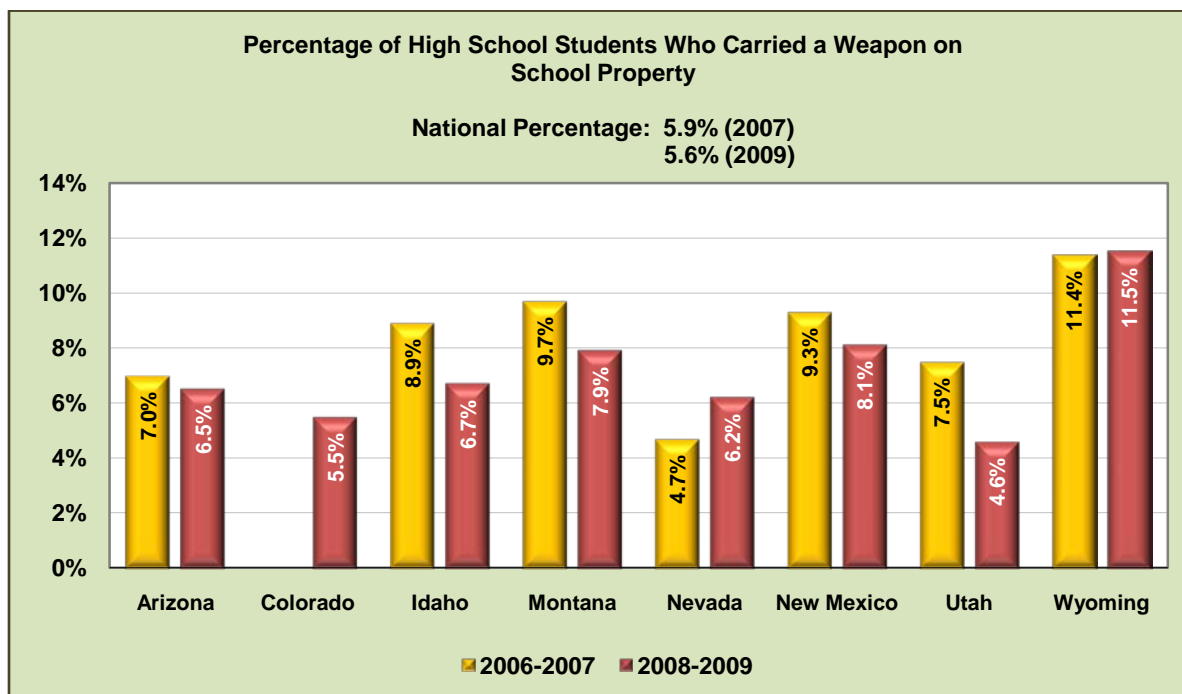
School Safety



Source: United States Department of Health and Human Services, Centers for Disease Control and Prevention, *Youth Online: High School Youth Risk Behavior Survey*, 2009.

Note: California, Oregon, and Washington did not report. The State of Colorado reported only for SY 2008-2009.

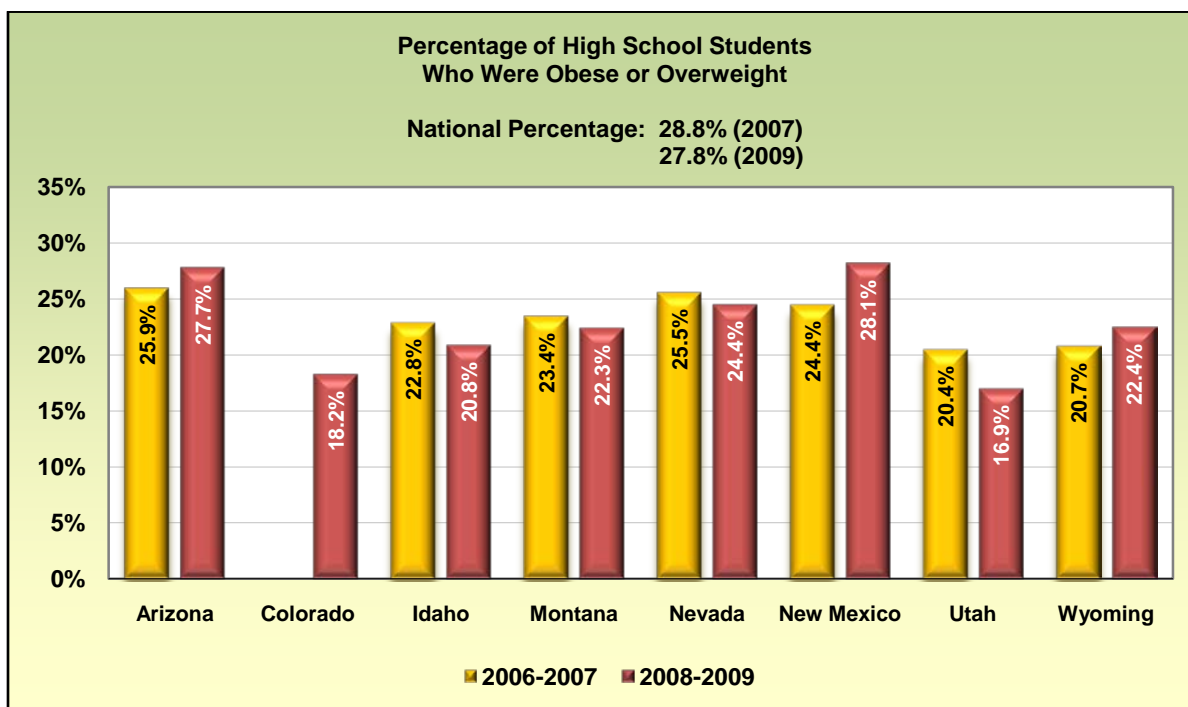
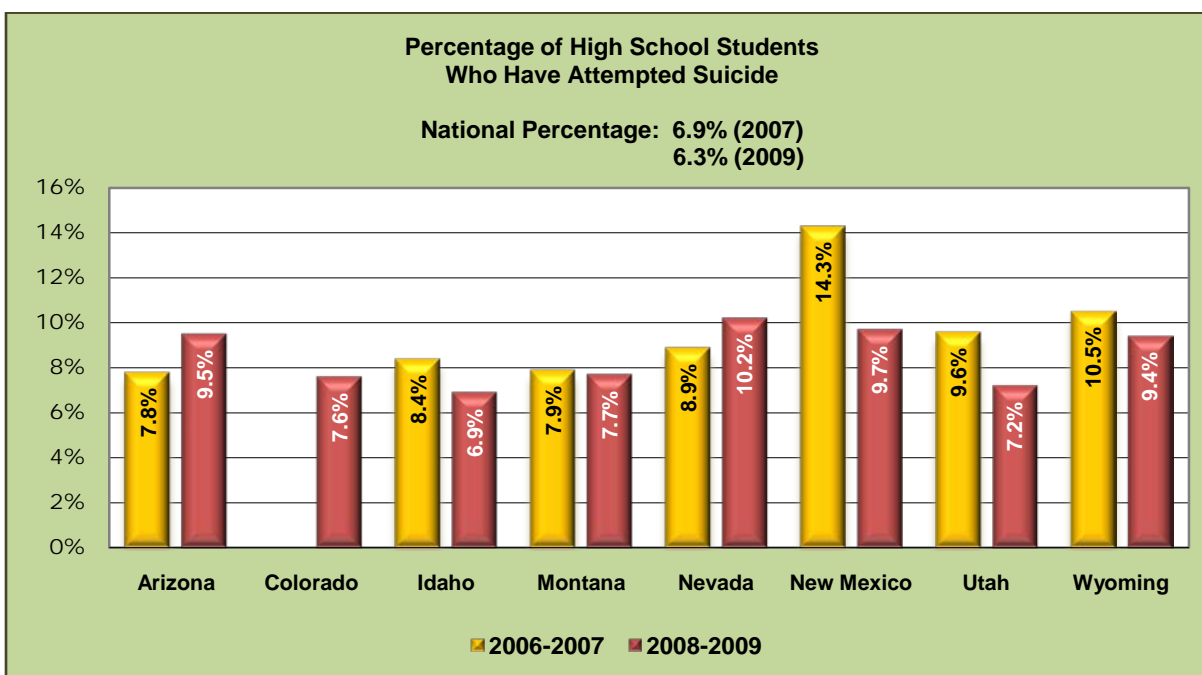
School Safety (*continued*)



Source: United States Department of Health and Human Services, Centers for Disease Control and Prevention, *Youth Online: High School Youth Risk Behavior Survey*, 2009.

Note: California, Oregon, and Washington did not report. The States of Colorado and New Mexico reported certain data only for one school year.

School Safety (*continued*)



Source: United States Department of Health and Human Services, Centers for Disease Control and Prevention, *Youth Online: High School Youth Risk Behavior Survey*, 2009.

Note: California, Oregon, and Washington did not report. The State of Colorado reported only for SY 2008-2009.

Special Education—Background

Special education services are provided directly to students by local school districts and are funded from federal grants, State appropriations, and local dollars. All special education services are delivered in accordance with an Individual Education Plan (IEP) developed for each special needs student as required by federal law. Among other things, the IEP contains goals and objectives for student achievement, placement information, and a description of the supportive services necessary for a student to benefit from special education.

The DOE oversees special education programs provided by school districts. State authority, responsibilities, services, and direction to local districts are outlined in Chapter 395 of NRS, “Education of Persons With Disabilities,” and in Chapter 395 of the *Nevada Administrative Code* “Education of Persons With Disabilities.” Both DOE and local school districts are bound by federal legislation and regulations governing the provision of services to students with special educational needs.

Until Fiscal Year (FY) 2004-2005, the special education student population in Nevada grew at an annual rate of 5 percent or more. From FY 1997-1998 to FY 2003-2004 the special education student population increased at a faster rate than the growth in the general student population. Beginning in FY 2004-2005, the special education student population growth rate started to decrease. Since FY 2006-2007, the annual growth rate has been less than 1 percent. In FY 2007-2008, special needs students comprised about 9.5 percent of the total school population (ages 6 through 17); this figure is lower than the nationwide average of 11.3 percent for special needs students.

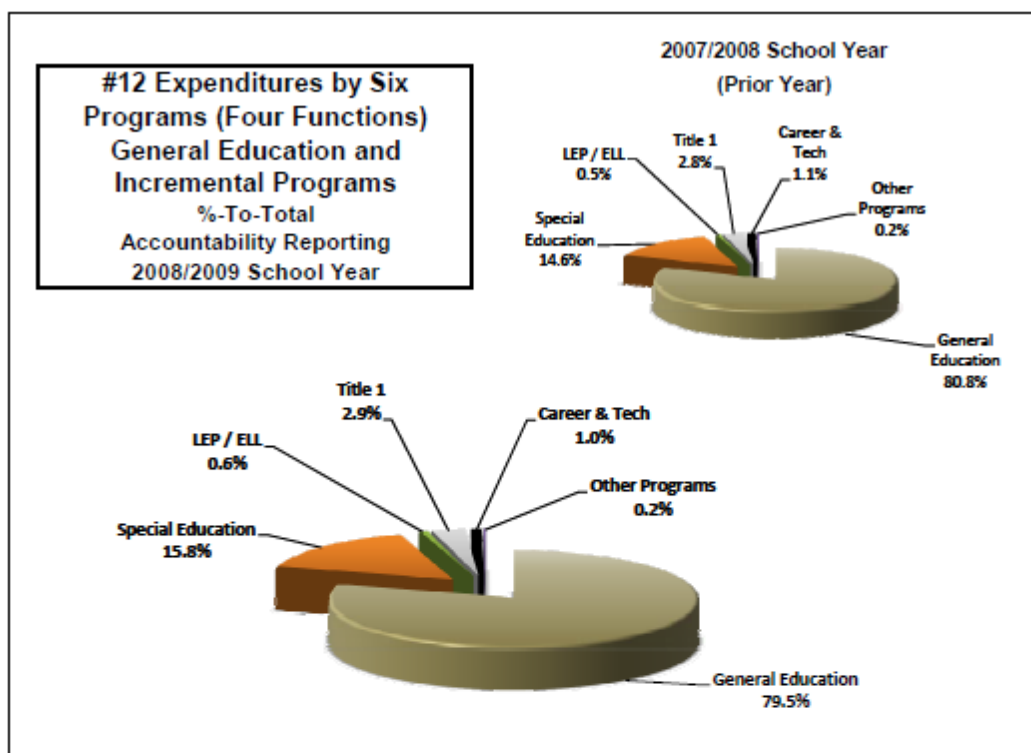
According to In\$ite, Nevada’s education financial accountability system, in SY 2008-2009, the average expenditure statewide for educating a special education student in Nevada was \$18,411 per year, which includes the expenses for general education classes (\$6,721) and special education programs (\$11,690). For SY 2008-2009, the total cost to educate students with disabilities (including general education costs) in Nevada was \$885.90 million paid from a combination of federal, State, and local dollars.

In Nevada, the Legislature funds a certain number of “units” for special education allocated to school districts each year. A unit is defined as the salary and benefits for one special education teacher. The unit funding can only be used to support special education teacher salaries and benefits. For each fiscal year of the 2009-2011 Biennium, the Legislature funded 3,049 units at \$39,768 per unit for a total of \$121.3 million in each year.

The amount allocated for each unit falls short of the actual costs of salaries and benefits for special education teachers, who normally have more education and experience than other teachers. This shortfall requires school districts to use money from the local general fund to pay the difference between the amount funded by the State and the actual cost of providing special education services. Some money is available from federal sources and grants, but it has historically been very small.

Public School Expenditures for Special Education: In\$ite Financial Analysis System

Nevada School Districts & Charter Schools



Program	Program Enrollment ¹	Amount	Incremental \$ Per Pupil ³	Total \$ Per Pupil ³	%-To-Total
General Education	421,356.00	\$2,832,019,853	\$6,721	\$6,721	79.5%
Special Education	48,118.00	\$562,500,791	\$11,690	\$18,411	15.8%
LEP / ELL	68,328.00	\$22,437,426	\$328	\$7,050	0.6%
Title 1	80,466.60	\$105,020,243	\$1,305	\$8,026	2.9%
Career & Tech	61,005.00	\$34,096,540	\$559	\$7,280	1.0%
Other Programs ²	N/A	\$7,286,639	N/A	N/A	0.2%
Total	421,360	\$3,563,361,491	N/A	\$8,457	100.0%

2009-NV-15-12 (A)

In\$ite, U. S. Patent No. 5,991,741

1 Students are counted as 1.0 in multiple programs. Therefore, the total of programmatic enrollments is greater than "Total District" enrollment. Kindergarten and pre-school students are counted as 0.6 for enrollment because they attend school for only part of the day.

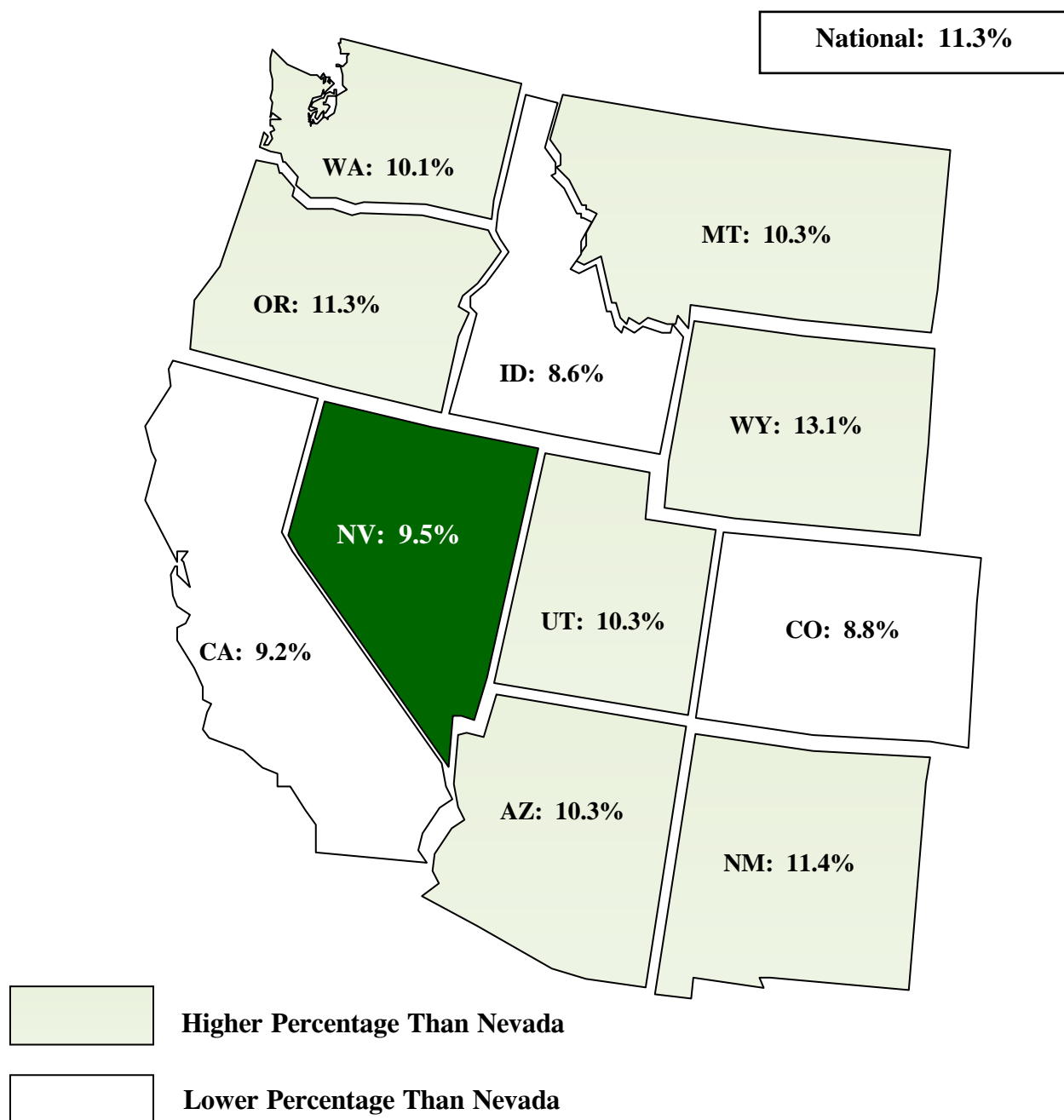
2 "Other Programs" does not include a per pupil expenditure because these programs benefit various student populations with a variety of needs, and a per pupil calculation would not be comparable.

3 The per pupil programmatic expenditure amounts in the "Incremental \$ Per Pupil" column represent only the incremental program expenditures. The "Total \$ Per Pupil" column represents the total per pupil expenditures for the designated program (the General Education base per pupil amount in **bold** plus the incremental per pupil amount for each program).

Source: <http://edmin.com>

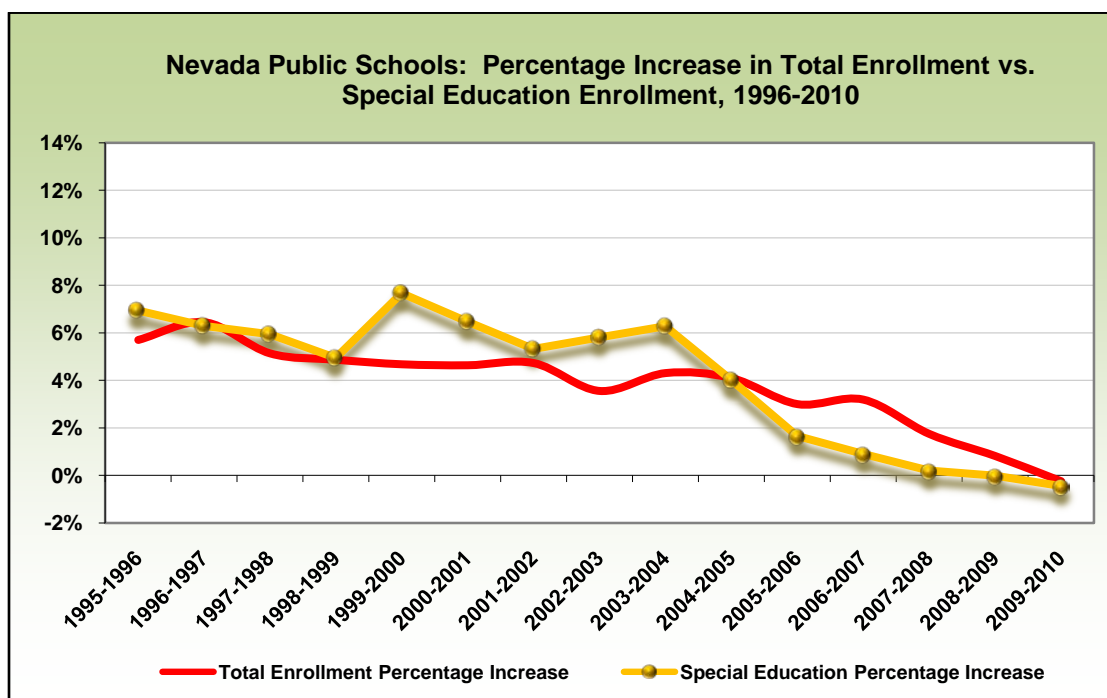
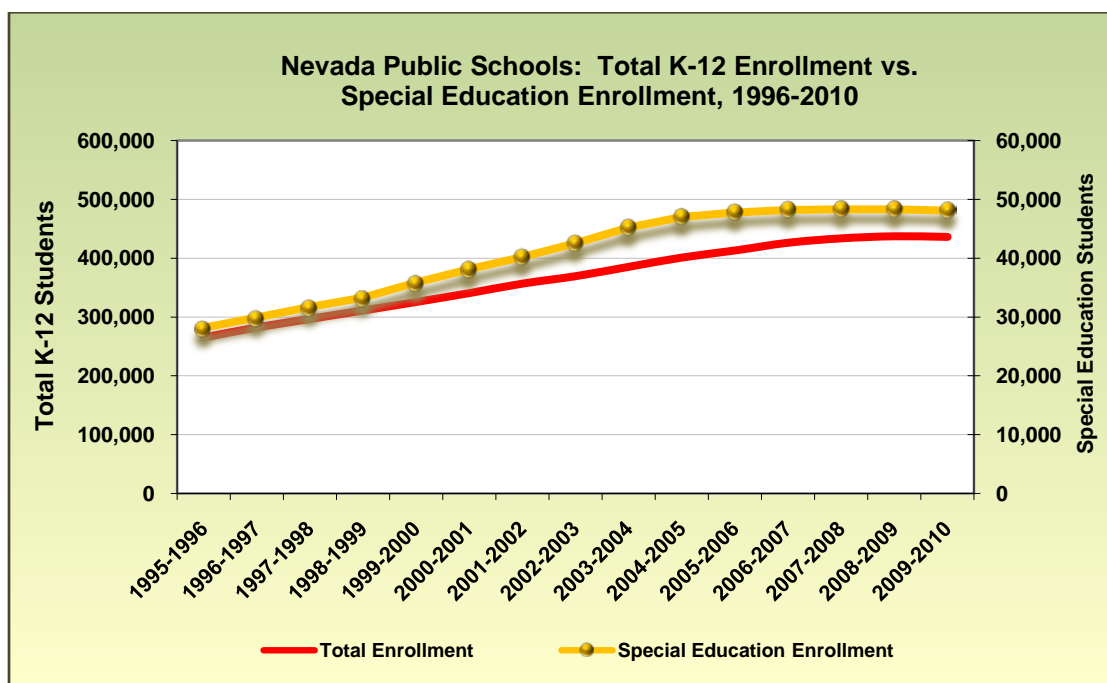
Special Education—Percentage Served

Children (Ages 6 through 17) Served Under the Individuals With Disabilities Education Act (IDEA) as a Percentage of Public School Enrollment
Comparison of Western States
SY 2007-2008



Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

Special Education—Enrollment



Source: DOE, *Research Bulletins*, various years.

Special Education—Enrollment (*continued*)

School Year	Total Enrollment	Total Enrollment Percent Increase	Special Education Enrollment	Special Education Percent Increase
1990-1991	201,316	7.75%	18,065	9.8%
1991-1992	211,810	5.21%	19,957	10.47%
1992-1993	222,846	5.21%	22,402	12.25%
1993-1994	235,800	5.81%	24,624	9.92%
1994-1995	250,747	6.34%	26,345	6.99%
1995-1996	265,041	5.7%	28,174	6.94%
1996-1997	282,131	6.45%	29,946	6.29%
1997-1998	296,621	5.14%	31,726	5.94%
1998-1999	311,063	4.87%	33,294	4.94%
1999-2000	325,610	4.68%	35,847	7.67%
2000-2001	340,706	4.64%	38,165	6.47%
2001-2002	356,814	4.73%	40,196	5.32%
2002-2003	369,498	3.55%	42,532	5.81%
2003-2004	385,414	4.31%	45,201	6.28%
2004-2005	401,211	4.1%	47,015	4.01%
2005-2006	413,252	3%	47,794	1.66%
2006-2007	426,436	3.19%	48,230	0.91%
2007-2008	433,885	1.75%	48,332	0.21%
2008-2009	437,433	0.82%	48,328	-0.01%
2009-2010	436,368	-0.24%	48,115	-0.44%

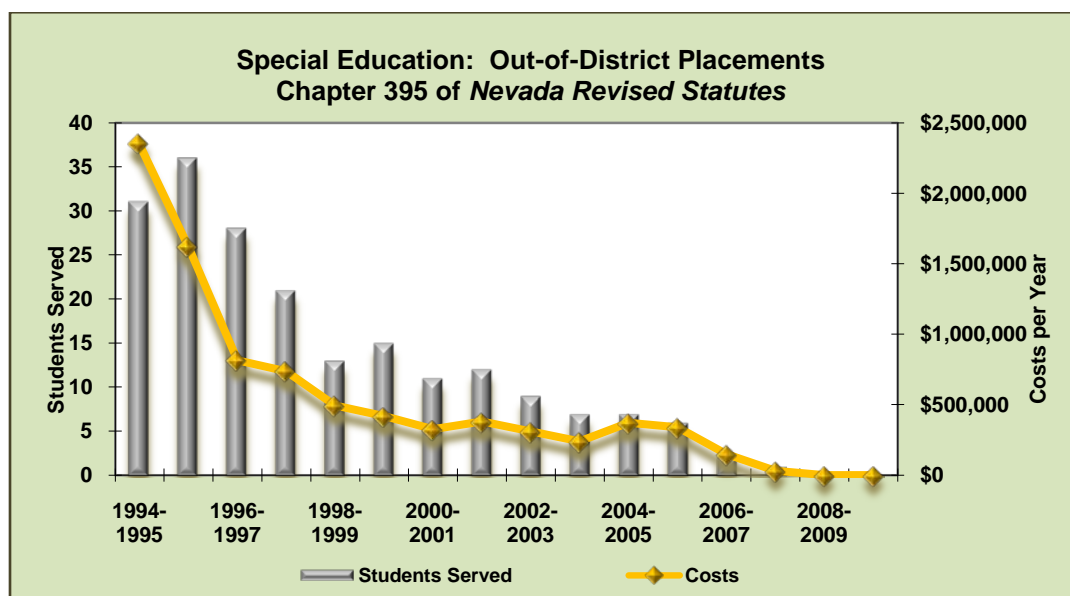
Source: DOE, *Research Bulletins*, various years.



Education is not received. It is achieved.

Anonymous

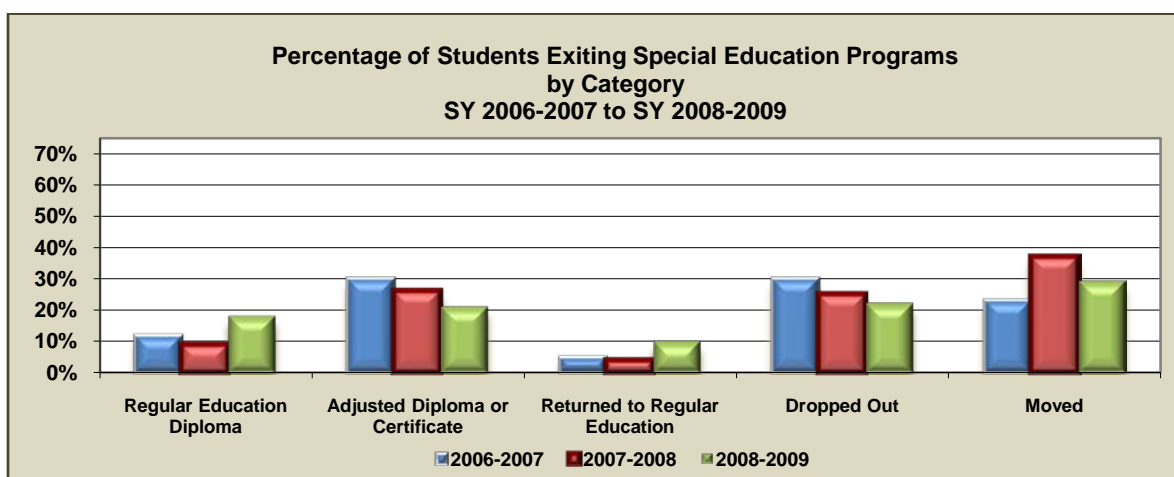
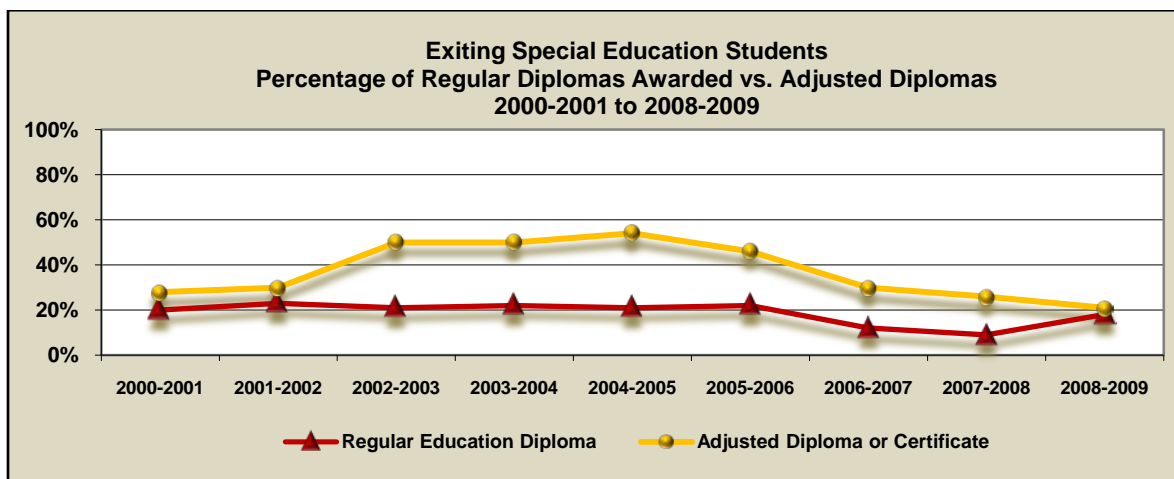
Special Education—Out-of-District Placements



Fiscal Year	Students Served	Costs
1994-1995	31	\$2,345,885
1995-1996	36	\$1,618,531
1996-1997	28	\$814,228
1997-1998	21	\$737,137
1998-1999	13	\$494,989
1999-2000	15	\$418,257
2000-2001	11	\$325,560
2001-2002	12	\$379,582
2002-2003	9	\$310,000
2003-2004	7	\$239,000
2004-2005	7	\$372,246
2005-2006	6	\$339,489
2006-2007	2	\$148,046
2007-2008	1	\$30,000
2008-2009	0	\$0
2009-2010	0	\$0

Source: DOE, October 2010.

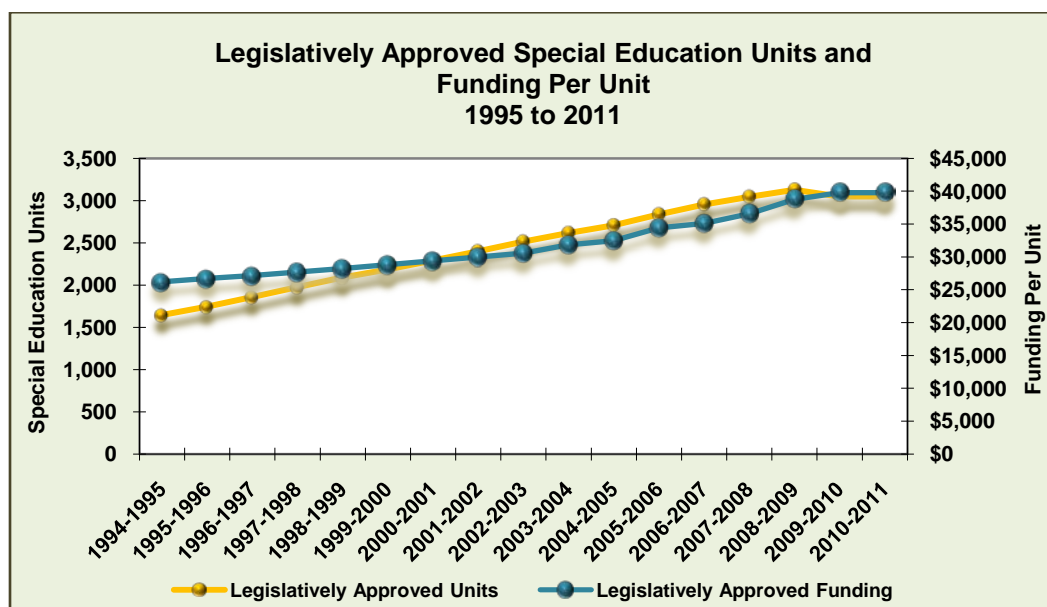
Special Education—Students Exiting the Program



SY	Total Students Who Exited Special Education	Regular Education Diploma		Adjusted Diploma or Certificate		Returned to Regular Education		Dropped Out (Federal Definition)		Moved	
		#	%	#	%	#	%	#	%	#	%
2000-2001	2,222	447	20%	619	28%	74	3%	418	19%	664	30%
2001-2002	2,349	536	23%	707	30%	79	3%	385	16%	642	27%
2002-2003	2,005	426	21%	1,011	50%	19	1%	216	11%	333	17%
2003-2004	2,290	503	22%	1,138	50%	21	1%	299	13%	329	14%
2004-2005	2,389	494	21%	1,293	54%	26	1%	327	14%	249	10%
2005-2006	2,636	592	22%	1,203	46%	38	1%	539	20%	264	10%
2006-2007	3,737	458	12%	1,121	30%	200	5%	1,113	30%	845	23%
2007-2008	4,936	437	9%	1,287	26%	186	4%	1,219	25%	1,807	37%
2008-2009	4,002	703	18%	841	21%	415	10%	870	22%	1,173	29%

Source: DOE, Office of Special Education, October 2010.

Special Education—State Unit Funding

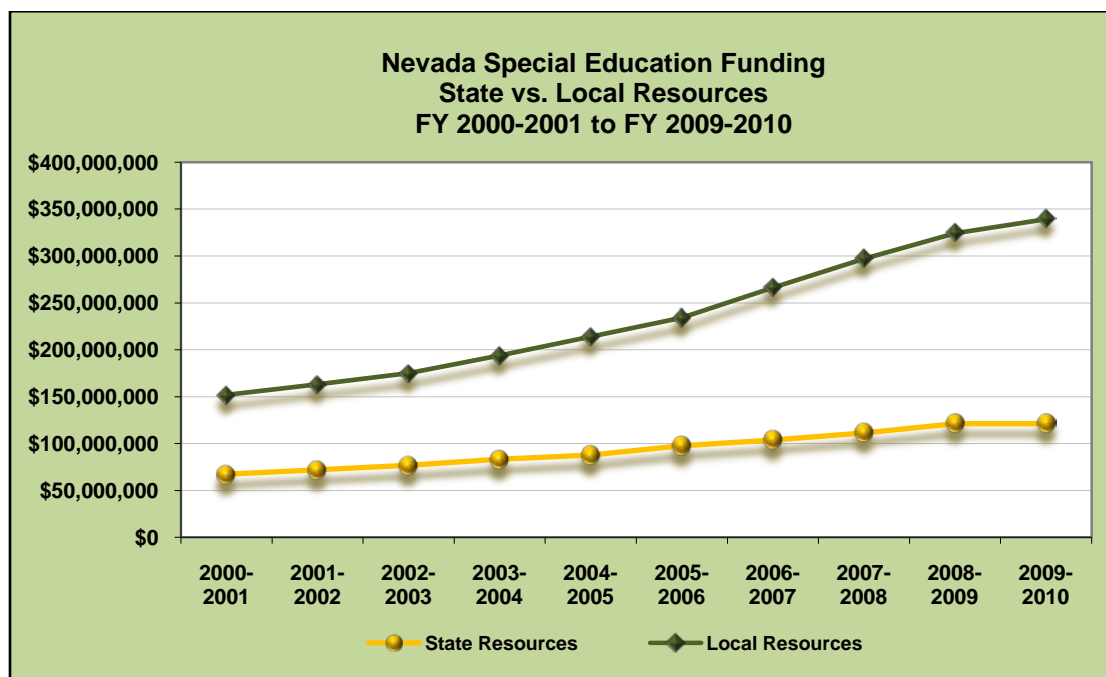


Fiscal Year	Legislatively Approved Units	Legislatively Approved Funding
1994-1995	1,645	\$26,208
1995-1996	1,746	\$26,740
1996-1997	1,857	\$27,151
1997-1998	1,976	\$27,694
1998-1999	2,088	\$28,248
1999-2000	2,186	\$28,813
2000-2001	2,291	\$29,389
2001-2002	2,402	\$29,977
2002-2003	2,514	\$30,576
2003-2004	2,615	\$31,811
2004-2005	2,708	\$32,447
2005-2006	2,835	\$34,433
2006-2007	2,953	\$35,122
2007-2008	3,046	\$36,541
2008-2009	3,128	\$38,763
2009-2010	3,049	\$39,768
2010-2011	3,049	\$39,768

Source: Fiscal Analysis Division, Legislative Counsel Bureau, *Nevada Legislative Appropriations Reports*, various years.

Note: *Nevada Revised Statutes* 387.1211(3) defines “special education program unit” as an organized unit of special education and related services which includes full-time services of persons licensed by the Superintendent of Public Instruction or other appropriate licensing body, providing a program of instruction in accordance with minimum standards prescribed by the State Board.

Special Education—State vs. Local Resources



Fiscal Year	State Resources	Local Resources
1997-1998	\$54,723,344	\$116,198,395
1998-1999	\$58,981,824	\$132,014,493
1999-2000	\$62,985,218	\$143,861,090
2000-2001	\$67,330,199	\$151,949,548
2001-2002	\$72,004,754	\$163,313,519
2002-2003	\$76,868,064	\$175,025,638
2003-2004	\$83,185,765	\$193,915,875
2004-2005	\$87,866,476	\$214,087,930
2005-2006	\$97,617,555	\$234,142,483
2006-2007	\$103,715,266	\$266,124,337
2007-2008	\$111,303,886	\$296,926,735
2008-2009	\$121,250,664	\$324,372,632
2009-2010	\$121,252,632	\$339,197,530*

*Budgeted local resources.

Sources: DOE, "NRS 387.303 Report"; and Fiscal Analysis Division, Legislative Counsel Bureau, *Nevada Legislative Appropriations Reports*, various years.

Career and Technical Education—Background

In Nevada, CTE courses are organized under six major program areas, as follows:

- Agricultural and Natural Resources;
- Business and Marketing Education;
- Family and Consumer Sciences;
- Health Sciences and Public Safety;
- Information and Media Technologies; and
- Trade and Industrial Education.

Within each major program area, a series of courses are offered. For SY 2009-2010, there were a total of 683 CTE courses offered across the State.

The size and scope of CTE in Nevada is also defined by participation in career and technical student organizations (CTSOs). Each organization provides cocurricular leadership and technical skills development for students enrolled in CTE programs. The six CTSOs in Nevada are as follows:

DECA (Distributive Education Clubs of America): An international association serving students studying marketing, management, and entrepreneurship in business.

FBLA (Future Business Leaders of America): Focuses on bringing business and education together in a positive working relationship through innovative leadership and career development programs for high school and college students enrolled in business education programs.

FCCLA (Family, Career and Community Leaders of America): Serves students enrolled in family and consumer sciences programs and focuses on the multiple roles of family members, wage earners, and community leaders. Promotes members developing skills for living and earning a living.

FFA (Future Farmers of America): Develops leadership, personal growth, and the career success of students enrolled in agricultural education programs through supervised agricultural programs, leadership development, and classroom instruction.

Career and Technical Education—Background (*continued*)

HOSA (Health Occupations Students of America): Enhances the delivery of compassionate, quality health care by providing opportunities for knowledge, skills, and leadership development for students enrolled in health sciences programs.

SkillsUSA: Promotes partnerships of students, teachers, and industry representatives working together to prepare students for careers in trade, technical, and skilled service occupations.

All Nevada school districts with high schools offer CTE courses within the traditional high school setting. Until SY 2009-2010, enrollment in CTE courses remained constant with approximately 47 percent of Nevada high school students enrolling in one or more CTE courses. For SY 2009-2010, the percent of Nevada high school students enrolling in one or more CTE courses decreased to 41 percent. According to the DOE, this decrease is most likely due to factors such as increased graduation requirements and changes affecting course-taking opportunities. For example, in the Clark County School District, most high schools changed from an eight-period day in SY 2008-2009 to a six-period day in SY 2009-2010; this change resulted in a drop in elective course offerings, including CTE courses.

Finally, Tech Prep is a dual enrollment program that allows eleventh and twelfth graders to earn college credit for career and technical education courses completed in high school. Students begin their study with a sequence of high school CTE courses and can continue the same program in college. To be eligible, students must earn a grade of A or B in an articulated class with a community college. The typical fee is \$10 per credit hour and the maximum number of credits that may be earned is 15 college credits.

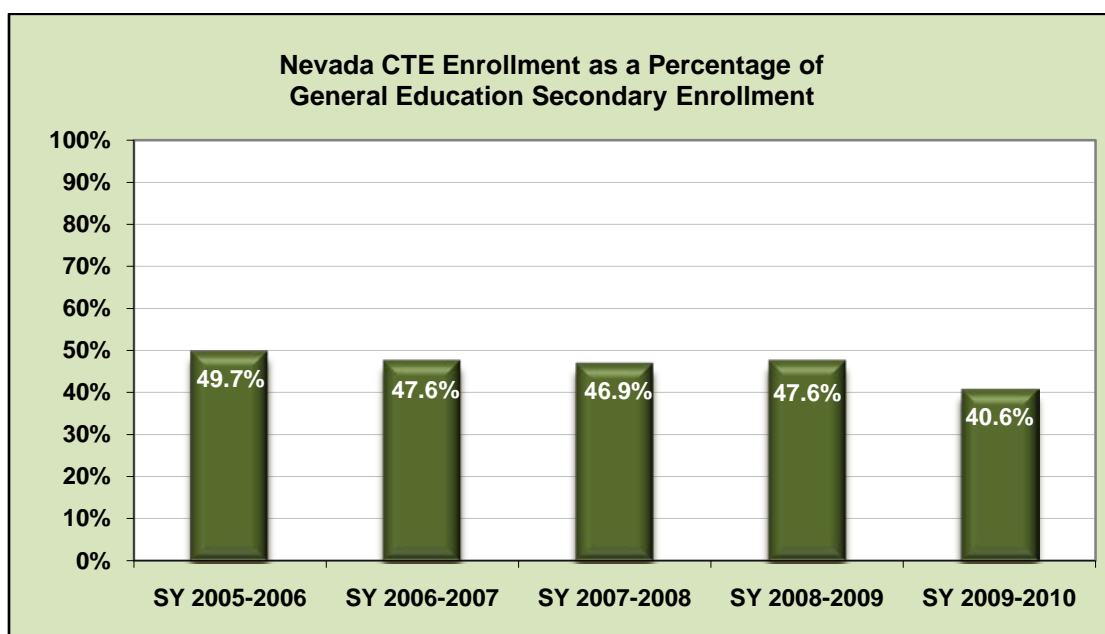
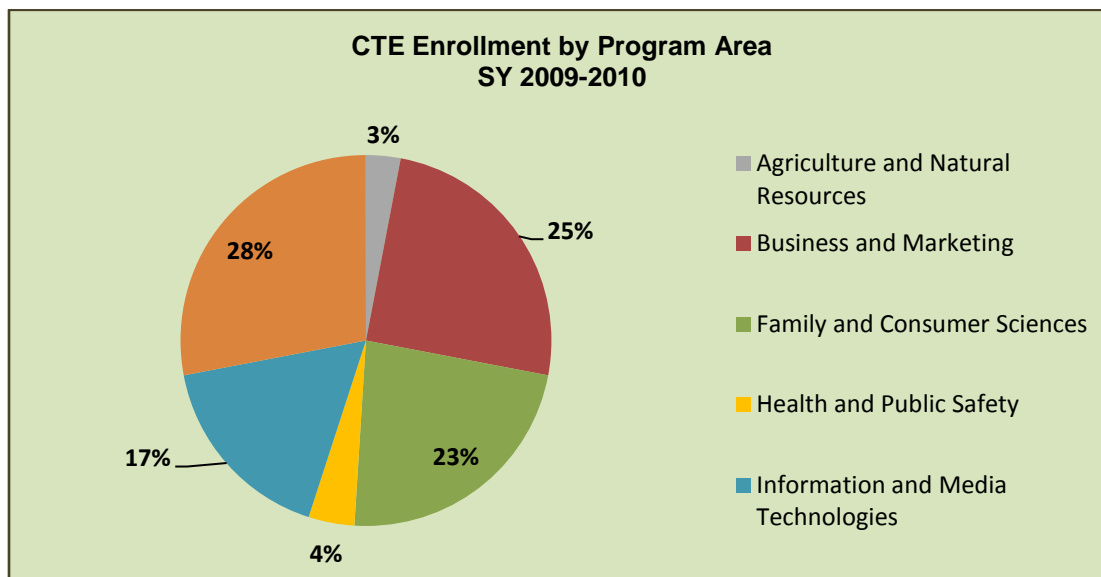
For additional information concerning CTE programs in Nevada, please see the Research Brief on Career and Technical Education, published by the Research Division of the Legislative Counsel Bureau; the document may be obtained online at: <http://leg.state.nv.us/Division/Research/Publications/ResearchBriefs/CareerTechnicalEducation.pdf>.



The difference between school and life? In school, you're taught a lesson and then given a test. In life, you're given a test that teaches you a lesson.

Tom Bodett

Career and Technical Education—Enrollment



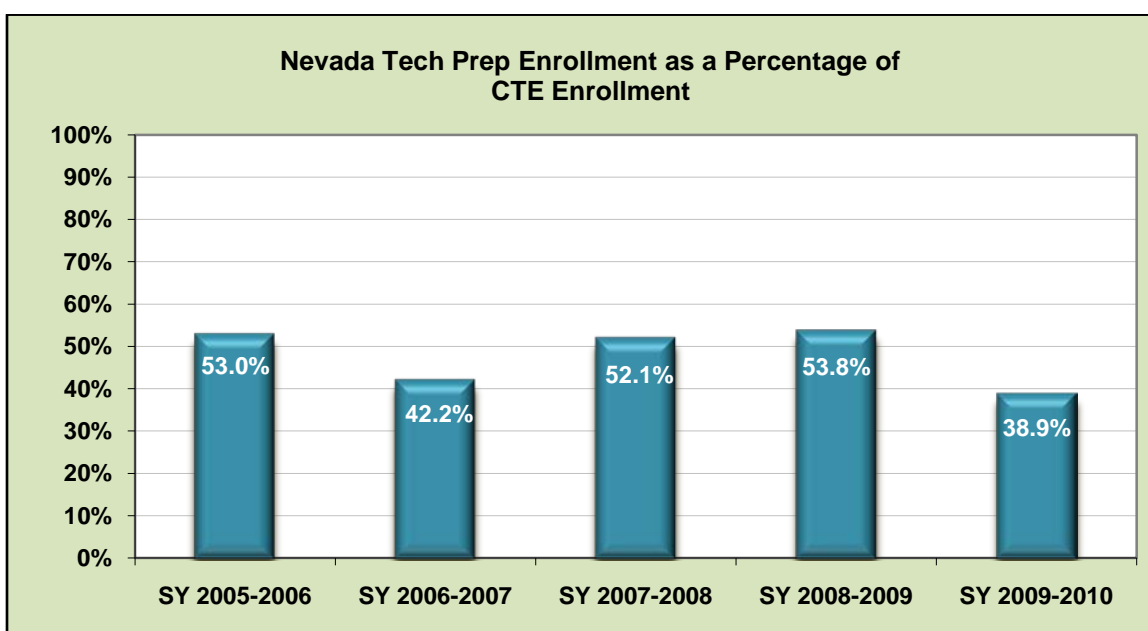
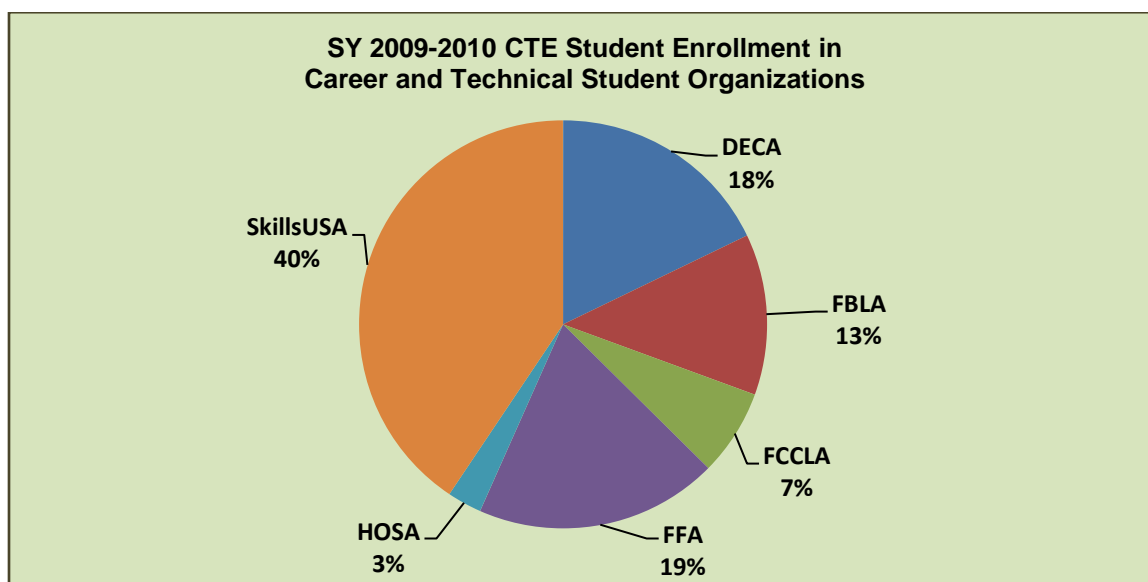
Source: DOE, 2010.



Education is what remains after one has forgotten everything he learned in school.

Albert Einstein

Career and Technical Education—Enrollment (*continued*)

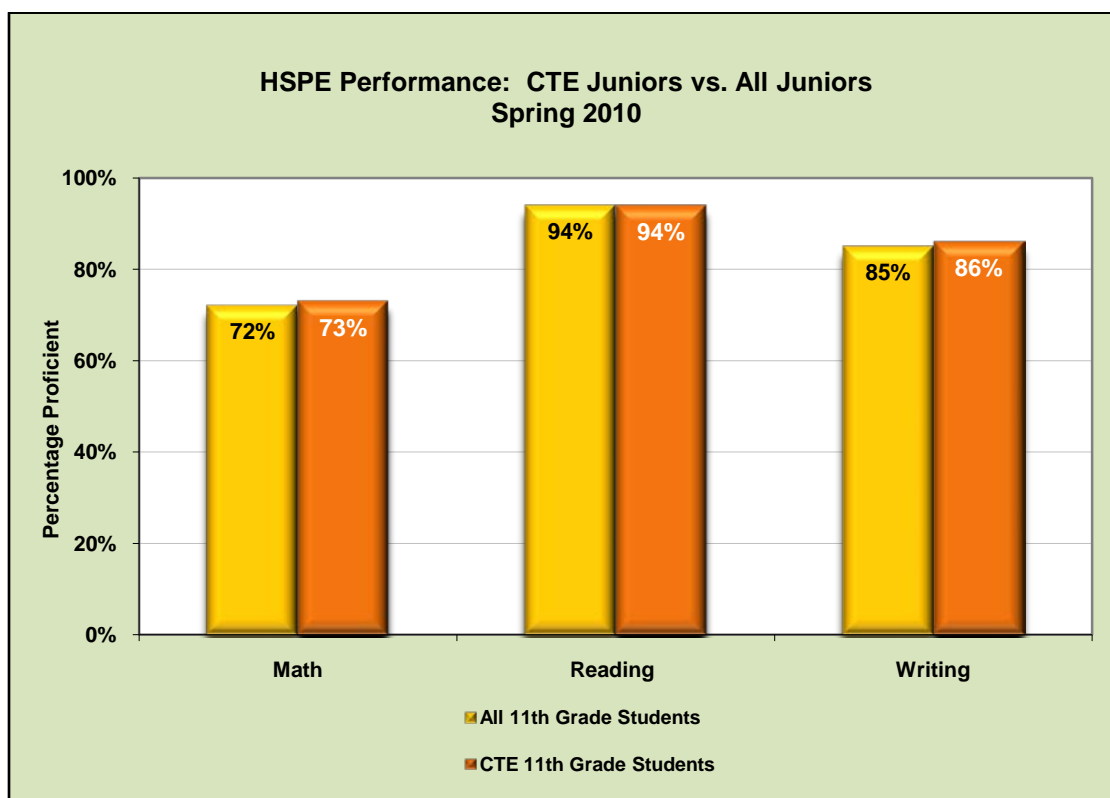


Source: DOE, 2010.

Note: For SY 2006-2007, Tech Prep enrollment counts dropped by over 6,100 students due to the deletion of Tech Prep courses in the Clark County School District (CCSD) after the College of Southern Nevada (CSN) reevaluated the articulations. The Tech Prep enrollments increased in SY 2007-2008 due to the most recent Tech Prep courses articulated through the CSN in the CCSD. The Tech Prep enrollments decreased again in SY 2009-2010 due to the deletion of 87 Tech Prep courses articulated through the CSN in the CCSD.

Career and Technical Education—Performance on the High School Proficiency Examination

The following chart examines the academic proficiency in each area of Nevada's High School Proficiency Examination (HSPE) by comparing performance of high school juniors enrolled in CTE programs with juniors who were not enrolled in CTE programs.



Source: DOE, 2010.



The difficulty is to try and teach the multitude that something can be true and untrue at the same time.

Arthur Schopenhauer

Early Childhood Education (ECE) Program—Background

Early Childhood Education Programs

Since 2001, the Nevada Legislature has appropriated funds for Early Childhood Education (ECE) programs through school funding legislation. The 2009 Legislature, through the passage of A.B. 563 (Chapter 389, *Statutes of Nevada*), appropriated \$3.3 million in each fiscal year of the 2009-2011 Biennium to the DOE to continue the competitive grants ECE program for school districts and community-based organizations. The funding could be used either to initiate or expand prekindergarten education programs. The following table shows the ten sponsors that received funds during FY 2008-2009, as well as information concerning the number of sites and whether the programs were initiated or expanded programs.

**Nevada Early Childhood Education Projects
SY 2008-2009**

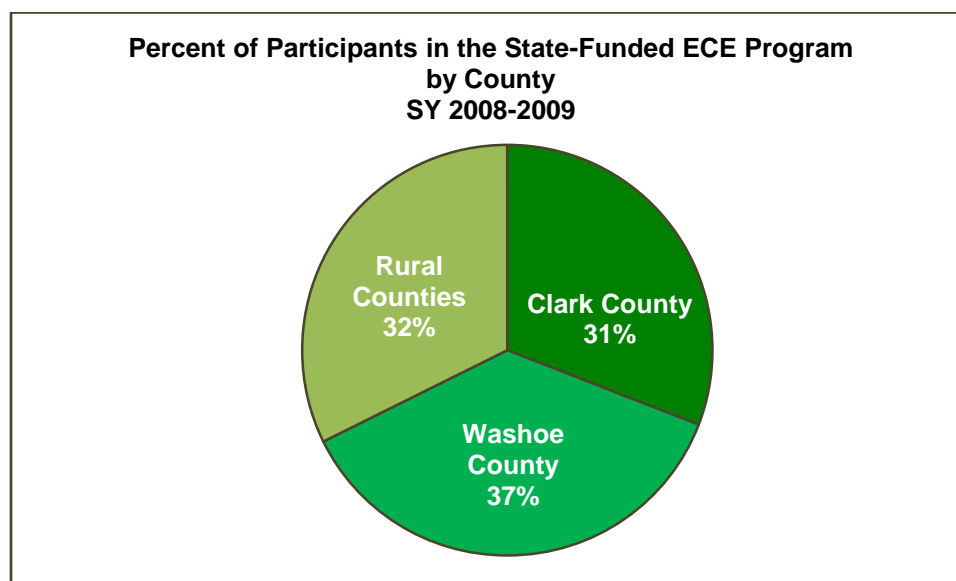
Sponsor Agency/ Program Location	Number of Sites	Monetary Award
Carson City School District	2	\$256,713
Churchill County School District	1	\$125,697
Clark County School District	10	\$1,469,441
Elko County School District	1	\$117,710
Great Basin College	1	\$123,354
Humboldt County School District	1	\$134,209
Nye County School District	1	\$138,616
Pershing County School District	1	\$135,599
Washoe County School District	14	\$714,694
White Pine County School District	1	\$122,842
Total	33	\$3,338,875

Source: *Nevada Early Childhood Education Program, 2008-2009, Evaluation Report*, Pacific Research Associates, April 2010.

Early Childhood Education (ECE) Program

Participation—FY 2008-2009

The characteristics of Nevada ECE participants are based upon data from ten projects that provided services to 1,089 families, including 1,123 children and 1,130 adults who participated in services from July 1, 2008, through June 30, 2009. The following chart and table presents the percent of participants by county, as well as the number of families, adults, and children served by Nevada ECE projects during SY 2008-2009:



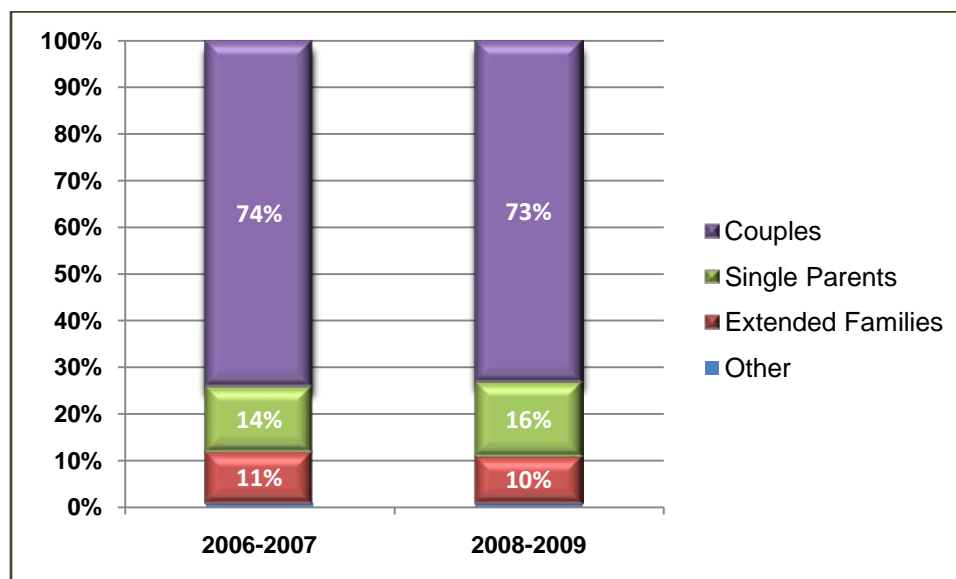
Project	Families	Children	Adults	Total Participants
Carson City	85	85	86	256
Churchill County	41	41	41	123
Clark County	337	355	341	1,033
Elko County	39	39	39	117
Great Basin College	31	33	32	96
Humboldt County	38	39	71	148
Nye County	50	53	52	155
Pershing County	41	42	41	124
Washoe County	407	414	407	1,228
White Pine County	20	22	20	62
Total	1,089	1,123	1,130	3,342

Source: *Nevada Early Childhood Education Program, 2008-2009, Evaluation Report*, Pacific Research Associates, April 2010.

Early Childhood Education (ECE) Program *(continued)*

Characteristics of Families—FY 2006-2007

The families participating in Nevada ECE described themselves as:



Family Characteristics

Family Structure	Number of Families	Percent Families
Couples	792	73%
Single Parent	174	16%
Extended Families	113	10%
Other	10	1%

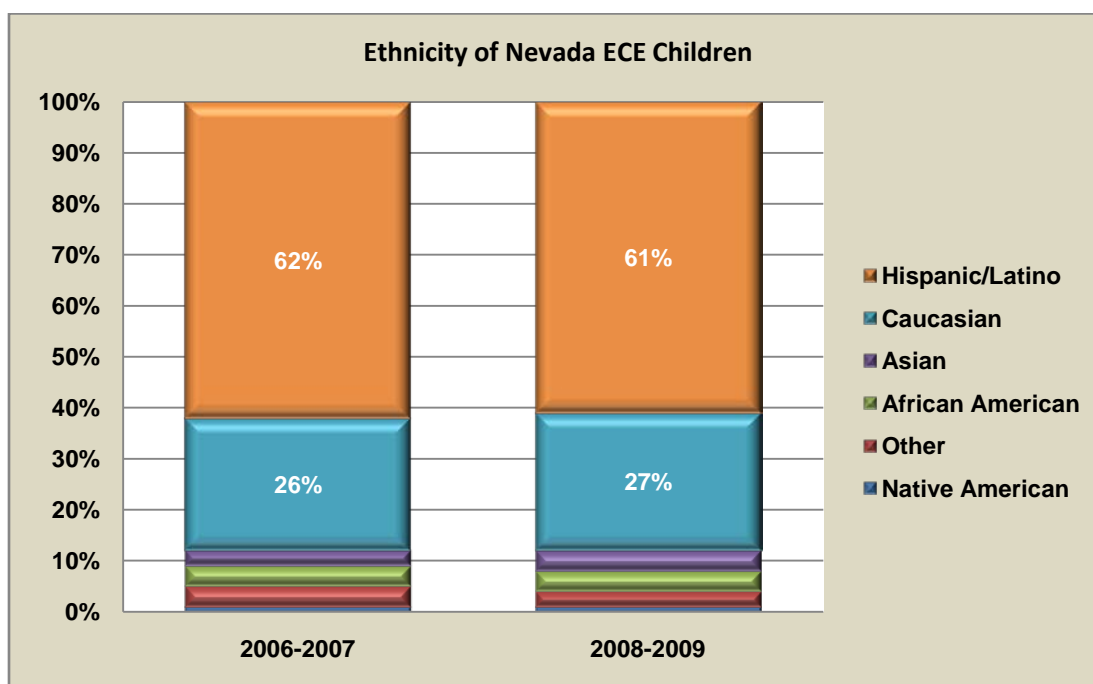
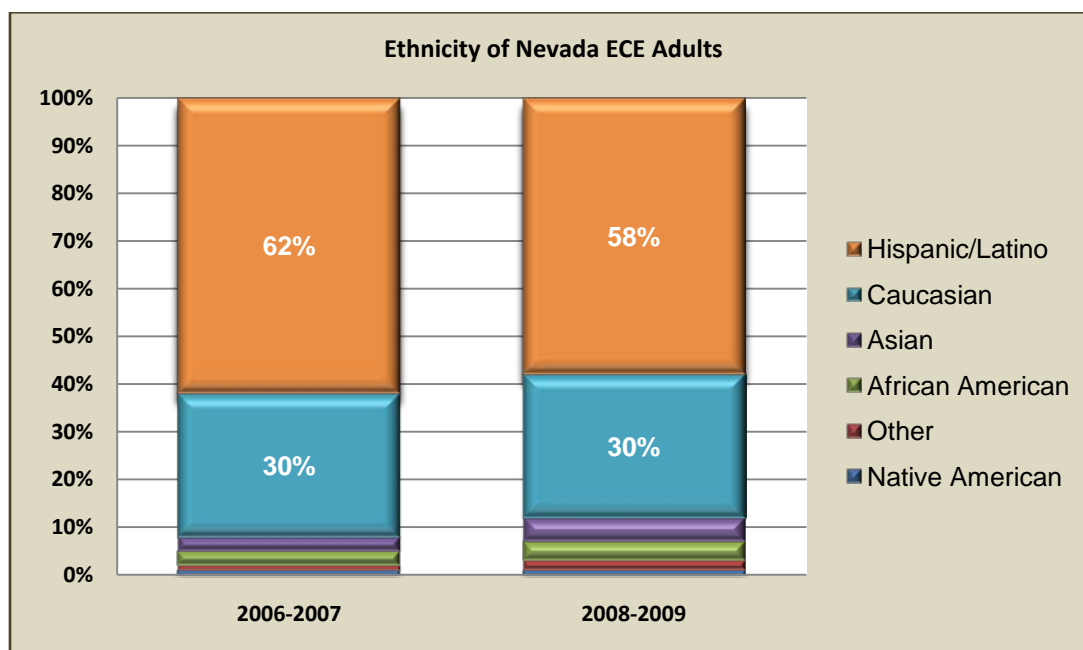
Source: *Nevada Early Childhood Education Program, 2008-2009, Evaluation Report*, Pacific Research Associates, April 2010.



The task of the modern educator is not to cut down jungles, but to irrigate deserts.

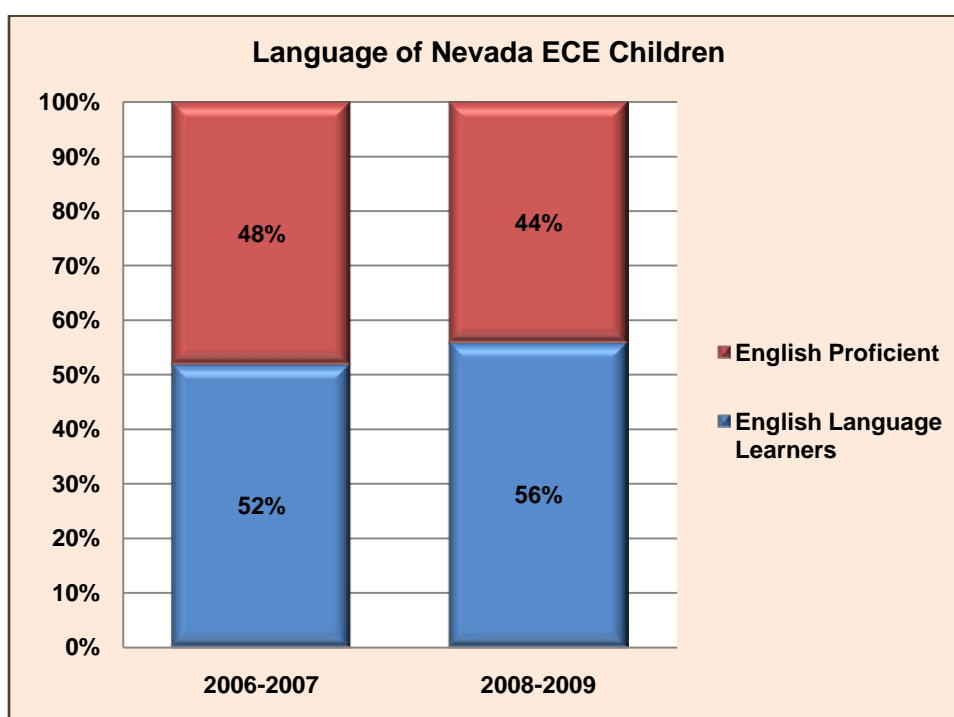
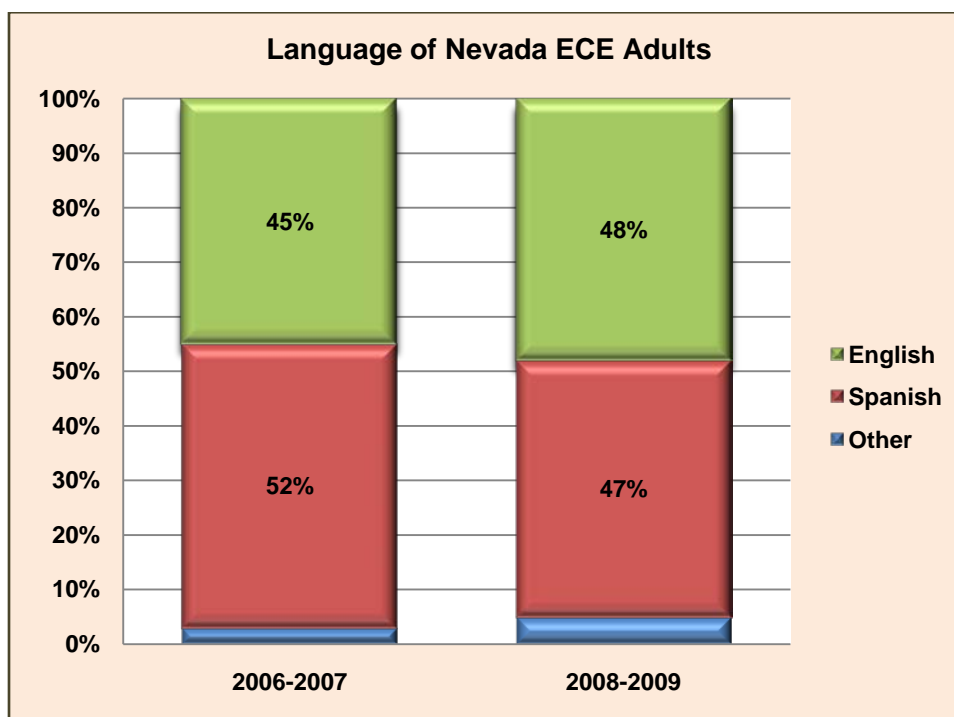
C.S. Lewis

Early Childhood Education (ECE) Program *(continued)*



Source: Nevada Early Childhood Education Program, 2008-2009, Evaluation Report, Pacific Research Associates, April 2010.

Early Childhood Education (ECE) Program *(continued)*



Source: Nevada Early Childhood Education Program, 2008-2009, Evaluation Report, Pacific Research Associates, April 2010.

Early Childhood Education Program—Evaluation

The evaluation of Nevada's ECE Program includes a review of short-term effects and long-term effects. The following summarizes the findings from the 2008-2009 annual evaluation. The complete report may be obtained from the DOE.

Short-Term Effects

The primary purpose of the short-term evaluation is to investigate the performance of children and adults on five outcome indicators: two indicators on the developmental progress of children and three indicators on parental involvement. The results show that Nevada ECE parents and children met or exceeded the expected performance levels for all five indicators.

Early Childhood Education Program Evaluation: SY 2008-2009

Outcome Indicator	Actual	Status
Developmental Progress of Children		
Indicator 1: Reading Readiness: Individual Student Gain Eighty percent of ECE children from 3 years old until they enter kindergarten with a minimum of four months of participation in the ECE program will show improvement in auditory comprehension and expressive communication.	Auditory Comprehension=87.6% Expressive Comprehension=90.5%	Met/Exceeded
Indicator 2: Reading Readiness: Average Gain ECE children from birth until they enter kindergarten with a minimum of four months of participation in the program will make an average gain of seven standard score points in auditory comprehension and ten standard score points in expressive communication.	Auditory Comprehension=11.1 points Expressive Comprehension=14.3 points	Met/Exceeded
Parental Involvement		
Indicator 1: Individual Parenting Goals Ninety-two percent of participating adults enrolled in the ECE program for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.	99.2%	Met/Exceeded
Indicator 2: Time with Children Seventy percent of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year.	94.8%	Met/Exceeded
Indicator 3: Reading with Children Seventy percent of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year.	94.4%	Met/Exceeded

Source: *Nevada Early Childhood Education Program, 2008-2009, Evaluation Report*, Pacific Research Associates, April 2010.

Early Childhood Education Program—Evaluation (*continued*)

The longitudinal evaluation of the ECE program followed two cohorts of Nevada's ECE children:

- **Cohort 1:** Four-year-old children who participated in Nevada's ECE Program during 2003-2004 and entered grade 4 in 2008-2009.
- **Cohort 3:** Four-year-old children who participated in Nevada's ECE Program during 2005-2006 and entered grade 2 in 2008-2009.

Similar to the short-term evaluation of the ECE program, the longitudinal evaluation centers its findings on the developmental progress of children and parental involvement. The findings from the 2008-2009 longitudinal evaluation are as follows:

Developmental Progress of Children

After preschool, it appears Nevada ECE children improved on some of the significant learning gains they achieved in preschool through grade 2, and maintained the gains achieved in preschool through grade 4.

Parental Involvement

After preschool, the parents of Nevada ECE children continued to be involved in their children's learning. The parents of Nevada ECE children were found to be more involved than their schoolmates' parents during kindergarten. After kindergarten, the parents of ECE children continued to be involved in their children's learning in grade 2 and grade 4 at a level commensurate with schoolmates' parents.

Source: Nevada Early Childhood Education Program, 2008-2009, Evaluation Report, Pacific Research Associates, April 2010.



Education is hanging around until you've caught on.

Robert Lee Frost

Charter Schools—Background

Charter schools are independent public schools, responsible for their own governance and operation. In exchange for this independence, there is increased accountability for their performance. The first charter school legislation in Nevada was enacted in 1997, and Nevada's charter school law was substantially amended in subsequent sessions. While private schools can “convert” to a charter school, homeschools may not.

There were 28 charter schools operating in Nevada for SY 2009-2010. Local school boards sponsored 18 of the charter schools and the State Board of Education sponsored 10 of the charter schools. Fourteen schools are located in the Clark County School District, ten in the Washoe County School District, two in the Carson City School District, one in the Douglas County School District, and one in the Elko County School District.

Sponsors

The local school boards, the State Board of Education, and institutions of the Nevada System of Higher Education (NSHE) are authorized to be sponsors of charter schools. The NSHE was added as a potential sponsor in the 2007 Session.

Governance

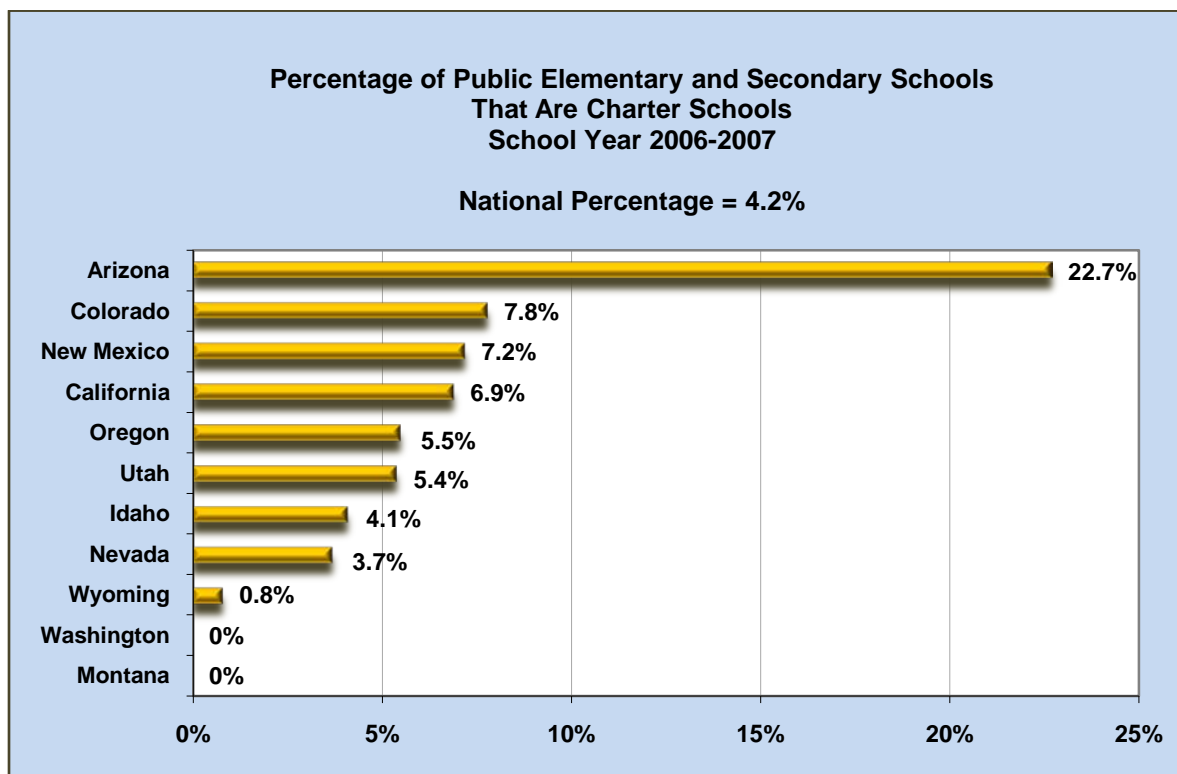
Each charter school is overseen by a governing body, which must include teachers and may include parents, or representatives of nonprofit organizations, businesses, or higher education institutions.

Revenue and Expenditures

Charter schools receive the full per-pupil funding for their students. School districts are obligated to share any State or federal funds, such as for special education students, on a proportional basis.

Sponsors of charter schools are authorized to request reimbursement from the charter schools for the administrative costs associated with sponsorship for that school year, if the sponsor provided administrative services during that school year. The amount of administrative fees that may be requested is determined by the type of sponsor. If the sponsor is a local school board, up to 2 percent of the total amount apportioned to the charter school may be requested in the first year and up to 1 percent each year thereafter. If the sponsor is the State Board of Education or a college or university, up to 2 percent of the total amount apportioned may be requested in the first year and up to 1.5 percent each year thereafter.

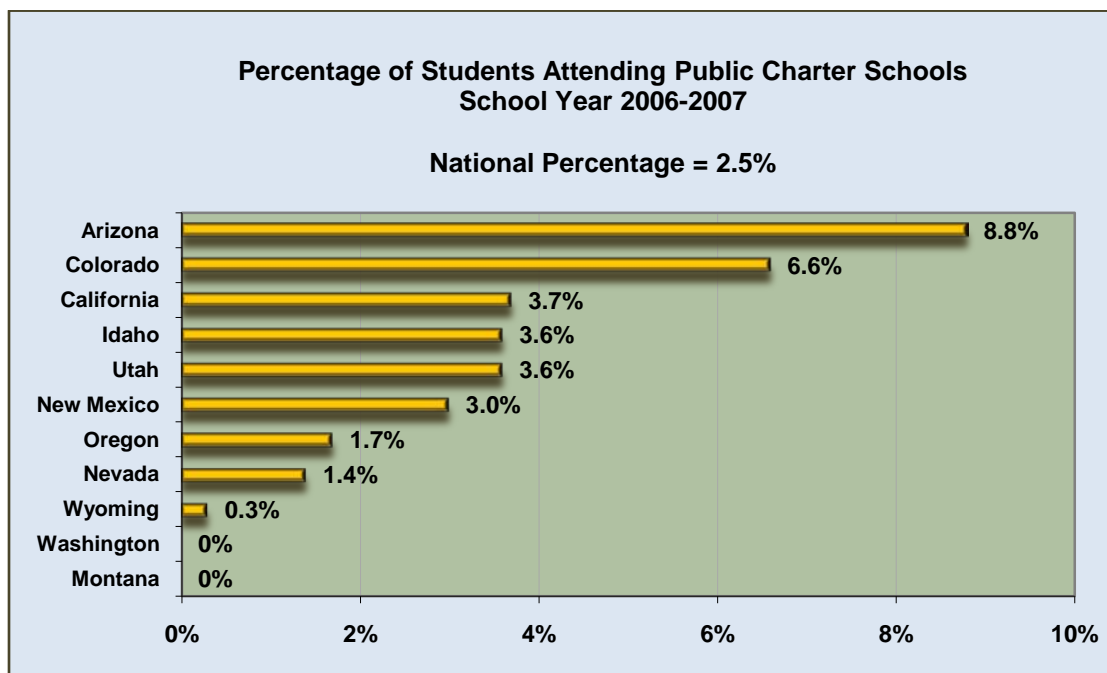
Charter Schools—Western States



Number and Percentage of Public Elementary and Secondary Schools That Are Charter Schools 2006-2007		
Western States	Number	Percentage
Montana	0	0%
Washington	0	0%
Wyoming	3	0.8%
Nevada	22	3.7%
Idaho	30	4.1%
Utah	54	5.4%
Oregon	70	5.5%
California	693	6.9%
New Mexico	60	7.2%
Colorado	135	7.8%
Arizona	468	22.7%
National Total/Percentage	4,132	4.2%

Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

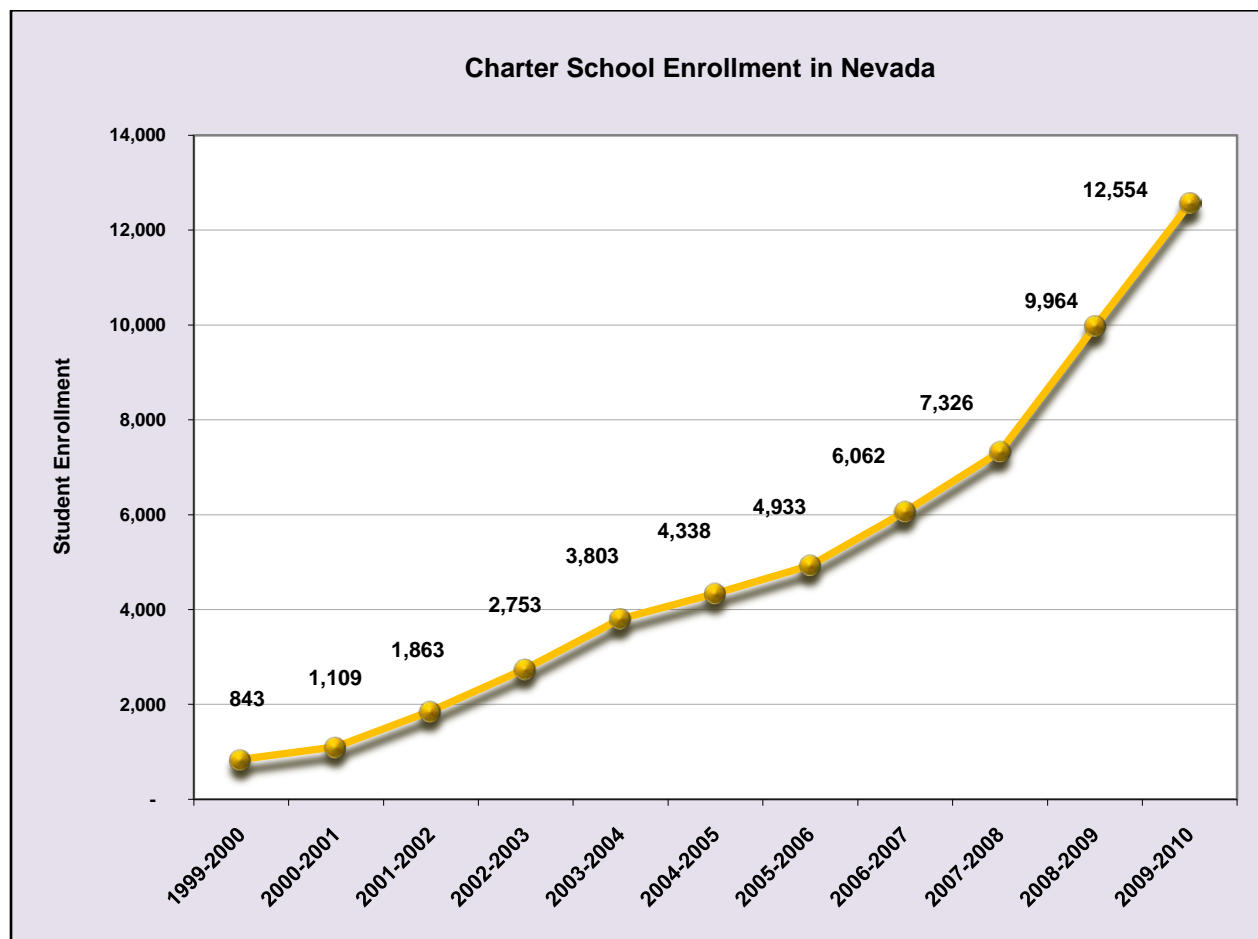
Charter Schools—Western States Enrollment



Number and Percentage of Students Attending Public Charter Schools SY 2006-2007		
Western States	Number	Percentage
Montana	-	0%
Washington	-	0%
Wyoming	242	0.3%
Nevada	5,879	1.4%
Oregon	9,390	1.7%
New Mexico	9,744	3.0%
Utah	19,098	3.6%
Idaho	9,543	3.6%
California	231,004	3.7%
Colorado	52,332	6.6%
Arizona	93,881	8.8%
National Total/Percentage	1,157,359	2.5%

Source: *Education State Rankings 2009-2010*, CQ Press, 2010.

Charter Schools—Nevada Enrollment



Source: DOE, 2010.

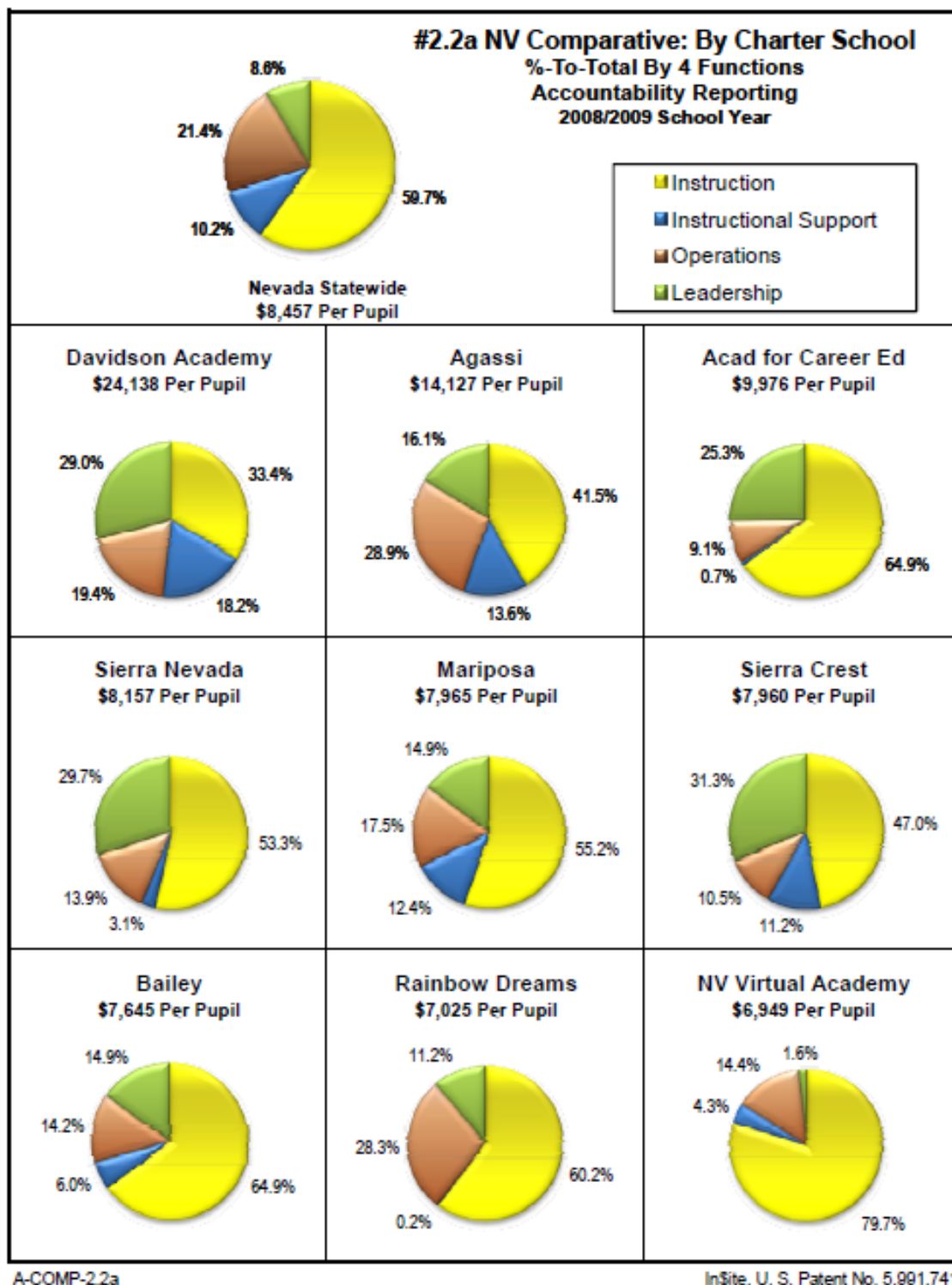
Note: Beginning in FY 2007-2008, the totals do not include enrollment for the University School for Profoundly Gifted Pupils.



Nine tenths of education is encouragement.

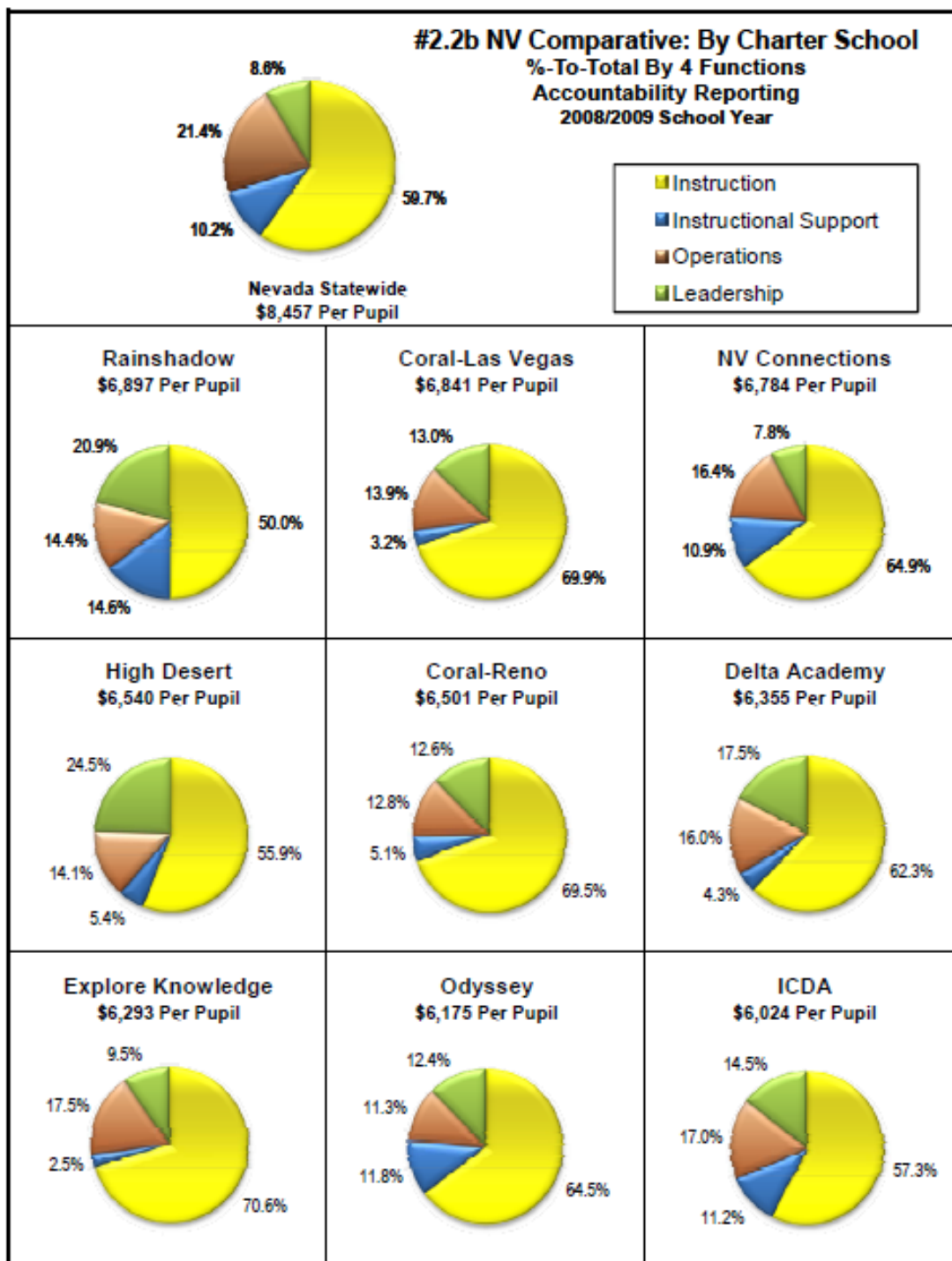
Anatole France

Charter Schools—Expenditures Per Pupil



Source: <http://edmin.com>

Charter Schools—Expenditures Per Pupil (*continued*)

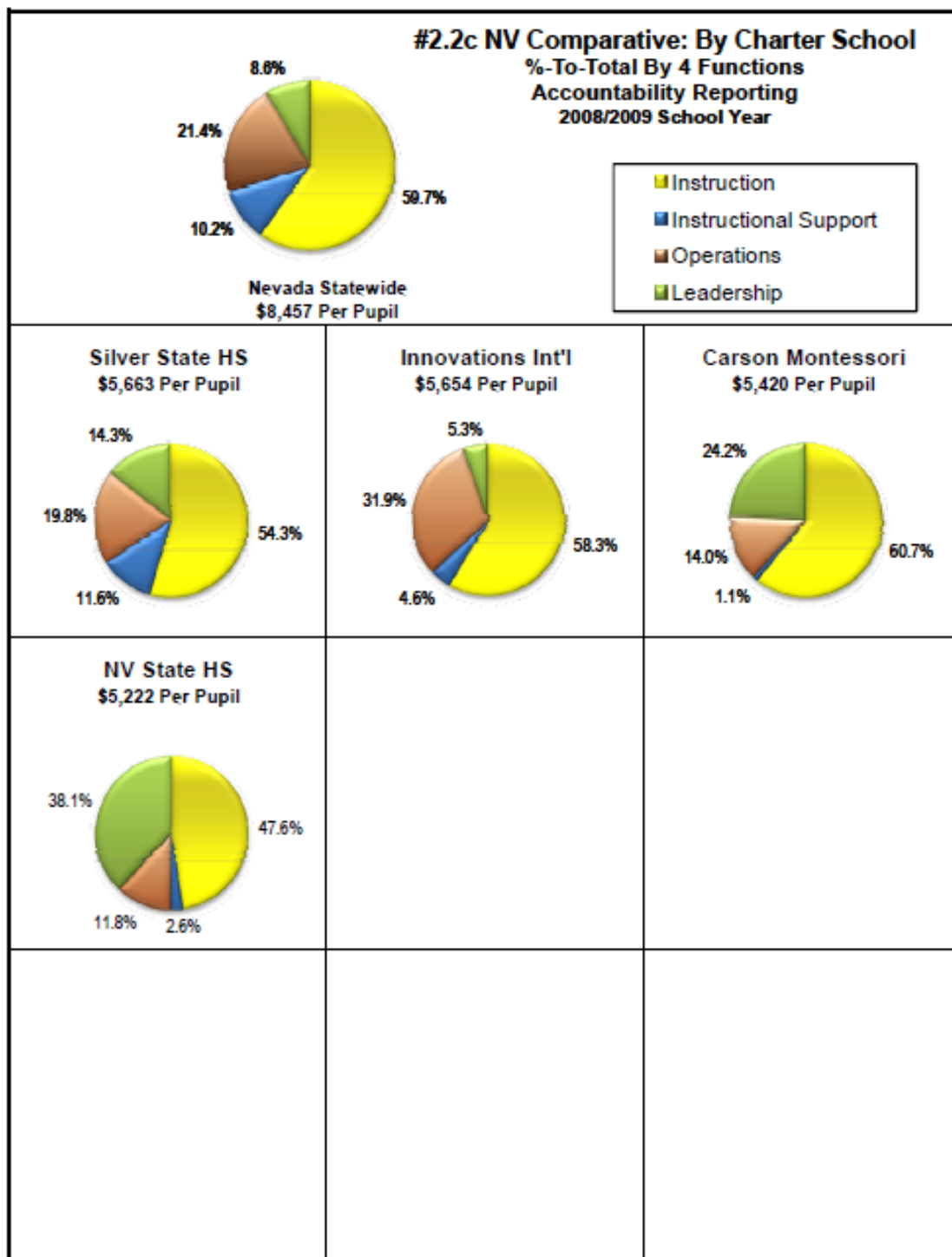


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InSite, U. S. Patent No. 5,991,741

Source: <http://edmin.com>

Charter Schools—Expenditures Per Pupil (*continued*)



A-COMP-2.2c

InSite, U. S. Patent No. 5,991,741

Source: <http://edmin.com>

Charter Schools—Laws

The Center for Education Reform publishes an annual review of state charter school laws. Through the review, a numerical value is placed on the four major components of a charter law that have been determined to have the most impact on the development and creation of charter schools. States may earn a maximum of 55 points based on their laws and practice in the following areas:

- **Multiple Authorizers (15 points):** Does the state permit entities other than traditional school boards to create and manage charter school independently, and does the existence of such a provision actually lead to the active practice of independent authorizing?
- **Number of Charter Schools Allowed (10 points):** How many charter schools are allowed to open, whether annually, in total throughout the state, or on a local level?
- **Operations (15 points):** How much independence from existing state and district operational rules and procedures is codified in law and results in that practice as intended?
- **Equity (15 points):** Fiscal equity requires that not only is the amount of money allotted for each charter student the same, but that charter schools receive monies from the identical streams and routes as other public schools.

The following illustrates western state performance for SY 2009-2010.

The Center for Education Reform: Review of Charter School Laws Across the States

Western States	Overall Grade	Rank	Review Components: Total Points				
			Multiple Authorizers (15 points)	Number of Charter Schools (10 points)	Operations (15 points)	Equity (15 points)	Implementation Points*
Arizona	B	5	8	10	13	6.5	0
California	A	3	10	9	13	11	0
Colorado	B	7	4	10	12	8	+1
Idaho	C	24	5	4	11	5	0
Montana	No Charter Schools						
Nevada	C	21	4	6	9	8	-1
New Mexico	C	22	4	5	10	6	0
Oregon	C	20	3	10	8	5	0
Utah	B	4	11	9	9	10	0
Washington	No Charter Schools						
Wyoming	D	37	1	10	2	2	-5

*Implementation points: States were able to earn or lose points for accountability and implementation.

Source: The Center for Education Reform, *Charter School Laws Across the States, Rankings and Scorecard*, 11th Edition, 2009.

Adult Education Programs—Background and Enrollment

Adult Education Background

Adult Education Programs: Mission Statement

The mission of the adult education program in Nevada is to provide educational services to assist adults in obtaining the knowledge and skills necessary to become self-sufficient, productive citizens of Nevada.

Implementation History

1950s:	Adult education programs began in Nevada in the 1950s when the Clark and Washoe County School Districts implemented adult education classes and apprenticeship courses in the evening.
1952:	The General Educational Development (GED) test was first introduced to military personnel in 1942 and was subsequently expanded to the general public in 1952.
1972:	The Nevada Legislature approved State funding to support adult education programs, for the first time, in 1972.

Eligibility Requirements

Eligible students for adult education programs include:

- Individuals who are 18 years of age and older who are not currently enrolled in school and do not have a high school diploma.
- Individuals who are 17 years of age and are enrolled in alternative education programs may be served by adult education programs.
- Individuals who are 16 years of age may participate in the GED test preparation, if the individual has obtained approval through the school district.

Note: Adult education programs are also available to persons in corrections.

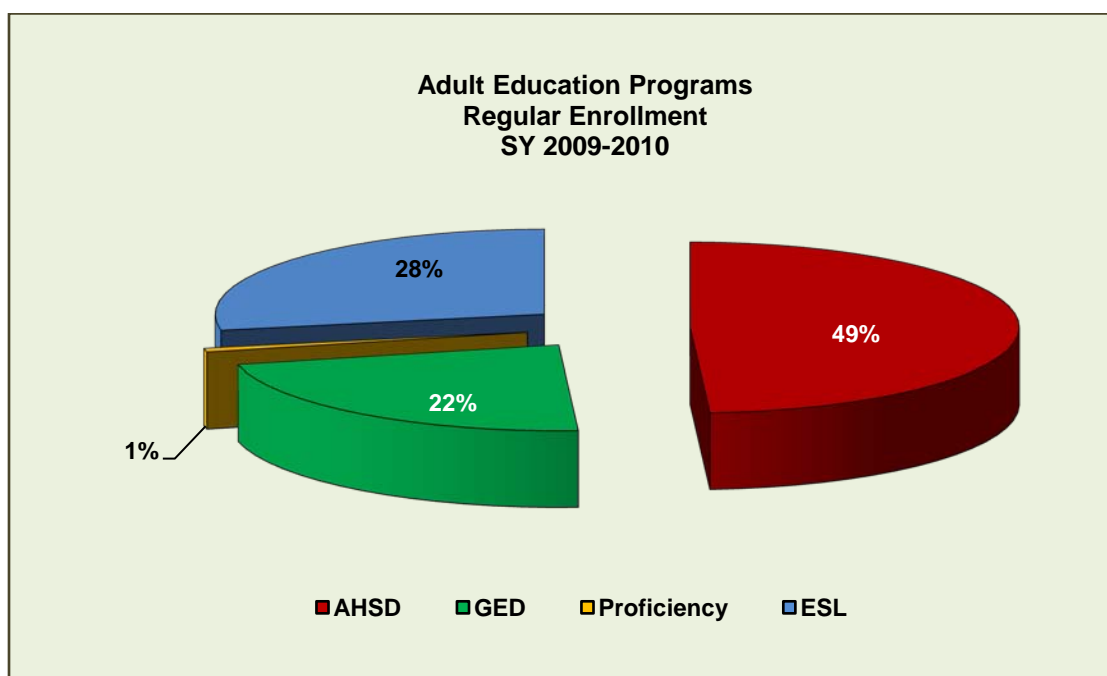
Adult Education Programs—Background and Enrollment (*continued*)

Adult Education Programs

Adult education programs cover several distinct programs, including:

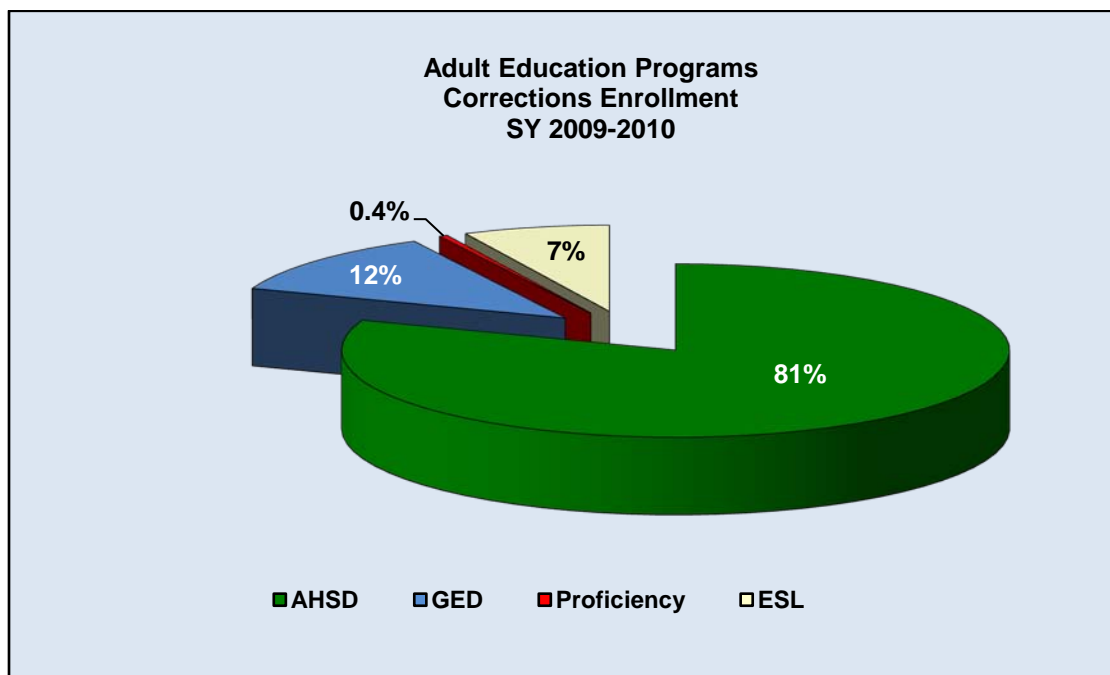
- **Adult High School Diploma (AHSD):** This program provides services to individuals with an educational level of ninth grade or higher who are working toward their adult high school diploma.
- **GED:** This program provides services to individuals who are pursuing a General Education Diploma, rather than an adult high school diploma.
- **English as a Second Language (ESL):** This program provides services to those individuals whose primary language is not English, but who are interested in working toward English proficiency.
- **Proficiency Only:** This program provides services for those individuals who have completed the necessary credits to graduate from high school, but have not yet passed the High School Proficiency Examination.

The following presents enrollment figures for adult education programs during SY 2009-2010.



Source: DOE, 2010.

Adult Education Programs—Background and Enrollment (*continued*)



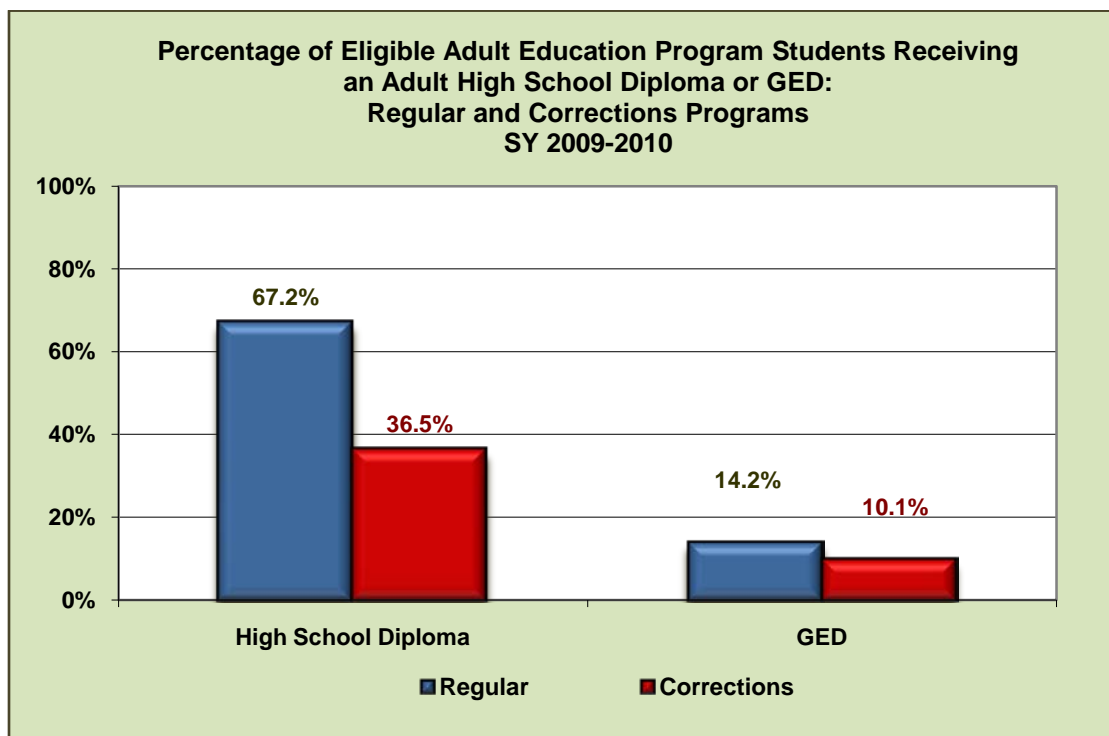
Source: DOE, 2010.



I wonder if illiterate people get the full effect of alphabet soup?

Jerry Seinfeld

Adult Education Programs—Completers



Source: DOE, 2010.



Sex education may be a good idea in the schools, but I don't believe the kids should be given homework.

Bill Cosby



**Questions regarding this Data Book can be answered by contacting the
Research Division of the Legislative Counsel Bureau at:**

Telephone: (775) 684-6825

Toll-free from Las Vegas: 486-2626

Toll-free from other Nevada areas: (800) 992-0973

or

E-mail: research@lcb.state.nv.us

**This report was compiled by staff of the Nevada Legislative Counsel Bureau.
It is available online at: <http://leg.state.nv.us/Division/Research/Publications/EdDataBook/2011/>.**