

NEVADA LEGISLATURE
LEGISLATIVE COMMITTEE ON EDUCATION
(Nevada Revised Statutes [NRS] 218.5352)

SUMMARY MINUTES AND ACTION REPORT

The seventh meeting of the Nevada Legislature's Legislative Committee on Education was held on Thursday, June 24, 2004, at 9:30 a.m. at the University of Nevada, Reno, Continuing Education Building, Room 108/110, 1041 North Virginia Street in Reno, Nevada. A copy of this set of "Summary Minutes and Action Report," including the "Meeting Notice and Agenda" ([Exhibit A](#)) and other substantive exhibits, is available on the Nevada Legislature's Web site at www.leg.state.nv.us/Session/72nd2003/Interim. In addition, copies of the audio record may be purchased through the Legislative Counsel Bureau's Publications Office (e-mail: publications@lcb.state.nv.us; telephone: 775/684-6835).

COMMITTEE MEMBERS PRESENT:

Assemblyman Richard D. Perkins, Chairman
Senator William J. Raggio, Vice Chairman
Senator Bernice Mathews
Senator Ann O'Connell
Senator Maurice E. Washington
Assemblyman Jason D. Geddes
Assemblyman William C. Horne
Assemblyman Bob McCleary

COMMITTEE MEMBERS ABSENT:

None

LEGISLATIVE COUNSEL BUREAU STAFF PRESENT:

Carol M. Stonefield, Senior Research Analyst
Jennifer Ruedy, Senior Research Analyst
Kristin C. Roberts, Principal Deputy Legislative Counsel
Melinda Braun, Education Program Analyst
Susan Furlong Reil, Principal Research Secretary and Constituent Services Assistant

OPENING REMARKS

Chairman Perkins opened the meeting and noted the presence of all Committee members.

APPROVAL OF MINUTES OF THE MAY 21, 2004, MEETING

The Committee **APPROVED THE FOLLOWING ACTION:**

SENATOR O'CONNELL MOVED THE MINUTES OF THE MAY 21, 2004, MEETING BE APPROVED. THE MOTION WAS SECONDED BY ASSEMBLYMAN GEDDES AND PASSED.

WELCOME AND REMARKS

John M. Lilley, President, University of Nevada, Reno (UNR), Reno, welcomed the Committee to the UNR campus.

REVIEW AND DISCUSSION OF ISSUES RELATED TO HIGH SCHOOL PREPARATION FOR COLLEGE

BY A PANEL CONSISTING OF STUDENTS, COLLEGE AND UNIVERSITY STUDENT AFFAIRS PERSONNEL, AND REPRESENTATIVES FROM THE COMMUNITY

- Laura Dular, Director, Student Programs, Truckee Meadows Community College (TMCC), Reno, highlighted high school to college transitional programs designed to educate students concerning the possibilities of college and to increase the number of young adults completing higher education. Ms. Dular explained that many students entering college are “first generation” students, that is, they come from families whose parents do not possess college degrees, so educating parents to the importance of education is critical.
- Steve Maples, Director of Admissions, UNR, Reno, reported the core course selection of high school students tends to hinder their performance in college mathematics and science courses. He observed that while this issue will be addressed through changes in the Millennium Scholarship program, a student might forego a rigorous course if he or she must maintain a higher grade point average in order to qualify for the scholarship. Mr. Maples also discussed the importance of providing students with quality counseling and educating students at an earlier age regarding the possibilities of attending college.
- Jim Gardner, President, Gardner Engineering, Reno, shared his experience as a local employer who has hired many high school and college students and graduates over the years for a variety of positions ranging from office support to professional engineers. Mr. Gardner discussed the qualities and skills he seeks in an employee and outlined his expectations as an employer, including the importance of punctuality, appropriate office attire, and good listening and communication skills. He noted many teachers wear casual attire such as denims and t-shirts to work and suggested students would have greater exposure to business community standards if teachers were to dress in a more professional manner.

Mr. Gardner advocated expansion of the intern system and greater interaction between the business community and the universities. In addition, he suggested students should master the basic skills necessary to complete tasks without utilizing technical aids such as calculators and computers.

- Shane Trotter, fourth year student, UNR, Reno, discussed his experience as a student of Carson High School preparing to enter college and as a student at UNR. Mr. Trotter noted that while certain high school courses helped prepare him for college, others did not. Mr. Trotter offered the following observations:
 1. Because he chose not to take a mathematics course in his senior year, he had to work harder once he entered college.
 2. Certain technical courses offered by Carson High School not only prepared him for college and mechanical engineering in general, they also provided him with the skills to earn a living while pursuing a degree in mechanical engineering.
 3. High school did not provide him with adequate study skills, making the transition to college more difficult.
 4. A more rigorous high school science curriculum would have better prepared him for college.
- Kim Wong, a junior at UNR, Sparks, shared her experience as a student at Sparks High School and discussed her participation in Upward Bound, a federally funded program that assists low-income, first-generation college students. Ms. Wong reported that at the time she attended Sparks High School, few advanced placement classes were offered, and standards were low. Ms. Wong stressed the importance of providing equal educational opportunities to all students, regardless of the school location. Further, she suggested a need for quality counseling and student support at the high school level.
- Yun Long, a third-year student at UNR, Reno, discussed her family background and reported that her parents moved to northwest Reno so their children could attend better schools. She indicated McQueen High School provided high quality teachers and offered a wide variety of advanced placement options. Ms. Long observed that the learning environment and expectations at McQueen likely contribute to the high rate of students who

pursue a college education.

- Carrie Kelly, a third-year student at UNR, Reno, shared her experience as a student at Elko High School and discussed the benefits of participating in the Rural Academic Persistence Program (RAPP). Ms. Kelly reported that her high school counselor was very supportive. She also questioned whether rural students are afforded the same opportunities to participate in advanced placement classes as their urban counterparts.
- Kyle Cassinelli, a second-year student at UNR, Reno, and a graduate of Spring Creek High School, reiterated the benefits of the RAPP for college students from rural Nevada. She also discussed the benefits of the tutoring program and the Millennium Academic Persistence Program. Ms. Cassinelli praised the counseling services available through Spring Creek High School, suggesting counselors were better able to communicate with students on an individual basis because of the school's size. She suggested educational opportunities such as advanced placement classes should be available to all high school students, regardless of the location of the school, to ensure equity.
- Barbara King, Coordinator, Academic Intervention Services, UNR, Reno, provided background information on RAPP and outlined the services offered to rural students participating in the program.

PRESENTATION FROM THE TASK FORCE ON REMEDIAL AND DEVELOPMENTAL EDUCATION OF THE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA (UCCSN)

Christine Chairsell, Associate Vice Chancellor for Academic and Student Affairs, UCCSN, Reno, explained the Task Force on Remedial and Developmental Education is exploring opportunities for higher education to work more collaboratively with K-12 in bridging the transition of students from high school to college. She discussed social factors that have provided the impetus to implement changes in college curriculum and described efforts to accommodate students who have limited educational deficiencies. Dr. Chairsell indicated the UCCSN plans to establish a mandatory placement policy and advocated development of an additional diagnostic placement test. Please see [Exhibit B](#), [Exhibit C](#), and [Exhibit D](#) for details of Dr. Chairsell's presentation.

PRESENTATION ON THE MILLENNIUM SCHOLARSHIP PROGRAM (NRS 396.911 TO 396.938, INCLUSIVE)

- Susan K. Moore, Executive Director, Millennium Scholarship Program, Office of the State Treasurer, Las Vegas, provided a status report on the Millennium Scholarship Program. She reviewed the goals of the program and outlined the progress to date in attaining those objectives. Referencing the Millennium Scholarship Baseline Study, Dr. Moore reported an increased number of high school graduates are pursuing a college education and more students are choosing to remain in Nevada. In addition, the Millennium Scholarship has afforded students of limited financial means an opportunity to pursue a higher education. Please see [Exhibit E](#), [Exhibit F](#), and [Exhibit G](#) for details of Dr. Moore's presentation.
- Tyler Trevor, Assistant Vice Chancellor for Academic and Student Affairs, University and Community College System of Nevada (UCCSN), Reno, discussed eligibility trends for Millennium scholars. He also compared the remediation rates of Millennium scholars to those of other student cohorts, noting that approximately 33 percent of Millennium scholars require remediation while 52 percent of non-Millennium scholars need remediation. In addition, Dr. Trevor discussed the persistence rates of Millennium and non-Millennium scholars and reviewed the number of degrees issued in the program's four-year existence. Please see [Exhibit E](#), [Exhibit F](#), and [Exhibit G](#) for details of Dr. Trevor's presentation.
- Dr. Chairsell, previously identified, reviewed recommendations concerning implementation of a core curriculum for Millennium Scholarship eligibility to be submitted to the UCCSN's Board of Regents for consideration. It is proposed that a student be required to complete the following core courses to be eligible for the Millennium Scholarship:
 1. Algebra I, Geometry, and Algebra II, with a strong recommendation that the student take a mathematics course in his or her senior year;

2. Three years of science, with a minimum of one course as a laboratory experience.

In addition, it is recommended that grade point average (GPA) calculations include all coursework completed by the student, not just the core academic subjects. Dr. Chairsell noted student exposure to curriculum content is more important than maintenance of a high GPA within the core component.

- Kathryn Besser, Chief of Staff, Office of the Treasurer, Carson City, reported funds from the Master Settlement Agreement continue to be about 2 percent below initial expectations and indicated a reconciliation report would be available on June 30, 2004.

PRESENTATION ON THE UCCSN TEACHER QUALITY REPORT AND THE STATUS OF TEACHER PREPARATION TO RESPOND TO THE FEDERAL NO CHILD LEFT BEHIND ACT OF 2001

- Dr. Chairsell, previously identified, reported on the status of teacher preparation to meet the requirements of the federal No Child Left Behind Act of 2001 (NCLB). She indicated that while some concerns with regard to the Act's initial lack of flexibility have been addressed, other issues remain. Dr. Chairsell voiced concern that once schools are identified as needing improvement, additional federal funding will be required to assist teachers. She also expressed uncertainty as to whether UCCSN will be required to utilize significant resources from its teacher education program to assist schools designated as in need of improvement.

Continuing, Dr. Moore observed that the implementation of NCLB has presented the education community with an opportunity to utilize data to bolster instruction and to change and intervene in educational strategies. She also discussed the role of higher education in teaching future educators on the use of data to readjust classroom instruction and improve student performance.

- Micaela Rubalcava, Professor, Education Teacher Preparation, TMCC, Reno, discussed the role of two-year higher education institutions in producing high quality teachers as required by NCLB. She noted that community colleges offer transferable courses which ensure students are academically prepared for the four-year programs. Dr. Rubalcava reported the course curriculum for students pursuing a teaching degree is in line with Interstate New Teacher Assessment and Support Consortium (ISNTASC) standards and includes classroom observation, field experience, and portfolio development.
- Francine Mayfield, Director of Teacher Preparation, Nevada State College, Henderson, Nevada, highlighted collaborative efforts of the state's four-year higher education institutions to meet the needs of Nevada's school children, including their involvement with the Regional Professional Development Centers and on the National Governor's Association's Task Force on Teacher Quality. Dr. Mayfield emphasized the importance of maintaining a strong connection with the graduate to provide a smooth transition to in-service opportunities and discussed post-graduation teacher evaluation. Please see [Exhibit H](#) for details of Dr. Mayfield's presentation.

PRESENTATION ON THE INCLUSION PARTNERSHIP BETWEEN CLARK COUNTY SCHOOL DISTRICT (CCSD) AND THE UNIVERSITY OF NEVADA, LAS VEGAS

- Brad Reitz, Assistant Superintendent for Student Support Services, CCSD, Las Vegas, discussed the formation of the Nevada Partnership for Inclusive Education (Nevada PIE), a public-private project for including students with disabilities in the general education setting while meeting the needs of all students in new and innovative ways. He explained Nevada PIE comprises several elements, including a local pilot program called The Inclusion Partnership (TIP) and a national project of the National Institute of Urban School Improvement (NIUSI). Dr. Reitz also discussed the overrepresentation of minority students in special education classes and efforts to address this issue. Please see [Exhibit I](#), [Exhibit J](#), and [Exhibit K](#) for details of Dr. Reitz's presentation.
- Rhonda Glyman, Co-Chair, Nevada Partnership for Inclusive Education (Nevada PIE), Henderson, highlighted factors that led to the formation of Nevada PIE. In addition, discussed major initiatives of Nevada PIE,

including The Inclusive Partnership (TIP) pilot project conducted at Green Valley High School during the 2003-2004 school year by the CCSD, the University of Nevada, Las Vegas, and Green Valley High School and its participation in the National Institute for Urban School Improvement (NIUSI) project. Ms. Glyman reported the Nevada PIE District Advisory Council recently completed a comprehensive five-year budget and plan, which calls for the participation of 18 schools throughout the CCSD in TIP by the 2007-2008 school year. Please see [Exhibit I](#), [Exhibit J](#), [Exhibit K](#), and [Exhibit L](#) for details of Ms. Glyman's presentation.

DISCUSSION OF TOPICS AND LOCATIONS OF FUTURE MEETINGS

Chairman Perkins indicated the Committee's work session meeting would be held sometime in August 2004.

PUBLIC COMMENT

- Randy Johns, father of a 14-year-old autistic youngster, Sun Valley, Nevada, shared his experience with the Washoe County School District (WCSD) in addressing the educational needs of his son. Mr. Johns indicated he had received a letter from the WCSD stating it had entered into a partnership with Applied Behavioral Analysis and expressed frustration at his inability to learn more about this development from the WCSD. He requested the Committee's assistance in obtaining detailed information concerning the partnership.
- Gloria Dopf, Deputy Superintendent for Instructional, Research, and Evaluative Services, Nevada Department of Education, Carson City, indicated she would address in writing some of the new strategies required for special education assessment.
- Anne K. Loring, Member, Washoe County School District (WCSD) Board of Trustees, Reno, summarized steps taken by the District to ensure students of Sparks High School and other at-risk high schools are afforded equal access to participate in advanced placement courses. Ms. Loring also reported that at its September 2004 meeting, the WCSD Board of Trustees would be considering final approval of a default high school curriculum which would include four years of mathematics and three years of science. She explained that if the default curriculum is approved and implemented, a student would be required to secure permission from his or her parent, a counselor, and the school administrator before opting out of the default curriculum.

Following the meeting, Ms. Loring submitted for the record a letter addressing a number of issues raised during the meeting. Please see [Exhibit M](#).

- Lori Lipman Brown submitted a written statement to Chairman Perkins concerning Millennium Scholarship students. Ms. Brown advocated allowing students who are not United States citizens to apply for and receive Millennium Scholarships. Please see [Exhibit N](#) for a copy of Ms. Brown's statement.

ADJOURNMENT

There being no further business to come before the Committee, the meeting was adjourned at 2:10 p.m.

Respectfully submitted,

Susan Furlong Reil
Principal Research Secretary and
Constituent Services Assistant

Carol M. Stonefield
Senior Research Analyst

APPROVED BY:

Assemblyman Richard D. Perkins, Chairman

Date: _____

LIST OF EXHIBITS

[Exhibit A](#) is the Meeting Notice and Agenda provided by Carol M. Stonefield, Senior Research Analyst, Research Division, Legislative Counsel Bureau, Carson City, Nevada.

[Exhibit B](#) is a brochure titled “College: Turning Dreams Into Reality,” provided by Christine Chairsell, Associate Vice Chancellor for Academic and Student Affairs, University and Community College System of Nevada (UCCSN), Reno, Nevada.

[Exhibit C](#) is a document titled “Executive Summary and Report of Activities and Recommendations, UCCSN Developmental and Remedial Task Force,” provided by Christine Chairsell, Associate Vice Chancellor for Academic and Student Affairs, UCCSN, Reno, Nevada.

[Exhibit D](#) is a document titled “UCCSN Remediation Rates of Nevada High School Graduates,” provided by Christine Chairsell, Associate Vice Chancellor for Academic and Student Affairs, UCCSN, Reno, Nevada.

[Exhibit E](#) is a copy of a Microsoft PowerPoint presentation titled “Millennium Scholarship, 2004 Update, Goals, Partnerships, & Performance,” provided by Susan K. Moore, Executive Director, Millennium Scholarship Program, Office of the State Treasurer, Las Vegas, Nevada.

[Exhibit F](#) is a document dated March 2003 titled “Millennium Scholarship Baseline Study,” provided by Susan K. Moore, Executive Director, Millennium Scholarship Program, Office of the State Treasurer, Las Vegas, Nevada.

[Exhibit G](#) is a document titled “Office of the State Treasurer, Millennium Scholarship Program, Students Eligible by County,” provided by Susan K. Moore, Executive Director, Millennium Scholarship Program, Office of the State Treasurer, Las Vegas, Nevada.

[Exhibit H](#) is a document titled “Teacher Quality Report, University and Community College System of Nevada, June 2004,” provided by Francine Mayfield, Director of Teacher Preparation, Nevada State College, Henderson, Nevada.

[Exhibit I](#) is a document titled “The Inclusion Partnership,” provided by Brad Reitz, Assistant Superintendent for Student Support Services, Clark County School District (CCSD), Las Vegas, Nevada.

[Exhibit J](#) is a document titled “Nevada Partnership for Inclusive Education,” provided by Brad Reitz, Assistant Superintendent for Student Support Services, CCSD, Las Vegas, Nevada.

[Exhibit K](#) is a copy of a Microsoft PowerPoint presentation titled “Nevada Partnership for Inclusive Education,” provided by Brad Reitz, Assistant Superintendent for Student Support Services, CCSD, Las Vegas, Nevada, and Rhonda Glyman, Co-Chair, Nevada Partnership for Inclusive Education, Henderson, Nevada.

[Exhibit L](#) is a copy of the prepared remarks of Rhonda Glyman, Co-Chair, Nevada Partnership for Inclusive Education, Henderson, Nevada, provided by Ms. Glyman.

[Exhibit M](#) is a letter dated June 25, 2004, from Anne K. Loring, Member, Washoe County School District Board of Trustees, to the Legislative Committee on Education.

[Exhibit N](#) is a copy of an e-mail dated June 24, 2004, from Lori Lipman Brown to Committee Chairman Richard D. Perkins concerning the Millennium Scholarship.

This set of “Summary Minutes and Action Report” is supplied as an informational service. Exhibits in electronic format may not be complete. Copies of the complete exhibits, other materials distributed at the meeting, and the audio record are on file in the Research Library of the Legislative Counsel Bureau, Carson City, Nevada. You may contact the Library online at www.leg.state.nv.us/lcb/research/library/feedbackmail.cfm or telephone: 775/684-6827.