

XII. MISCELLANEOUS PROGRAMS

BACKGROUND

Adult and Alternative Education – covers several distinct programs including the Adult High School Diploma (AHSD) program for students over 17 years of age (includes prison education programs); Adult Basic Education (ABE) for literacy and English as a Second Language (ESL) classes; General Educational Development (GED) tests for adults to obtain a high school diploma; and alternative education for students at risk of dropping out of high school.

Charter Schools – were initially authorized by Senate Bill 220 in the 1997 Session. The first charter school opened in Nevada in 1998. By the next year there were five operational charter schools and, for School Year (SY) 2002-2003, 13 charter schools are now open in Nevada serving over 2,500 students. Statewide fiscal data was collected for charter schools and through In\$ite. In SY 2000-2001, total state expenditures for charter schools were approximately \$7 million.

Early Childhood Education – in Nevada is primarily provided through state funds for the Nevada Early Childhood education program. These projects promote early care and education programs for pre-schoolers. Senate Bill 585 of the 2001 Legislature appropriated \$3.5 million in each year of the 2001-2003 biennium to the Nevada Department of Education to award competitive grants to school districts and community-based organizations for early childhood education programs.



| Adult & Alternative Education | | | | | | |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Current Data | Adult Basic Education | | Adult High School Diploma | GED Testing | | Alternative |
| FY02 Funding | Federal | State | State | Federal | State | State |
| Amount | \$2,892,553 | \$461,405 | \$15,641,566 | No State or Federal Funds Available | | \$3,897 Statewide average per regular enrolled pupil. |
| Source | USDOE/State Match | | Distributive School Account | Applicant pays \$50 fee to local test center. | | Distributive School Account |
| Method | RFP (April) | | Formula/RFP | | | District Determination |
| Period | Fiscal Year | | Fiscal Year | Calendar Year | | Fiscal Year |
| FY02 Count | 7,675 | | 18,079 | 5,036 GEDs issued in 2001 | | 16,098 Estimated to serve in FY02 |
| Legislation | | | | | | |
| Federal | WIA Title II | | N/A | N/A | | N/A |
| State | Adult Literacy | | NRS 385.080 NAC 389.017; 389.688 | NAC 385 | | NRS 388.532, 537, 550-70 NAC 387, 388.500-520 |
| Requirements | | | | | | |
| Age | 17 or older | | 17 or older | NV Resident 16 or older | | N/A |
| Education | No high school diploma or GED | | No High School Diploma | No High School Diploma Withdrawn | | No High School Diploma Enrolled |
| Income | N/A | | N/A | N/A | | N/A |
| Target Population | | | | | | |
| | Low income, disabled, single parent, displaced homemaker, multiple barriers, homeless, institutionalized, minority, limited literacy, without high school diploma. | | Without High School Diploma | Without High School Diploma | | At risk of dropping out; (pregnant, parent, chronic illness, self-supporting, credit deficient, chronic absence special needs). |
| Program Elements | | | | | | |
| | (1) Provide basic skills including literacy and numeracy as well as preparation for transition to secondary education or job preparation classes; and (2) Provide instructional Preparation for the GED test. Workplace literacy and family literacy are also components in all programs. Referrals are made to partner programs for assistance with childcare, transportation, and other potential barriers to class attendance. CASAS testing is required for assessment. | | Core curriculum and electives. Many programs provide basic education, ESL, GED prep and testing, and dual credit courses. Most programs are self-paced and competency based with open enrollment/ exit. Some programs provide flexibility for students who have difficulty attending class due to work, childcare, or transportation issues. Must pass proficiency exam for diploma. | GED test centers test anyone meeting above requirements. | | Minimally include core curriculum for standard, adult or advanced HSD. May include flexible hours, childcare, transportation, correspondence or dual credit courses, or independent study. Must pass proficiency exam for diploma. |

Source: Nevada Department of Education, Career, Technical, and Adult Education, January 2003.

MISCELLANEOUS PROGRAMS

ADULT & ALTERNATIVE EDUCATION

| ADULT HIGH SCHOOL DIPLOMA PROGRAM ENROLLMENT, DIPLOMAS, AND GED CERTIFICATES 2001-2002 | | | | | |
|-------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------|--------------------------------|---------------|--------------------------|
| Program Name | Number Enrolled | Obtained A High School Diploma | Percent Obtained Diploma | Passed GED | Percent Passed GED |
| Carson City School District | 500 | 29 | 5.80 % | 77 | 15.40 % |
| Churchill County School District | 141 | 17 | 12.06 % | 7 | 4.96 % |
| Clark County School District | 9,184 | 402 | 4.38 % | 1,175 | 12.79 % |
| Douglas County School District | 66 | 16 | 24.24 % | 8 | 12.12 % |
| Elko County School District | 168 | 25 | 14.88 % | 38 | 22.62 % |
| Humboldt County School District | 339 | 17 | 5.01 % | 47 | 13.86 % |
| Lander County School District | 92 | 4 | 4.35 % | 20 | 21.74 % |
| Lincoln County School District | 65 | 17 | 26.15 % | 21 | 32.31 % |
| Lyon County School – Dayton | 41 | 2 | 4.88 % | 17 | 41.46 % |
| Lyon County School – Fernley | 251 | 31 | 12.35 % | 80 | 31.87 % |
| Lyon County School –Yerington | 69 | 5 | 7.25 % | 28 | 40.58 % |
| Mineral County School District | 67 | 2 | 2.99 % | 41 | 61.19 % |
| Nye County School District | 117 | 8 | 6.84 % | 11 | 9.40 % |
| Pershing County School District | 78 | 3 | 3.85 % | 4 | 5.13 % |
| Washoe High School | 3,328 | 139 | 4.18 % | 191 | 5.74 % |
| White Pine County School District | 57 | 5 | 8.77 % | 6 | 10.53 % |
| TOTAL | 14,563 | 722 | 4.96 % | 1,771 | 12.16 % |

Source: Nevada Department of Education, January 14, 2003.

MISCELLANEOUS PROGRAMS

ADULT & ALTERNATIVE EDUCATION

| ADULT HIGH SCHOOL DIPLOMA PROGRAM – CORRECTIONS ENROLLMENTS, DIPLOMAS, AND GED CERTIFICATES 2001-2002 | | | | | |
|-------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------|--------------------------------|---------------|--------------------------|
| Program Name | Number Enrolled | Obtained a High School Diploma | Percent Obtained Diploma | Passed GED | Percent Passed GED |
| Carson City School District | 1,123 | 75 | 6.68% | 115 | 10.24% |
| CCSD – HDCC | 534 | 30 | 5.62% | 35 | 6.55% |
| CCSD-SDCC | 596 | 26 | 4.36% | 71 | 11.91% |
| CCSD-SNWCF | 293 | 32 | 10.92% | 38 | 12.97% |
| Pershing County School District | 453 | 30 | 6.62% | 8 | 1.77% |
| White Pine County School District | 519 | 20 | 3.85% | 35 | 6.74% |
| TOTAL | 3,518 | 213 | 6.05% | 302 | 8.58% |

CCSD = Clark County School District
HDCC = High Desert Correctional Center
SDCC = Southern Desert Correctional Center
SNWCF = Southern Nevada Women's Correction Facility

SOURCE: Nevada Department of Education, Career, Technical, and Adult Education, January 14, 2003.



MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS

NUMBER OF CHARTER SCHOOLS IN SPRING 2003 FOR THE WESTERN STATES



Source: Center for Education Reform, School Year 2002-03

Note: Washington and Montana do not have charter school legislation.

MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS

RANKING AND GRADING OF CHARTER SCHOOL LAWS FOR WESTERN STATES



**Rankings are from No. 1 to No. 30,
from strongest to weakest:**

#1 -- Arizona
#9 -- Colorado
#15 -- California
#16 -- Oregon
#20 -- New Mexico
#26 -- Idaho
#28 -- Nevada
#29 -- Utah
#30 -- Wyoming

The letter grades are based on the strength or weakness of the charter school laws.

Strong charter school laws are those that foster or encourage proliferation of charter schools.

Weak charter school laws are those that provide few opportunities or incentives for charter schools.

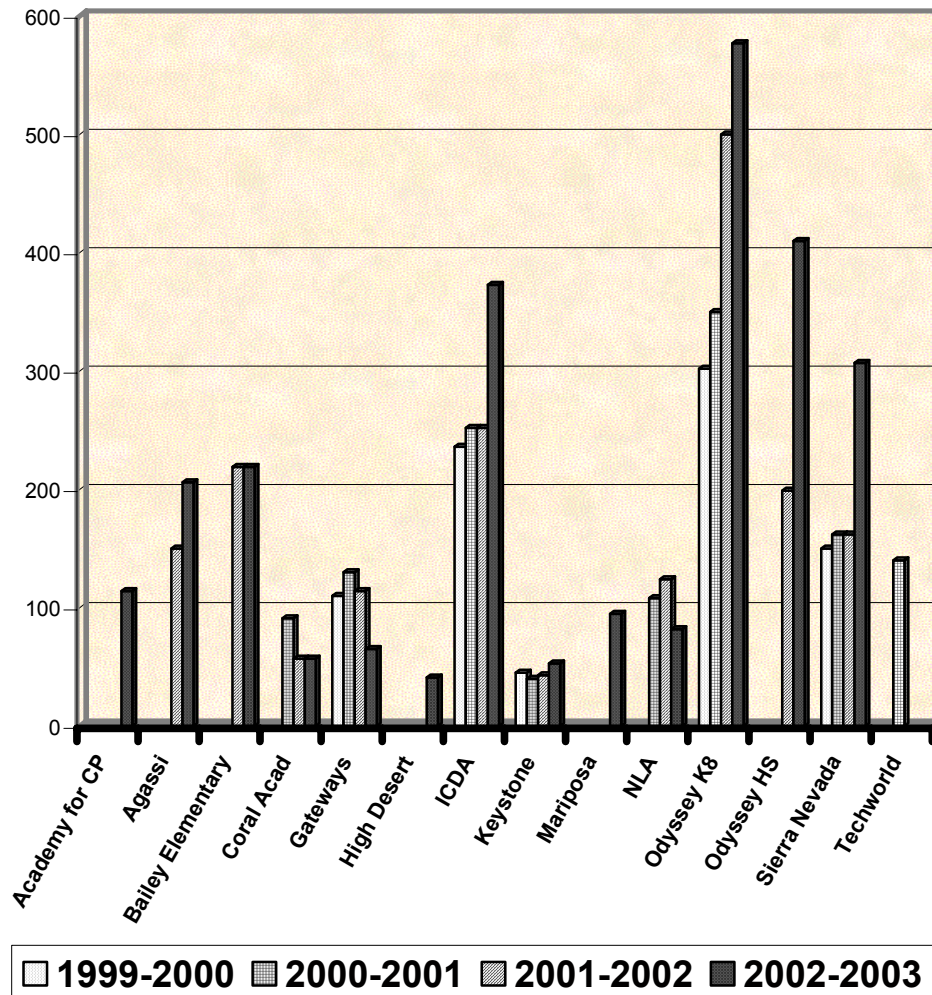
Note: Washington and Montana do not have charter school legislation.

Source: Center for Education Reform, Charter School Laws: State by State
Ranking and Profiles (November 2001)

MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS

Charter School Enrollment

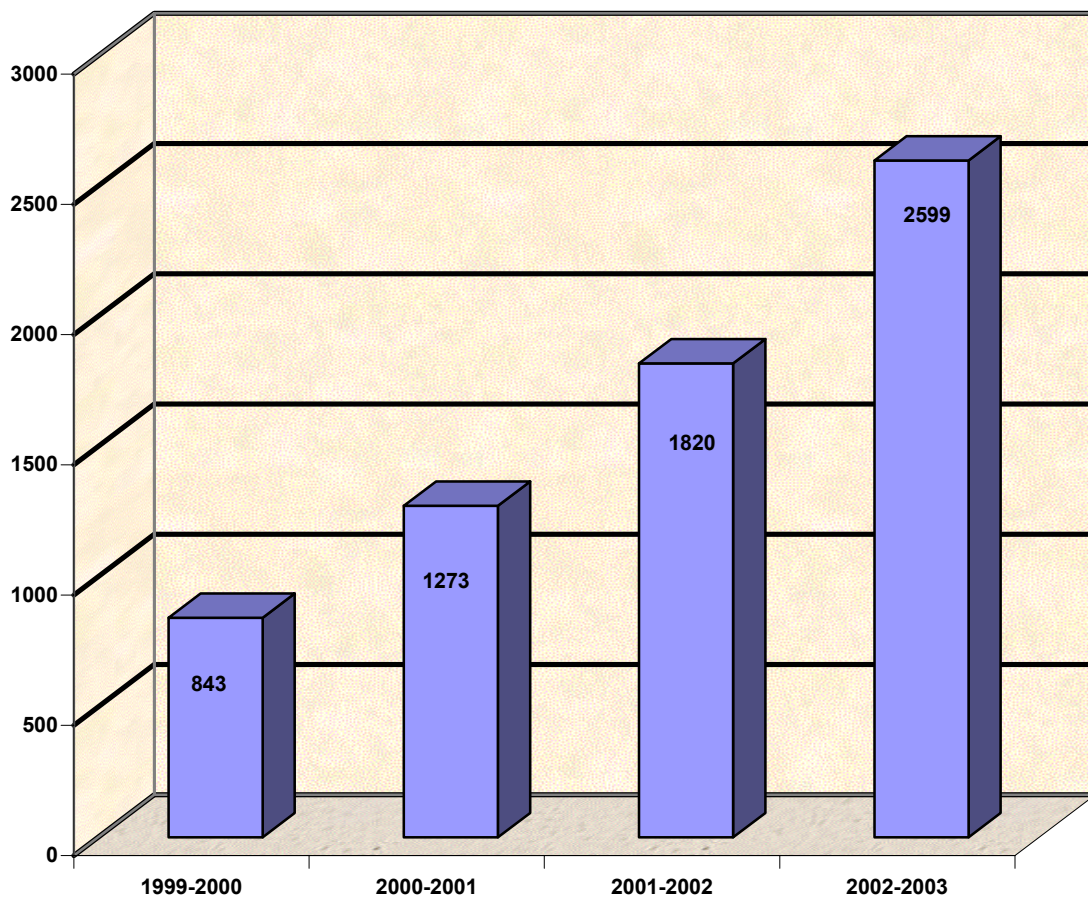


Source: Nevada Department of Education

MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS

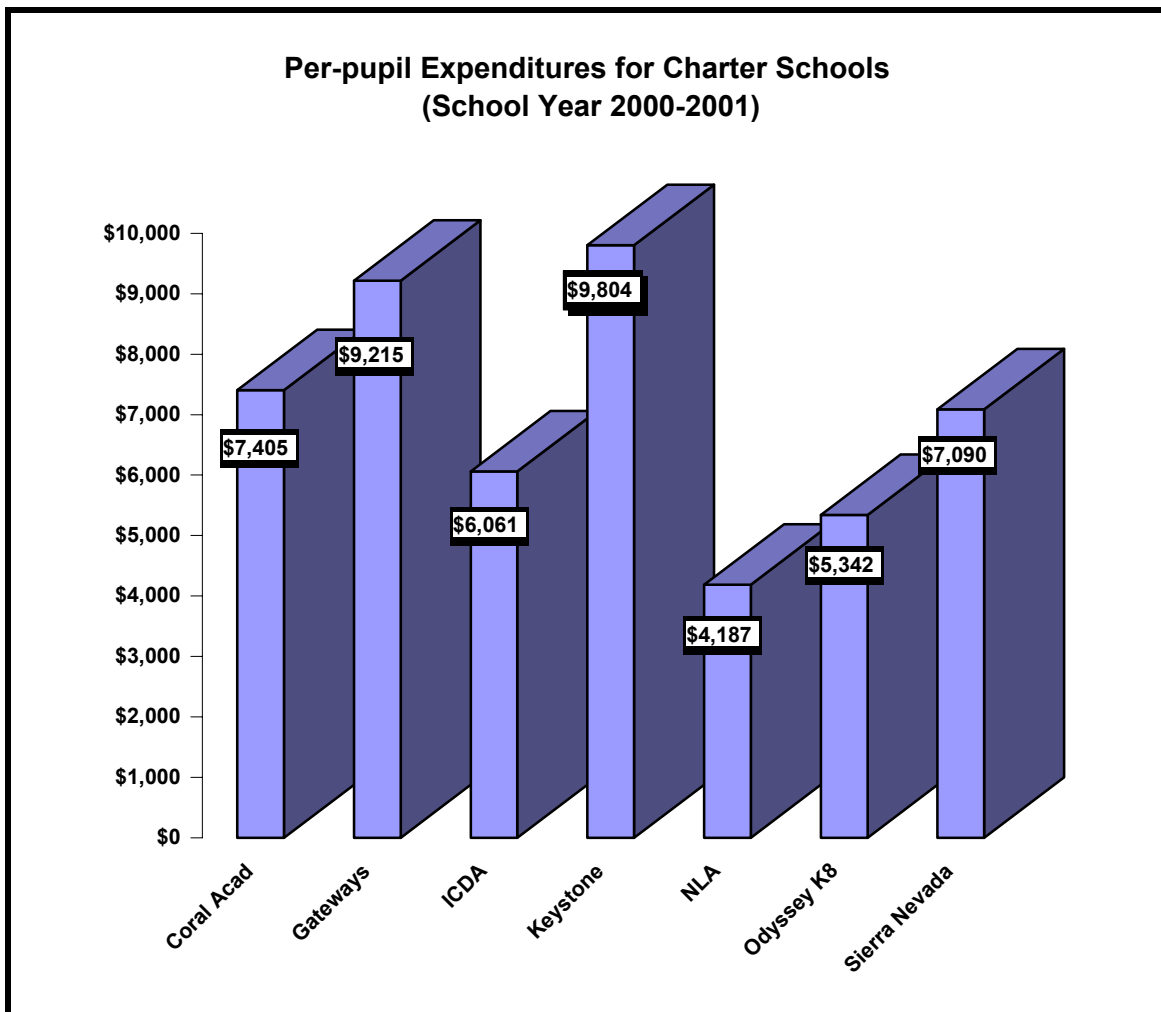
**Charter School Enrollment in Nevada
(1999-2002)**



Source: Nevada Department of Education

MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS



Source: In\$ite Financial Report, SY 2000-2001

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

WESTERN STATES THAT FUNDED PRE-KINDERGARTEN SERVICES IN 2001



Source: *Education Week's, Quality Counts 2002.*

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

| STATE PRE-KINDERGARTEN INITIATIVES: STATE FUNDING, NUMBER OF CHILDREN SERVED, AND AVERAGE COST PER CHILD, FISCAL YEAR 2002 | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------|----------------------------------------------------|---------------------------------------|
| <i>State</i> | <i>Program Name</i> | <i>State Spending FY 02</i> | <i>Number of Children Served FY 02</i> | <i>Average Cost Per Child</i> |
| Arizona | Early Childhood State Block Grant (Pre-Kindergarten Component) | \$10,364,000 | 3,600 | \$2,879 |
| California | State Preschool Program | \$294,920,000 | 114,459 | \$2,577 |
| Oregon | Oregon Head Start/Pre-kindergarten (State-Funded Head Start Model) | \$29,009,000 | 3,698 | \$7,845 |
| Nevada | Comprehensive Pre-Kindergarten Education | \$3,500,000 | 2,000 | \$1,750 |
| New Mexico | Child Development Program | \$1,800,000 | 1,600 | \$1,125 |
| Washington | Early Childhood Education and Assistance Program | \$30,082,000 | 6,205 | \$4,848 |
| U.S. | | \$1,948,542,000 | 765,089 | \$2,547 |

Source: Education Week. *Quality Counts 2002*, January 2002.

General Notes: The *Quality Counts 2002* collected data on spending and enrollment through a 2001 national survey titled "Public School Pre-K Programs: National Survey of the States" by the National Center for Early Development and Learning (NCEDL). The publication used NCEDL's definition of a pre-K program, which requires that the program be administered through the state department of education or that schools and districts be potential grantees for state pre-K funds. Enrollment data and funding levels are provided as it was reported by *Education Week* contacts with state early childhood specialists. Some figures may be rounded or estimated.

* **Arizona (Early Childhood State Block Grant):** The data provided here are only for the pre-kindergarten component of the block grant, not the entire block grant.

* **California (State Preschool Program):** There may be some duplication in the enrollment count.

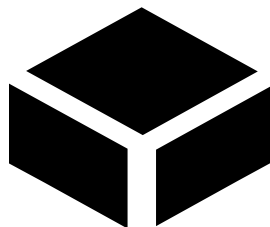
* **Nevada (State Even Start only):** C.O.W. and School District Preschool are not statewide programs. The COW serves three counties and School District Preschool serves Esmeralda, Eureka, and Mineral School Districts.

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

| PROGRAM ENROLLMENT AND PARTICIPATION PUBLIC SCHOOL STUDENT MEMBERSHIPS: STATE-SPONSORED PRE-KINDERGARTEN AND KINDERGARTEN, LATEST DATA SELECTED WESTERN STATES | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------|
| <i>State</i> | <i>Pre-kindergarten2001</i> | <i>Kindergarten 2000</i> |
| Arizona | 3,600 | 67,015 |
| California | 114,459 | 459,771 |
| Nevada | 2,000 | 25,163 |
| New Mexico | 1,600 | 22,557 |
| Oregon | 3,698 | 37,232 |
| Washington | 6,205 | 68,699 |

Source: *Quality Counts 2002*, from NCES and *Education Week* survey, 2002.



MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Senate Bill 585 of the 2001 Legislature appropriated \$3.5 million in each year of the 2001-2003 biennium to the Nevada Department of Education to award competitive grants to school districts and community-based organizations for early childhood education programs. The funding could be used to either initiate or expand pre-kindergarten education programs. The following table shows the ten programs that were funded during FY 2001-02, as well as information concerning whether the programs were initiated or expanded programs.

NOTE: Due to state fiscal concerns, the funding for early childhood education programs was not released until January 2002

| Sponsor Agency/ Program Location | Project Start Date | Initiated Program | Expanded Program | FY 2001-02 Award |
|--------------------------------------------------------------------------|-----------------------|----------------------|---------------------|---------------------|
| <u>Carson City</u> Mark Twain Elementary | FY 2002-03 | NA | NA | \$125,000 |
| <u>Churchill County</u> E.C. Best Elementary | 03/07/02 | 1 | | \$135,000 |
| <u>Clark County</u> Various Locations | FY 2002-03 | NA | NA | \$645,583 |
| <u>Douglas County</u> Jack's Valley Elementary | 01/28/02 | 1 | | \$125,000 |
| <u>Great Basin College</u> Great Basin College | 03/11/02 | | 1 | \$130,000 |
| <u>Humboldt County</u> Grass Valley Elementary | 01/28/02 | 1 | | \$85,000 |
| <u>Pershing County</u> Child's World Day Care Center | 04/08/02 | 1 | | \$85,000 |
| <u>Sunrise Children's Hospital</u> Sunrise Children's Hospital | 03/015/02 | | 1 | \$130,000 |
| <u>Washoe County</u> Various Locations | 03/15/02 | 6 | 5 | \$550,000 |
| <u>White Pine</u> McGill Elementary | 02/01/02 | 1 | | \$85,000 |
| Total | | 11 | 7 | \$2,095,583 |

Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates.

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Participation – FY 2001-02

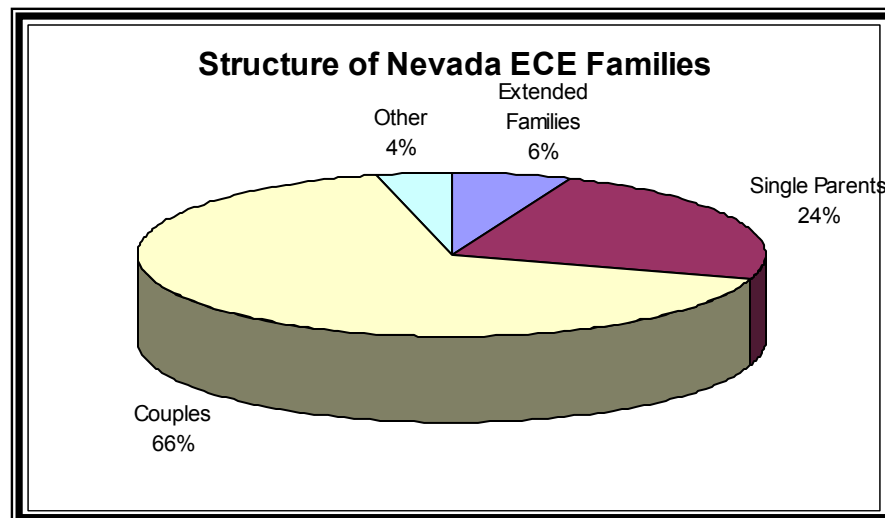
The characteristics of Nevada Early Childhood Education (ECE) participants are based upon data from eight projects that provided services to 388 families, including 432 children and 488 adults who participated in services through June 1, 2002. The following table shows the number of families, adults, and children served by Nevada ECE projects during FY 2001-02:

| Project | Families | Children | Adults | Total Participants |
|--------------------|------------|------------|------------|--------------------|
| Churchill County | 30 | 32 | 55 | 87 |
| Douglas County | 24 | 25 | 35 | 60 |
| Great Basin C.C. | 16 | 16 | 31 | 47 |
| Humboldt County | 30 | 31 | 23 | 54 |
| Pershing County | 26 | 26 | 37 | 63 |
| Sunrise Children's | 74 | 100 | 74 | 174 |
| Washoe County | 174 | 186 | 219 | 405 |
| White Pine County | 14 | 16 | 14 | 30 |
| Total | 388 | 432 | 488 | 920 |

Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates.

Characteristics of Families

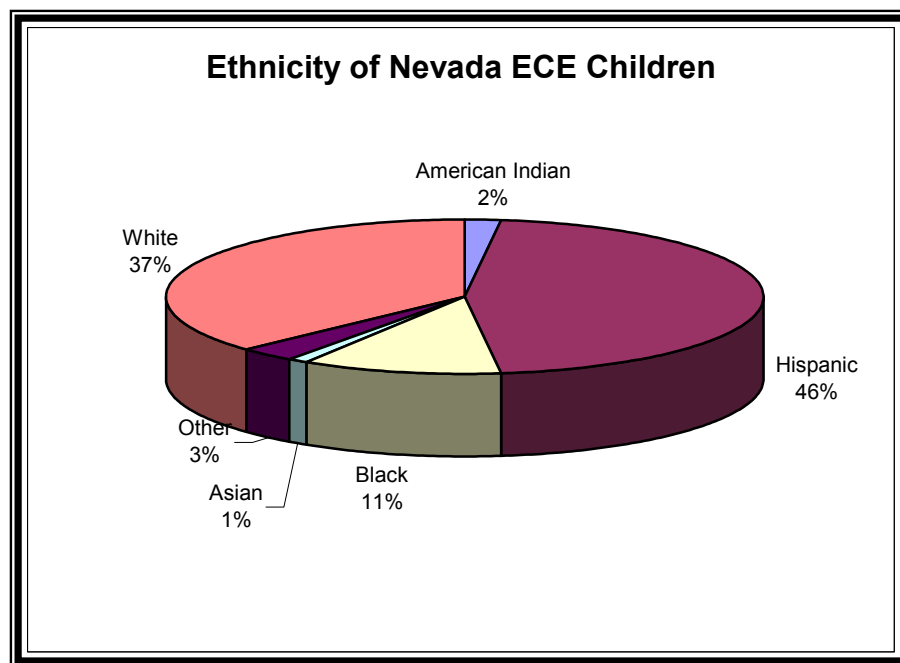
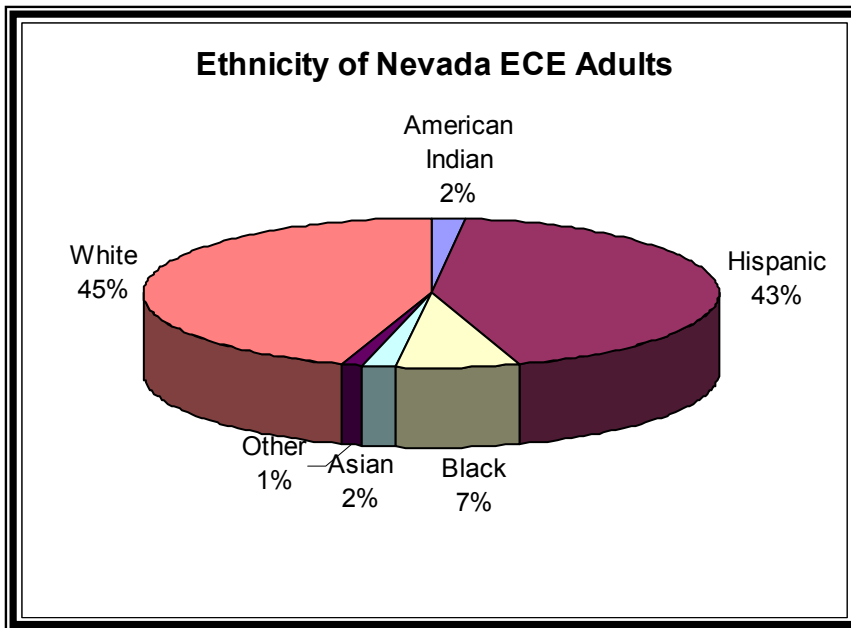
The largest percentage of families participating in Nevada ECE described themselves as couples (259 families or 66 percent), followed by single parent families (91 families or 24 percent), extended family households (22 families or 6 percent), and other (15 families or 4 percent). Extended families encompass children living with grandparents, stepparents, or guardians.



MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

CHARACTERISTICS OF FAMILIES – CONTINUED

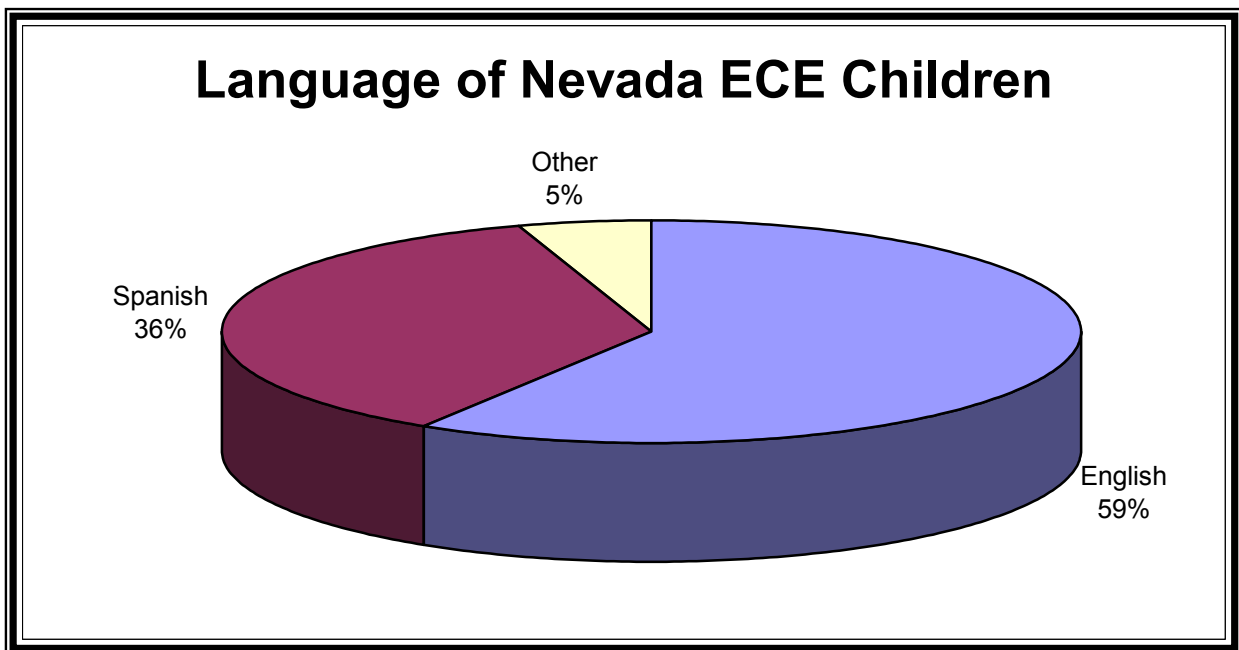
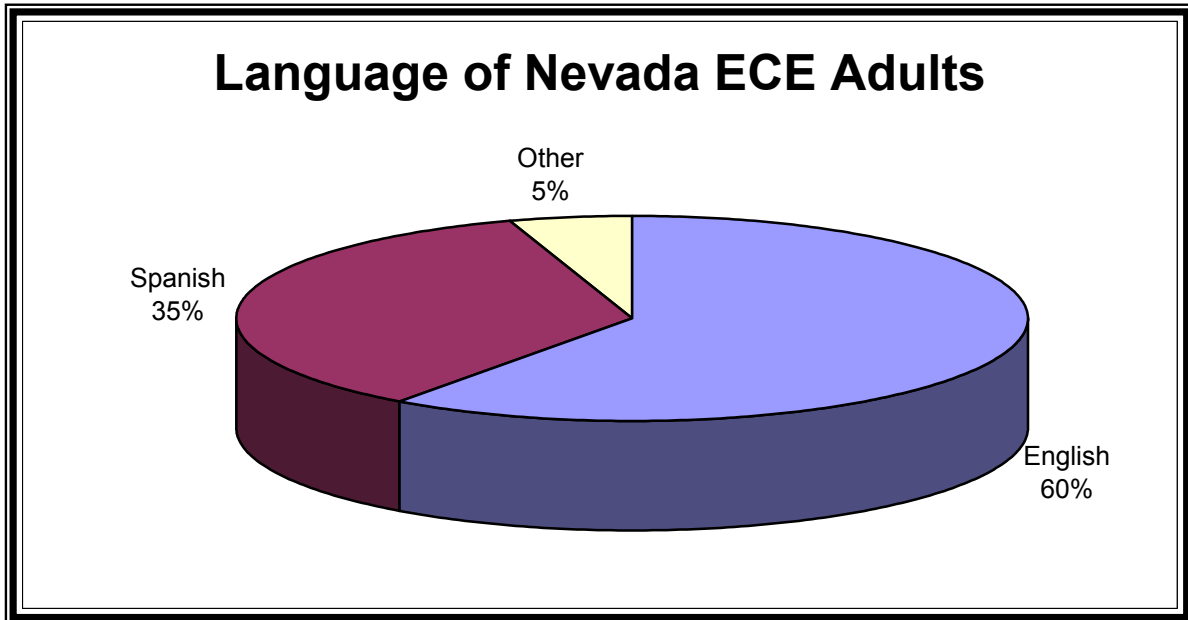


Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates.

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

CHARACTERISTICS OF FAMILIES – CONTINUED



Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates.

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Outcome Indicators - Pre- Post-Test Gains

Pre- and post-test measures for children participating in the Nevada ECE program were collected to determine overall impact of the program. The test utilized was the Preschool Language Scale-3 (PLS-3). The following table shows the pre- and post-test scores for children during FY 2001-02. To help interpret the overall impact of Nevada ECE on children as measured by the PLS-3, the mean gain scores were calculated. Results show that the 30 children tested made a mean gain of 6.3 standard score points on the Auditory Comprehension subtest and 29 children made a mean gain of 6.4 standard score points on the Expressive Communication subtest. These results show that, overall, Nevada ECE had a positive effect on the auditory comprehension and expressive communication of participating children; however, the gains were not consistent enough among the children to achieve the state outcome indicator of *“Seventy percent (70%) of ECE children from birth until they enter kindergarten with a minimum of four months of participation will increase their standard score on the auditory comprehension and expressive communication subtests of the PLS-3.”*

| Subtest (n) | Pre-Test Mean | Post-Test Mean | Mean Gain |
|---------------------------------|---------------|----------------|-----------|
| Auditory Comprehension (n=30) | 95.3 | 101.6 | 6.3 |
| Expressive Communication (n=29) | 96.2 | 102.6 | 6.4 |

Parent/Child Reading Time Together

Another outcome indicator for the program was *“Thirty percent (30%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year.”* Pre-test and post-test data was available for 122 children. Of the 122 children, 57 (47 percent) of their parents report spending more time reading with their children at the end of the evaluation than when they started the program; Nevada ECE exceeded the expected performance level of 30 percent for this outcome indicator. The following table shows that Nevada ECE parents spent an average of 0.56 more hours per week reading to or with their child (a gain of 18 percent) at the end of the evaluation period.

| Pre-Test Mean | Post-Test Mean | Mean Gain |
|---------------|----------------|-----------|
| 3.12 | 3.68 | .56 |

Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates.

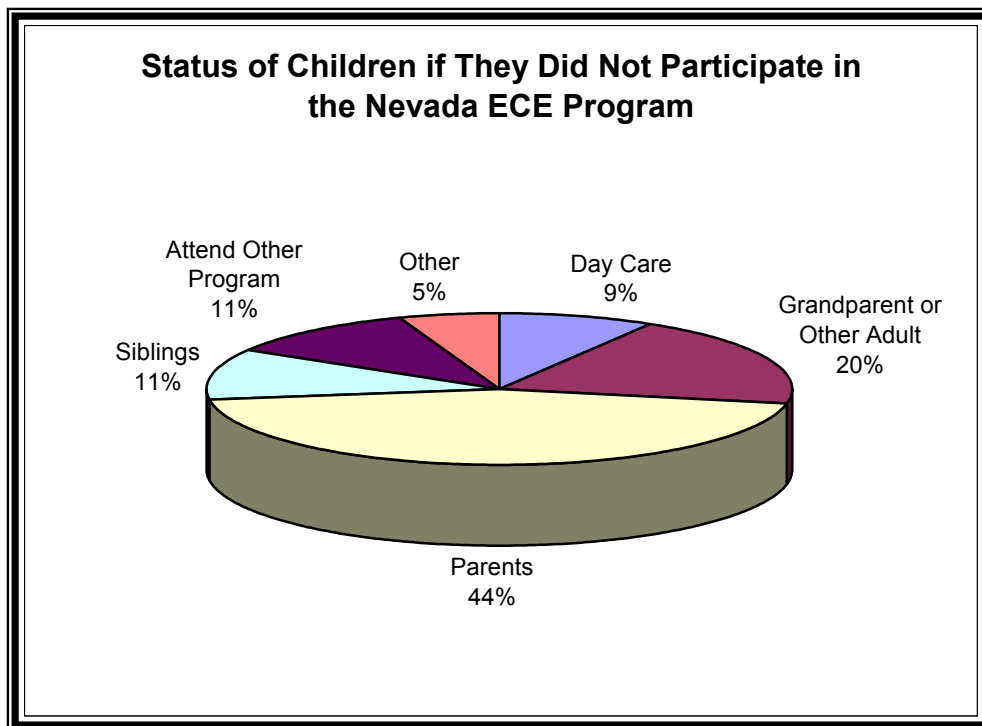
MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Status if Child Did Not Participate in Early Childhood Education Program

An important question is what would Nevada ECE children do if they did not participate in the early childhood education program. Project staff asked participating adults at intake what would the child do if he/she did not participate in Nevada ECE; the following table provides the responses received:

| What would the child do if he/she did not participate in the Early Childhood Education Program? | Number and Percent of Children |
|-------------------------------------------------------------------------------------------------|--------------------------------|
| a) Attend day care | 45 (11%) |
| b) Stay with grandparents or other adult family member | 101 (25%) |
| c) Stay at home with parents | 225 (57%) |
| d) Stay at home with siblings | 54 (14%) |
| e) Attend other preschool or infant/toddler program | 55 (14%) |
| f) Other | 17 (7%) |



Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates.