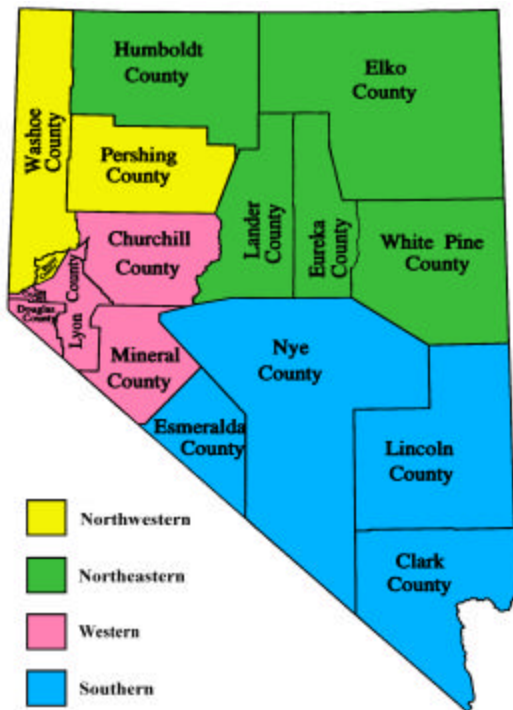


# IX. PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## BACKGROUND

In response to a series of regional workshops conducted by the Legislature during the 1997-98 interim period, teachers, administrators, and others proposed a regional professional development model to help educators teach the new State academic standards. Senate Bill 555 of the 1999 Legislative Session provided \$3.5 million in each year of the biennium to establish and operate four regional



training programs to prepare teachers to teach the new, more rigorous academic standards, and to evaluate the effectiveness of such programs. The four regional training programs serve the school districts identified in the table.

Implementation of each Regional Professional Development Program (RPDP) is overseen by a governing body composed of superintendents of schools, representatives of the University and Community College System of Nevada, teachers, and employees of the Nevada Department of Education. It is the responsibility of the governing body to assess the training needs of teachers in the region and adopt priorities of training based upon the assessment of needs.

Based upon the assessment of needs for training within the region and the priorities of training adopted by the governing body, each RPDP must provide at least one of the following types of training: (1) new state standards; (2) assessment and measurement of pupil achievement and the effective methods to analyze the test results and scores of pupils to improve the achievement and proficiency of pupils; and (3) specific content areas to enable teachers to provide a higher level of instruction in their respective fields of teaching. As of Fall 2000, data from the RPDPs indicates that almost 60 percent of teachers and 50 percent of administrators have received training through the RPDPs, to date.

# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## BACKGROUND

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The 1999 Legislature also authorized the four RPDPs to form a consortium and receive up to \$50,000 in each year of the biennium from the State Distributive School Account to hire a qualified, independent consultant to conduct an evaluation of the effectiveness of the professional development programs that are offered.



# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## PROFESSIONAL DEVELOPMENT FUNDING

### WESTERN STATES THAT DIRECTLY FUND PROFESSIONAL DEVELOPMENT FOR TEACHERS AND THE AVERAGE FUNDING PER TEACHER.



Source: *Education Week*, January 11, 2001

# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## FUNDING

### FUNDING FOR REGIONAL PROFESSIONAL DEVELOPMENT PROGRAMS (RPDPS)

RPDPs	ACTUAL 1999-2000	ACTUAL 2000-2001	REQUEST 2001-2002	REQUEST 2002-2003
<b>Southern RPDP</b>	\$1,284,603	\$1,354,311	\$2,365,491	\$3,041,127
<b>Western RPDP</b>	\$ 640,655	\$ 686,415	\$ 832,851	\$892,339
<b>Northwestern RPDP</b>	\$ 832,993	\$ 921,360	\$1,082,890	\$1,197,768
<b>Northeastern RPDP</b>	\$ 691,749	\$ 487,914	\$ 871,023	\$ 915,738
<b>Evaluation of the RPDP</b>	\$ 50,000	\$ 50,000	\$ 65,000	\$ 65,000
<b>TOTAL</b>	\$3,500,000	\$3,500,000	\$5,217,255	\$6,111,972

Source: Legislative Counsel Bureau, Fiscal Analysis Division.



# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## PARTICIPATION OF TEACHERS AND ADMINISTRATORS BY DISTRICT AND REGION – TO DATE

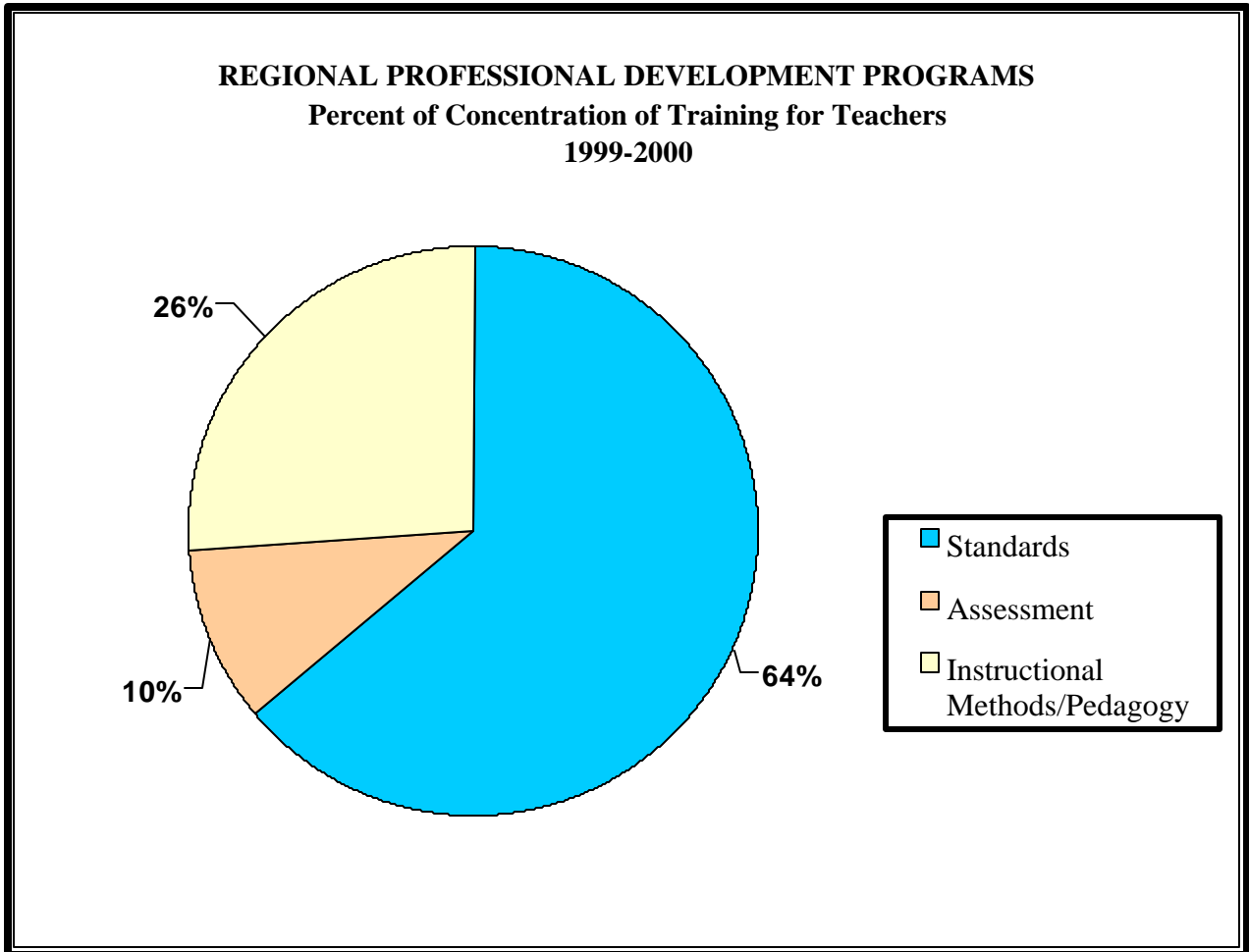
RPDPs	District	Training Provided BY:	Teachers/ Administrators	TOTAL
Southern RPDP	Clark	Regional Trainer	1,664	8,249
		Site Trainer or Other	6,585	
	Esmeralda	Regional Trainer	2	9
		Site Trainer or Other	7	
	Lincoln	Regional Trainer	27	75
		Site Trainer or Other	48	
	Nye	Regional Trainer	300	300
		Site Trainer or Other	0	
<b>TOTAL</b>	Regional Trainer	<b>1,993</b>	<b>8,633</b>	
	Site Trainer or Other	<b>6,640</b>		
Western RPDP	Carson City	Regional Trainer	264	1,203
		Site Trainer or Other	939	
	Churchill	Regional Trainer	227	597
		Site Trainer or Other	370	
	Douglas	Regional Trainer	96	856
		Site Trainer or Other	760	
	Lyon	Regional Trainer	109	964
		Site Trainer or Other	855	
	Mineral	Regional Trainer	129	129
		Site Trainer or Other	0	
<b>TOTAL</b>	Regional Trainer	<b>825</b>	<b>3,749</b>	
	Site Trainer or Other	<b>2,924</b>		
Northwestern RPDP	Pershing	Regional Trainer	74	74
		Site Trainer or Other	0	
	Storey	Regional Trainer	42	42
		Site Trainer or Other	0	
	Washoe	Regional Trainer	1,219.5	3,640
		Site Trainer or Other	2,420.5	
<b>TOTAL</b>	Regional Trainer	<b>1,335.50</b>	<b>3,756</b>	
	Site Trainer or Other	<b>2,420.50</b>		
Northeastern RPDP	Elko	Regional Trainer	227	782
		Site Trainer or Other	555	
	Eureka	Regional Trainer	22	34
		Site Trainer or Other	12	
	Humboldt	Regional Trainer	58	224
		Site Trainer or Other	166	
	Lander	Regional Trainer	93	112
		Site Trainer or Other	19	
White Pine	Regional Trainer	0	3	
	Site Trainer or Other	3		
<b>TOTAL</b>	Regional Trainer	<b>400</b>	<b>1,155</b>	
	Site Trainer or Other	<b>755</b>		
<b>GRAND TOTAL</b>	Regional Trainer	<b>4,553.5</b>	<b>17,293*</b>	
	Site Trainer or Other	<b>12,739.5</b>		

\*NOTE: These numbers may not represent an unduplicated count

Source: RPDP Annual Reports, 2000

# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## RPDP TRAINING



**Source:** Regional Professional Development Program, Annual Reports 2000.

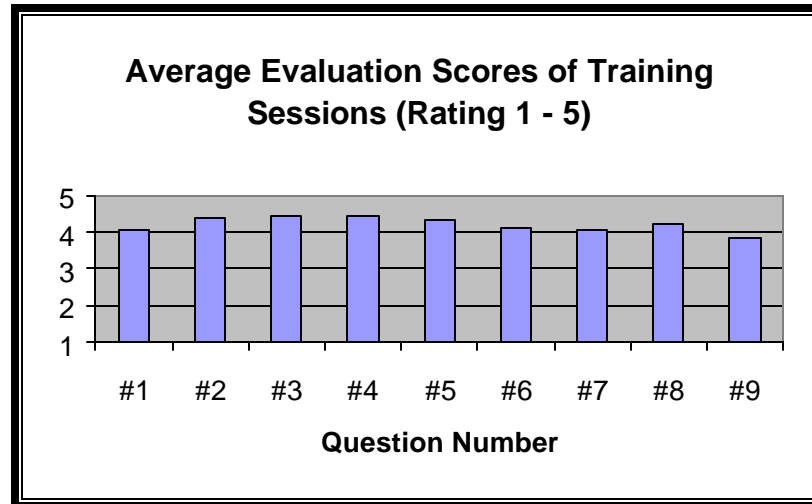
### Types of Training Sessions

#### 1999-2000

- State Standards (reading, mathematics, and science)
- Backward Assessment Model (assessment drives instruction)
- Standards-based Instruction
- Cognitive Coaching (teacher mentoring)
- State, District, and Classroom Assessment
- Integrated Instruction Through Unit Planning
- Differentiated Instruction for Classroom Teachers
- State Standards for Special Education, English Language Learners, and Gifted Students
- Effective Teaching Strategies for English Language Learners and Special Education Students
- Techniques for Improving Student Achievement in the Classroom
- Variety of Content/Pedagogy Classes

# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## EVALUATION OF THE RPDPs



<b>RPDP ACTIVITY EVALUATION FORM</b>	
<b>AVERAGE EVALUATION SCORES OF TRAINING SESSIONS</b>	
<b>Question</b>	<b>Average Rating</b>
1) This activity matched my needs.	4.03
2) The activity provided opportunities for interaction and reflections.	4.37
3) The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.41
4) The presenter/facilitator efficiently managed time and pacing of activities.	4.45
5) The presenter/facilitator modeled effective teaching strategies.	4.32
6) This activity added to my knowledge of standards and subject matter content.	4.10
7) The activity will improve my teaching skills.	4.06
8) I will use the knowledge and skills from this activity in my classroom or professional duties.	4.24
9) This activity will help me meet the needs of diverse student populations.	3.85
<b>Source: RPDP Annual Reports, 2000</b>	





## X. ACADEMIC STANDARDS

### BACKGROUND

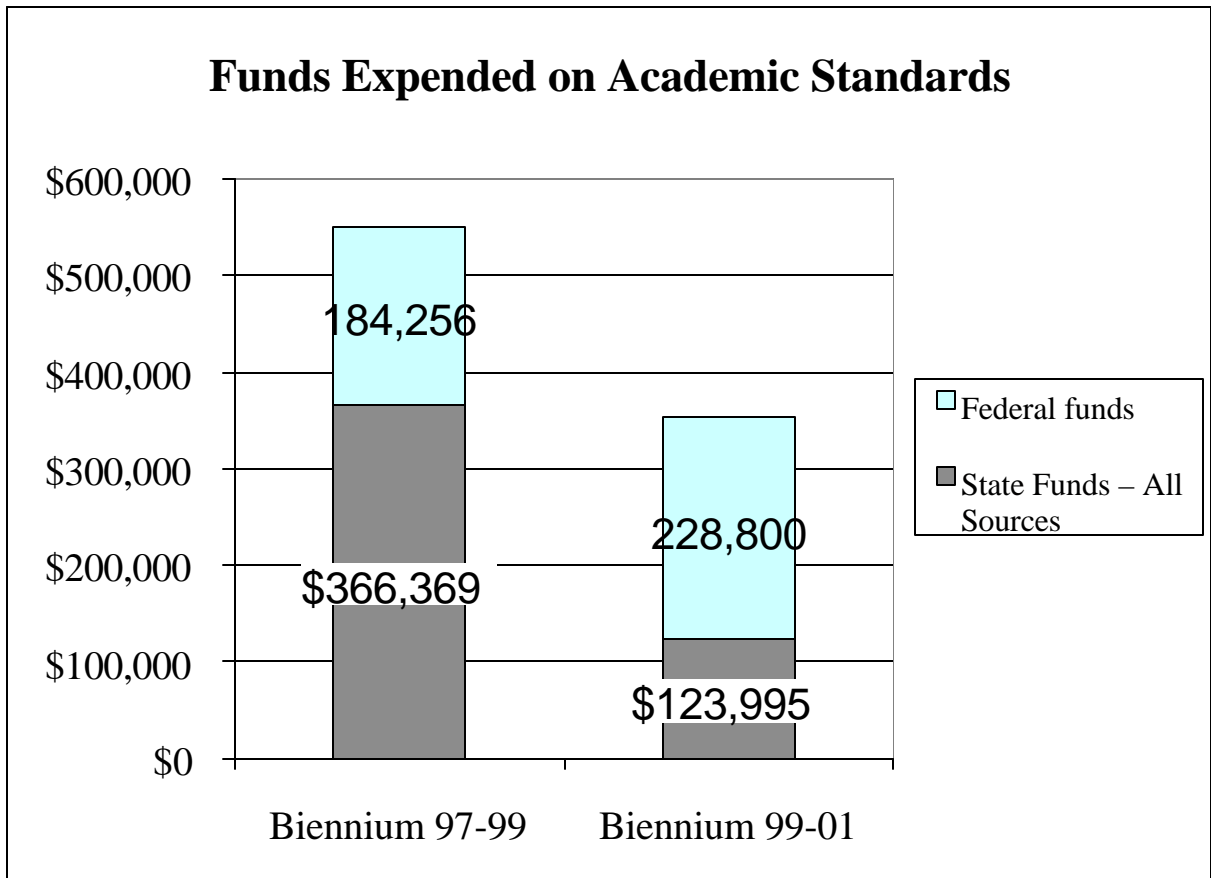
The 1997 Legislature took significant action with regard to standards and assessments. Senate Bill 482 (NERA) of the 1997 Session created a Council to Establish Academic Standards for public schools. The Council, made permanent in 1999, consists of eight members, with four appointed by the Governor, including two parents and two licensed educators. The remaining four members are appointed by legislative leadership and include two legislators, one from each house, and two business or industry representatives.

The Council was required to review and recommend statewide standards in English, mathematics, and science before September 1, 1998. The panel convened a series of statewide writing teams for each of these topics, with team members consisting of educators, community members, parents, and others. The State Board of Education, in a joint meeting with the Council, adopted standards and the statewide tests linked to these standards in August 1998. The standards for English, mathematics, and science took effect within the public schools during the 1999-2000 school year. During Phase II of the Council's activities, writing teams drafted standards in the arts, computer education, health/physical education, and social studies. The Council adopted standards for these subjects in March 2000, effective for 2000-2001 school year.

School districts have been working since the 1998 adoption of the Phase I standards (English, mathematics, and science), to align their curricula with the academic standards. The school districts also reported that existing curricula already covered about three-quarters of the core academic standards. By September of 2000, the majority of the school districts reported that the core academic standards were 90 percent contained in their current curricula, with the exception of social studies, which averaged about 75 percent. The non-core academic standards for the arts, computer/educational technology, and health/physical education were adopted in March 2000. School districts reported that about half of these standards were already covered by the existing curricula. After working on curricula mapping over the summer, the school districts now report an average of 75 percent coverage for the non-core standards of computer/educational technology and health/physical education. The arts standards have the most inconsistent implementation, with one district reporting its arts program was discontinued and two districts reporting complete coverage.

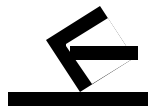
# ACADEMIC STANDARDS

## COUNCIL TO ESTABLISH ACADEMIC STANDARDS



**Source:** Nevada Department of Education

**Note:** Total funds for Biennium 1997-1999 were \$550,625. Total funds for Biennium 1999-2001 were \$352,795.



# ACADEMIC STANDARDS

## COUNCIL TO ESTABLISH ACADEMIC STANDARDS

### QUALITY COUNTS 2001- STANDARDS AND ACCOUNTABILITY GRADES FOR WESTERN STATES

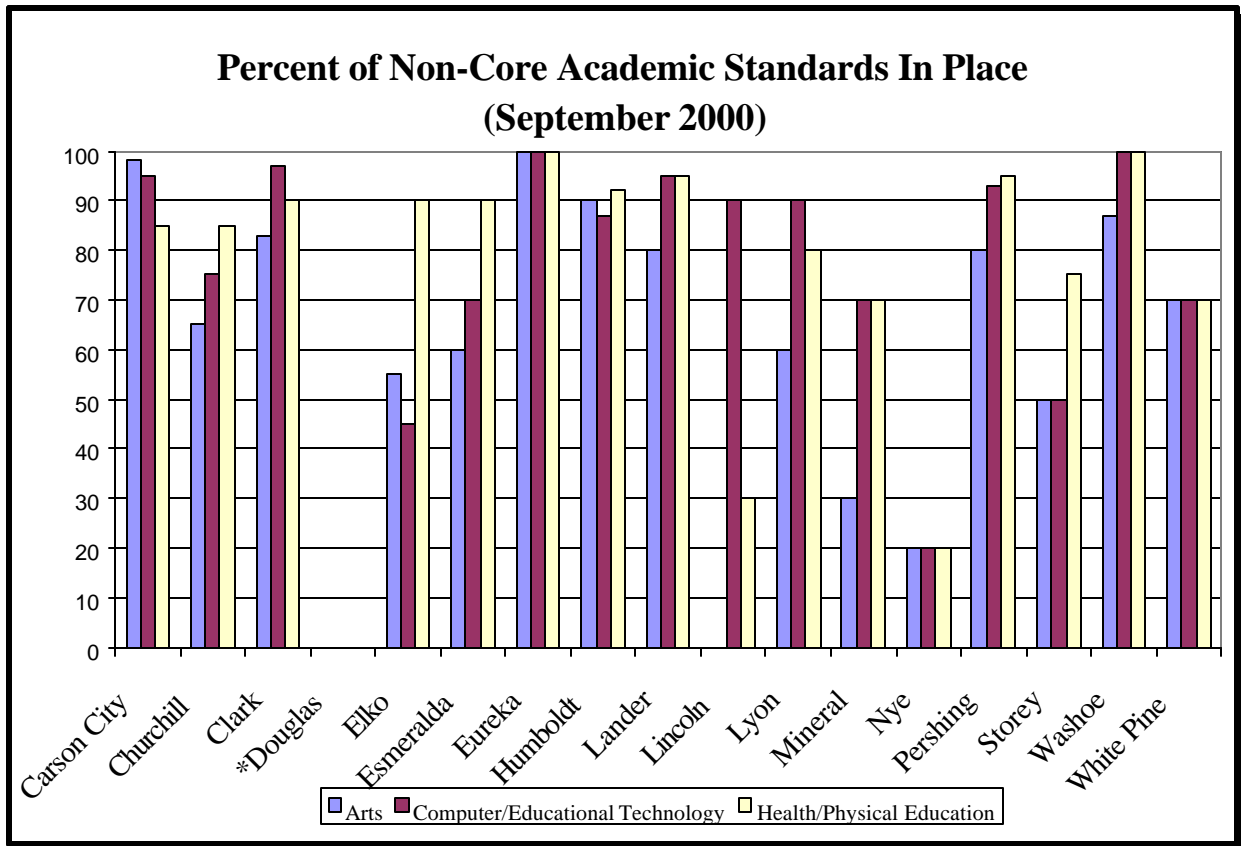


Source: Education Week, Quality Counts



# ACADEMIC STANDARDS

## COUNCIL TO ESTABLISH ACADEMIC STANDARDS



	<b>Arts</b>	<b>Computer/Ed. Technology</b>	<b>Health/Physical Education</b>
Carson City	98	95	85
Churchill	65	75	85
Clark	83	97	90
Elko	55	45	90
Esmeralda	60	70	90
Eureka	100	100	100
Humboldt	90	87	92
Lander	80	95	95
Lincoln	0	90	30
Lyon	60	90	80
Mineral	30	70	70
Nye	20	20	20
Pershing	80	93	95
Storey	50	50	75
Washoe	87	100	100
White Pine	70	70	70

**Source:** Quick Poll of Nevada School Districts

**Note:** Douglas County did provide estimates.



# XI. SCHOOL TECHNOLOGY AND SMART

## BACKGROUND – COMMISSION ON EDUCATIONAL TECHNOLOGY

The Legislature’s 1997 Nevada Education Reform Act (NERA) also contained a significant commitment to technology in the classroom. The measure creates an 11-member Commission on Educational Technology charged with developing and updating a statewide plan for the use of educational technology within the public schools. Members serve two-year terms, and must have knowledge and experience in the use of educational technology. The Commission includes representatives of the private sector, public libraries, parents, University and Community College System of Nevada, educational personnel, and the Legislature. The Governor selects seven members, with the remaining four members appointed by legislative leadership. In addition, the Commission makes recommendations for the distribution of funds from the Trust Fund for Educational Technology and develops technical standards for educational technology and uniform specifications to ensure statewide compatibility. The initial plan was completed by December 1999 and annual updates are required.

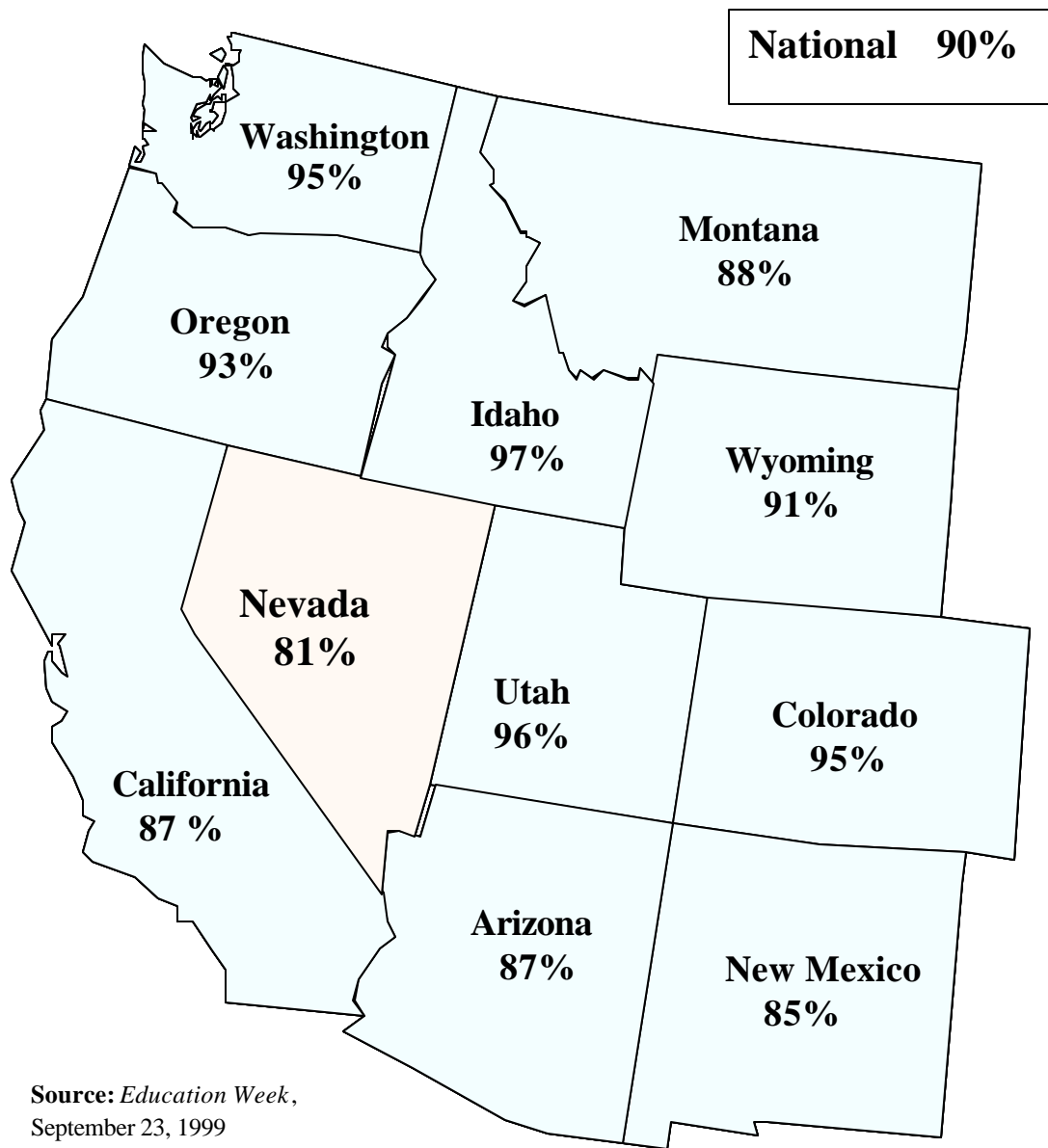
The 1997 Legislature provided a \$27.5 million one-time appropriation for educational technology for schools for purchasing and installing hardware, software, and electrical wiring for computer laboratories; upgrading computer software; and purchasing additional computers and other technology for instructional purposes in the classroom. The 1997 appropriation contained an additional \$8.6 million for school districts for costs associated with educational technology including: (1) training; (2) repair; (3) maintenance; (4) replacement; and (5) contracting for technical support. The Commission distributed this funding based upon applications submitted by the school districts. The 1999 Legislature appropriated an additional \$4.2 million for the 1999-2000 biennium to be distributed by the Commission for assistance to local school districts in bringing schools up to a minimal technological level, for school library databases, and for maintenance contracts for software. That allocation also has been distributed to the districts.



# SCHOOL TECHNOLOGY AND SMART

## SCHOOLS WITH INTERNET

PERCENT OF SCHOOLS IN WESTERN STATES WITH INTERNET ACCESS - 1999



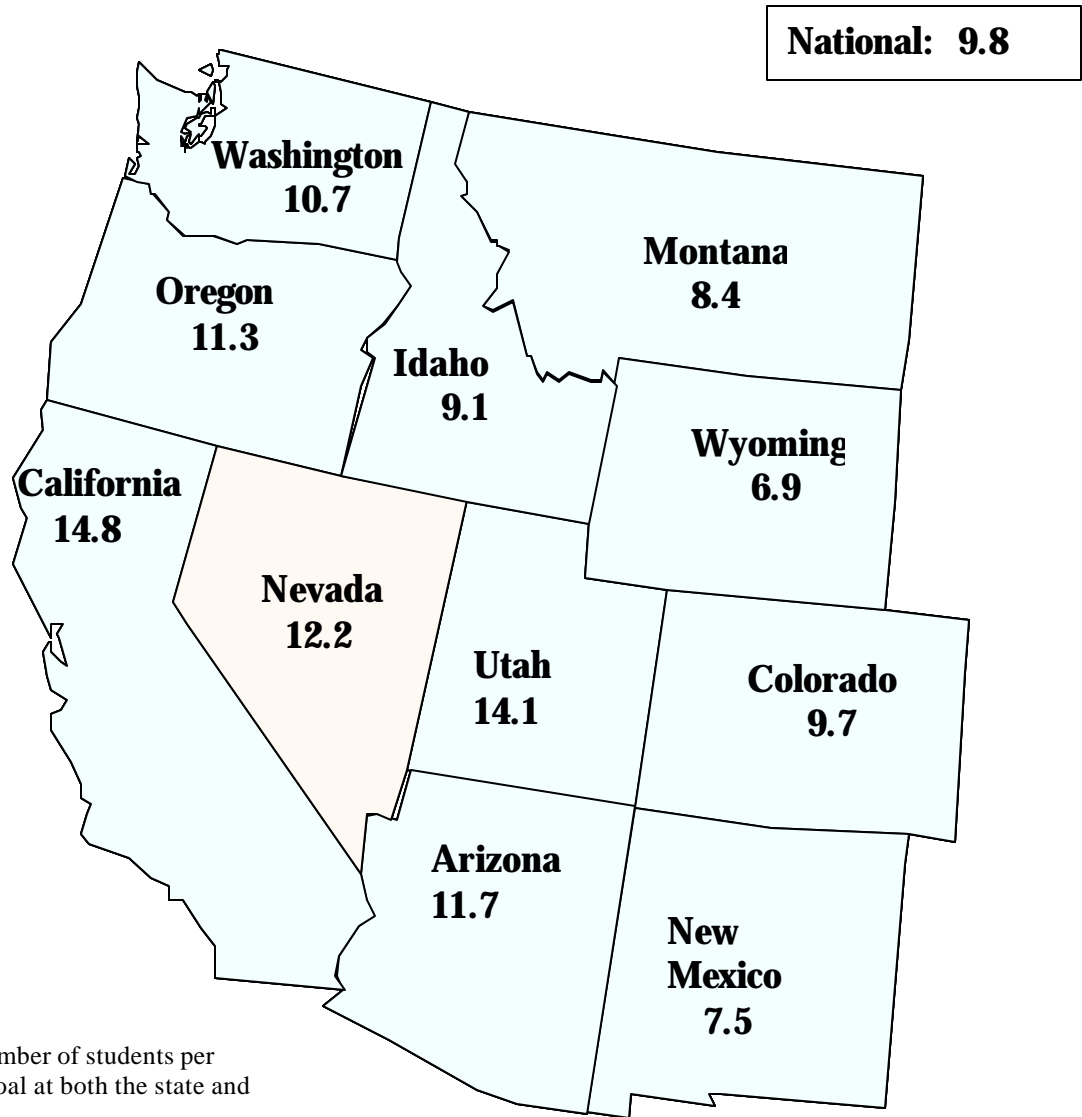
Source: Education Week,  
September 23, 1999



# SCHOOL TECHNOLOGY AND SMART

## Computers in Schools

### STUDENTS PER INSTRUCTIONAL MULTIMEDIA COMPUTER IN WESTERN STATES - 1999

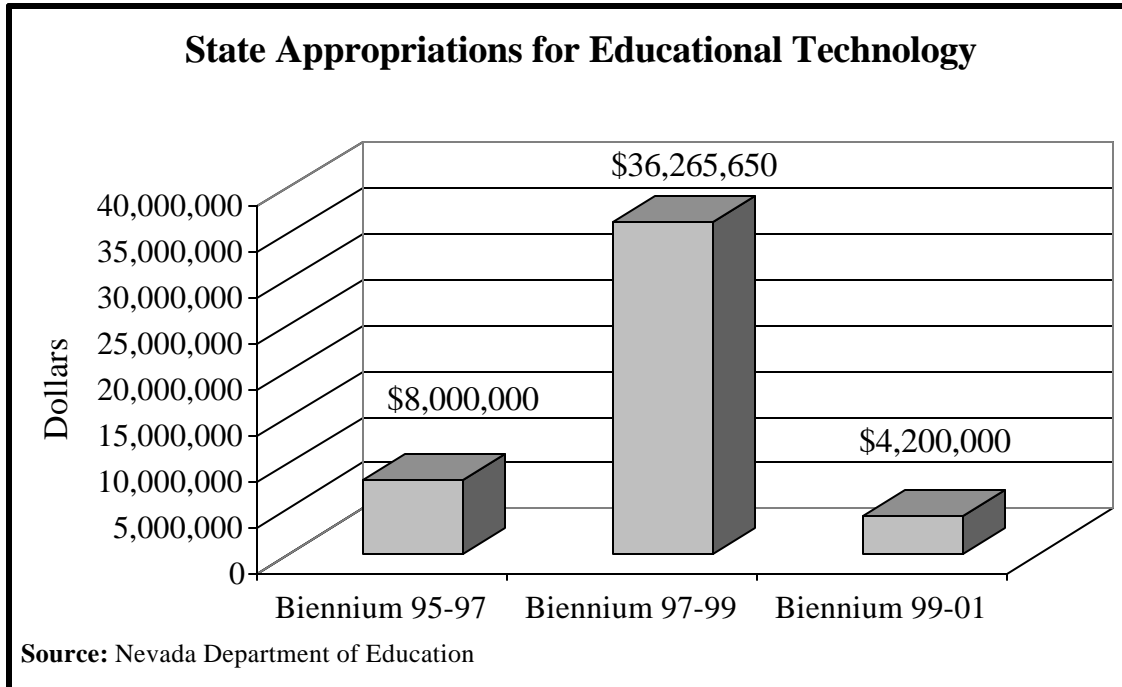


**Note:** A lower number of students per computer is the goal at both the state and national level.

Source: *Education Week*,  
September 23, 1999

# SCHOOL TECHNOLOGY AND SMART

## TECHNOLOGY APPROPRIATIONS



**Note:** State appropriations to-date approximate an expenditure of \$156 per student over a six-year period, or \$26 per year per student. The Commission has submitted a budget proposal in the amount of \$108.7 million for the next biennium.

# SCHOOL TECHNOLOGY AND SMART

## STATEWIDE MANAGEMENT OF AUTOMATED RECORD TRANSFER (SMART)

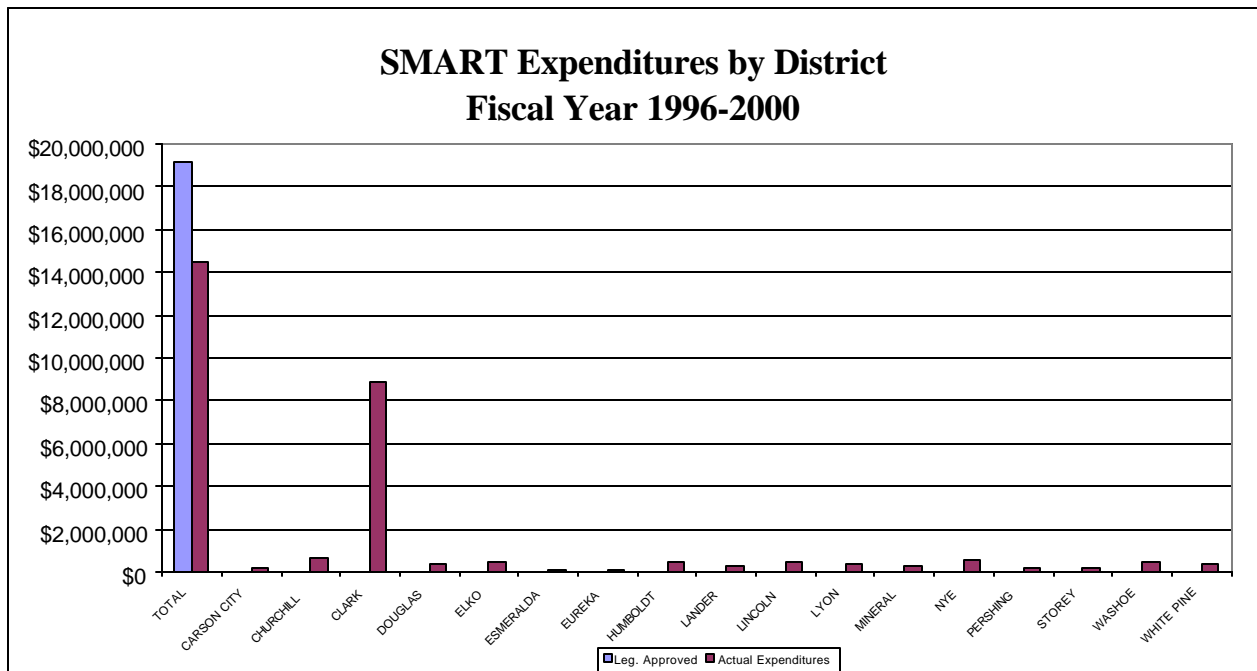
### Expenditures of the Statewide Management of Automated Record Transfer (SMART) System by District

	Leg. Approved		Actual Expenditures		Leg. Approved		Actual Expenditures		Leg. Approved		Actual Expenditures		Leg. Approved	Actual Expenditures
	FY 1996	FY 1997	FY 1996	FY 1997	FY 1998	FY 1999	FY 1998	FY 1999	FY 2000	FY 2001	FY 2000	FY 2001	Total	Total
<b>Total for the State</b>	<b>\$2,500,000</b>		<b>\$1,814,000</b>		<b>\$12,700,000</b>	<b>\$10,515,210</b>	<b>\$494,926</b>		<b>\$4,000,000</b>	<b>\$1,700,000</b>			<b>\$19,200,000</b>	<b>\$14,524,136</b>
CARSON CITY							\$195,760							\$195,760
CHURCHILL			\$588,164		\$20,000	\$25,000								\$633,164
CLARK			\$300,000		\$6,837,931			\$3,400,000	\$1,700,000					\$8,837,931
DOUGLAS					\$408,476	\$1,433								\$409,909
ELKO			\$180,084		\$257,540	\$10,000								\$447,624
ESMERALDA					\$68,760	\$8,675								\$77,435
EUREKA					\$144,000									\$144,000
HUMBOLDT					\$431,728									\$431,728
LANDER					\$318,927									\$318,927
LINCOLN			\$456,480		\$26,400	\$13,567								\$496,447
LYON					\$373,000	\$42,865								\$415,865
MINERAL					\$284,325									\$284,325
NYE					\$620,775									\$620,775
PERSHING			\$164,272		\$24,000									\$188,272
STOREY					\$178,439									\$178,439
WASHOE			\$125,000		\$215,034	\$163,921								\$503,955
WHITE PINE					\$110,115	\$229,465								\$339,580

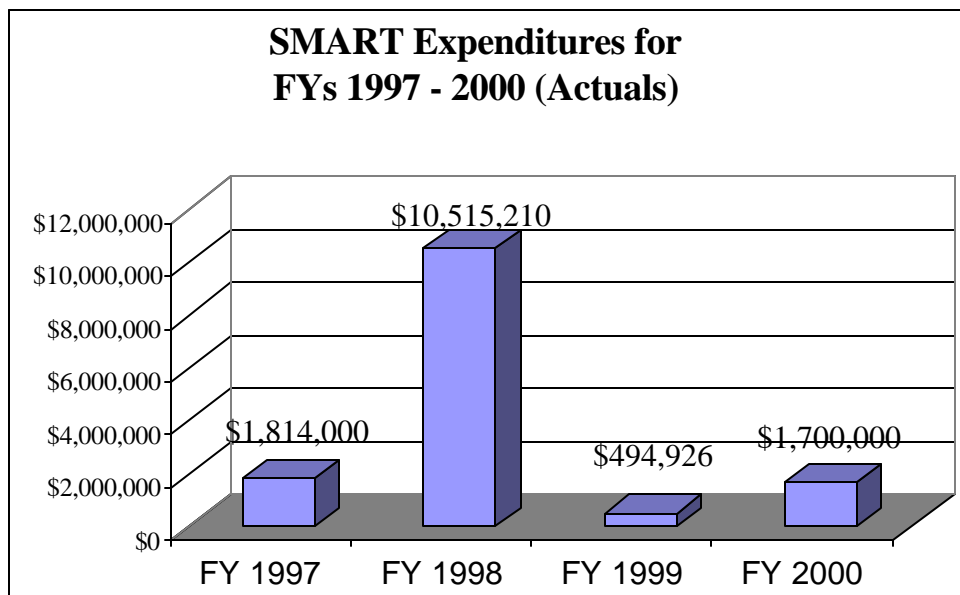
Source: Nevada Department of Education.

# SCHOOL TECHNOLOGY AND SMART

## STATEWIDE MANAGEMENT OF AUTOMATED RECORD TRANSFER (SMART)



Source: Nevada Department of Education.



# SCHOOL TECHNOLOGY AND SMART

## STATEWIDE MANAGEMENT OF AUTOMATED RECORD TRANSFER (SMART)

### SMART BUDGET (ACTUAL AND PROPOSED) FOR PHASES III AND IV

Budget Line Item	Nevada SMART Funds		CCSD Funds		Total Appropriation
	Phase III		Phase IV Est.		
	1999-2000	2000-2001	2001-2002		
Professional Services	\$1,727,710	\$279,890	\$1,762,850	\$3,998,890	\$7,769,340
Building Rental	\$60,000	\$60,000	\$0	\$0	\$120,000
Travel Out of District	\$10,000	\$10,000	\$0	\$0	\$20,000
Mileage in District	\$5,000	\$5,000	\$0	\$0	\$10,000
Supplies	\$25,000	\$25,000	\$0	\$0	\$50,000
Computer Supplies— Software	\$20,000	\$20,000	\$566,500	\$0	\$606,500
Computer Equipment—Major	\$25,000	\$25,000	\$963,351	\$362,000	\$1,375,351
Secretarial and Clerical	\$40,000	\$40,000	\$0	\$0	\$80,000
Extra Duty	\$750,000	\$0	\$0	\$0	\$750,000
Professional/Technical Salaries	\$0	\$0	\$897,250	\$897,250	\$1,794,500
Administrative Services	\$96,000	\$96,000	\$0	\$0	\$192,000
Fixed Charges	\$40,200	\$40,200	\$204,650	\$204,650	\$489,700
<b>Totals</b>	<b>\$2,798,910</b>	<b>\$601,090</b>	<b>\$4,394,601</b>	<b>\$5,462,790</b>	<b>\$13,257,391</b>

Source: Nevada Department of Education, 2000.



## **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. The Nevada Department of Education organized a task force in 1999 to address various funding and programmatic issues as a result of a letter of intent from the Assembly Committee on Ways and Means and the Senate Committee on Finance.

**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) 2000-2001, seven charter schools are now open in Nevada. Techworld Charter School closed in the middle of its first year of operation due to an inability to locate a facility and was the first charter school to close. For SY 1999-2000, charter schools served 843 students and total state expenditures were approximately \$3.9 million.

**Early Childhood Education** - in Nevada is primarily provided through state funds for seven projects as part of the State Even Start program. These projects promote early care and education programs for pre-schoolers. The federally funded Title I Even Start program is geared towards having children ready to learn when they enter school and to promote the goal of having every American be literate. Nevada's Classroom on Wheels (COW) program provides preschool education to low-income children ages 3-5.

**Higher Education** - is using tobacco settlement funds, as authorized by Governor Kenny C. Guinn and Senate Bill 496 in the 1999 Session, to create Millennium Scholarships for Nevada high school graduates with a 3.0 or better grade point average. The scholarships are available to eligible graduates to attend a college or university within the University and Community College System of Nevada. The class of 2000 was the first to take advantage of the scholarships with over 4,000 high school graduates (or roughly 30% of the graduating class of 2000) accepting scholarships to state institutions. To maintain the scholarships, students must have a G.P.A. of 2.0 or better in their college work.

# MISCELLANEOUS PROGRAMS

## BACKGROUND

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**Schools-to-Careers** – has historically been a federally funded program although federal funding is being phased out. A State council consisting of business/industry and labor representatives, as well as agency members, governs the Schools-to-Careers program in Nevada. The major goals of the Council are work-based learning and professional development. State funds from Assembly Bill 191 (1997 Session) totaling \$2 million were distributed and administered to 23 sub-grantees. Over 5,000 employers participate in Schools-to-Careers activities.





# MISCELLANEOUS PROGRAMS

Current Data	Adult Basic Education		Adult High School Diploma	GED Testing		Alternative
<b>FY01 Funding</b>	Federal	State	State	Federal	State	State
Amount	\$2,167,733	\$467,586	\$13,736,786	No State or Federal Funds Available		\$3,804 Statewide average per regular enrolled pupil.
Source	USDOE/State Match		Distributive School Account	Applicant pays \$45 fee to local test center.		Distributive School Account
Method	RFP (April)		Formula/RFP			District Determination
Period	Fiscal Year		Fiscal Year	Calendar Year		Fiscal Year
<b>FY00 Count</b>	4,649		17,469	1999-3,895 2000 stats. avail. 2/15/01		13,500 Estimated to serve in FY01
<b>Legislation</b>						
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
<b>Requirements</b>						
Age	17 or older		17 or older	NV Resident 16 or older		N/A
Education	No secondary or equivalent		No High School Diploma	No High School Diploma Withdrawn		No High School Diploma Enrolled
Income	N/A		N/A	N/A		N/A
<b>Target Population</b>						
	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).
<b>Program Elements</b>						
	(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, Workforce Education

# MISCELLANEOUS PROGRAMS

## ADULT & ALTERNATIVE EDUCATION

ADULT HIGH SCHOOL DIPLOMA PROGRAM ENROLLMENT, DIPLOMAS, AND GED CERTIFICATES					
Program Name	Number Enrolled	Obtained A High School Diploma	Percent Obtained Diploma	Passed GED	Percent Passed GED
Carson City School District	517	20	3.9%	94	18.2%
Churchill County School District	126	13	10.3%	8	6.3%
Clark County School District	8,759	216	2.5%	1,257	14.4%
Douglas County School District	47	6	12.8%	13	27.7%
Elko County School District	240	8	3.3%	46	19.2%
Humboldt County School District	338	12	3.6%	44	13.0%
Lander County School District	84	3	3.6%	7	8.3%
Lincoln County School District	68	13	19.1%	9	13.2%
Lyon County School – Dayton	93	16	17.2%	24	25.8%
Lyon County School – Fernley	190	22	11.6%	47	24.7%
Lyon County School –Yerington	112	3	2.7%	11	9.8%
Mineral County School District	67	3	4.5%	39	58.2%
Nye County School District	95	15	15.8%	0	0.0%
Pershing County School District	76	9	11.8%	8	10.5%
Washoe High School	3,058	114	3.7%	112	3.7%
White Pine County School District	70	4	5.7%	7	10.0%
<b>TOTAL</b>	<b>13,940</b>	<b>477</b>	<b>3.4%</b>	<b>1,726</b>	<b>12.4%</b>

**Source:** Nevada Department of Education, September 7, 2000.

# MISCELLANEOUS PROGRAMS

## ADULT & ALTERNATIVE EDUCATION

ADULT HIGH SCHOOL DIPLOMA PROGRAM CORRECTIONS, ENROLLMENTS, COMPLETIONS, AND CREDITS AWARDED 1999-2000				
Program Name	Total Students	Enrollments	Completions	Final Actual Credits Awarded
<b>Carson Adult High School - Prison</b>	1,095	5,590	1,326	1,345
<b>CCSD-SDCC</b>	746	3,358	2,305	2,285
<b>CCSD-SNCC</b>	325	1,324	706	679
<b>CCSD-SNWCF</b>	342	2,110	1,299	1,243
<b>Pershing County School District</b>	488	2,126	1,076	627
<b>White Pine County School</b>	533	2,206	1,946	1,970
<b>TOTAL</b>	<b>3,529</b>	<b>16,714</b>	<b>8,658</b>	<b>8,149</b>

**TOTAL STUDENTS** – unduplicated headcount.

**ENROLLMENTS** – One student enrolled in one specific class. Example: If one student enrolled in three different English classes and one mathematics class, this would equal four enrollments.

**COMPLETIONS** – Enrolled students who received credit (one-quarter, one-half, or one credit) in each class. Example: The above student received credit for the first English class, and credit for the second English class, but did not complete the third English class or the mathematics class. This would count as two completions.

**CREDITS AWARDED** – Total full credits awarded. Indicates sum of one-quarter, one-half, or one credit awarded.

CCSD = Clark County School District

SDCC = Southern Desert Correctional Center

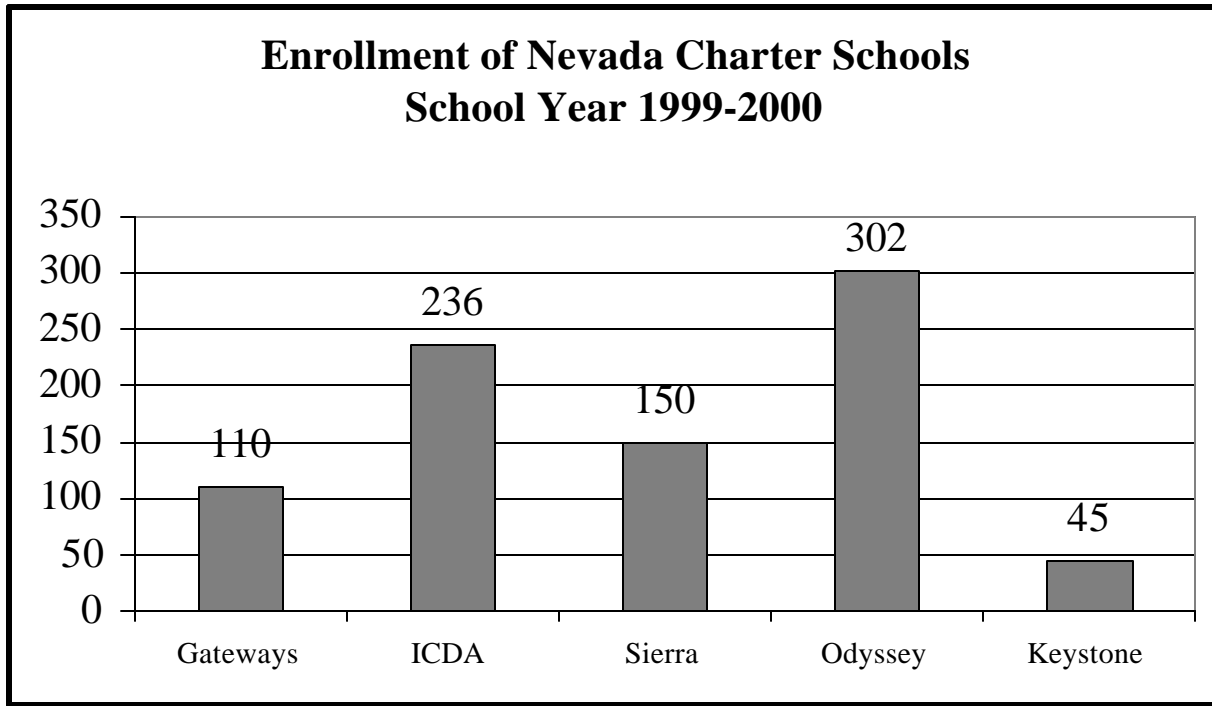
SNCC = Southern Nevada Correctional Center

SNWCF = Southern Nevada Women's Correctional Facility

**SOURCE:** Nevada Department of Education – August 24, 2000.

# MISCELLANEOUS PROGRAMS

## CHARTER SCHOOLS



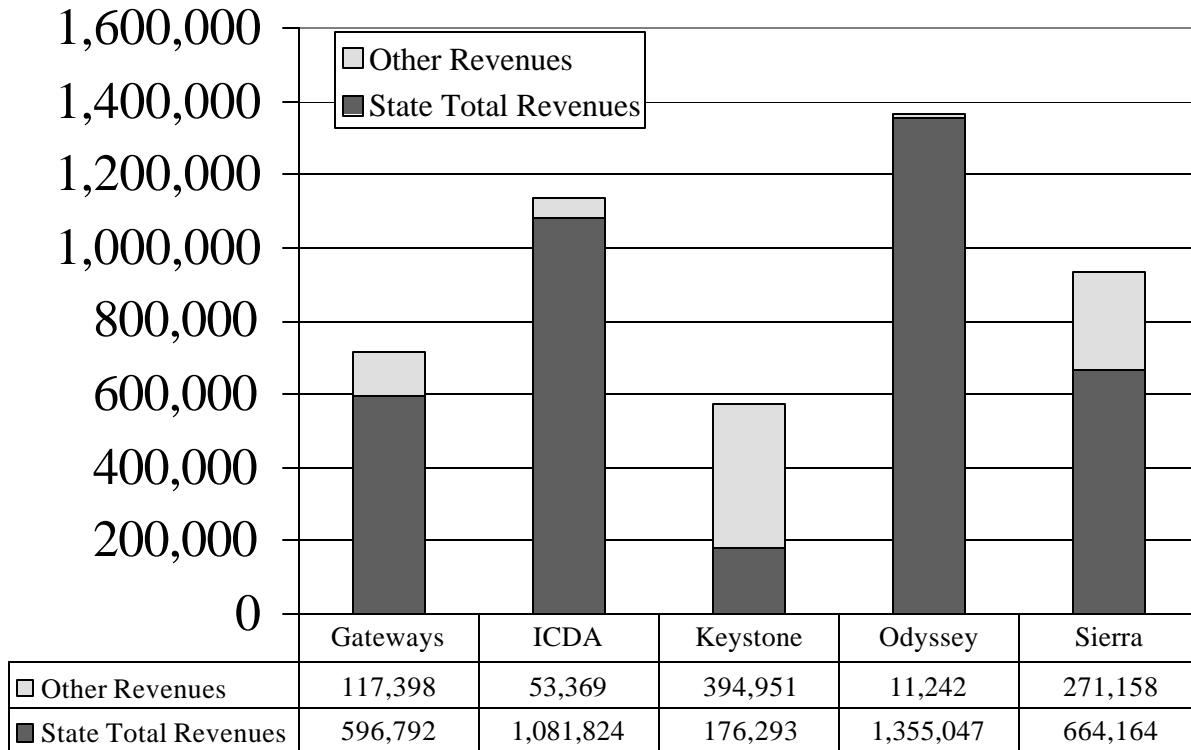
Source: Charter School Reports Pursuant to NRS 386.500 and 387.303

Name of Charter School	Location of School	Notes
Gateways to Success Charter School	Churchill County	Started in 1999. Also serves Lyon County students.
I Can Do Anything Charter School (ICDA)	Washoe County	First charter school – started in SY 1998-1999.
Keystone Academy	Clark County	Started in 1999. Smallest enrollment.
Odyssey Charter School	Clark County	Started in 1999. Largest enrollment.
Sierra Charter School	Washoe County	Started in 1999.

# MISCELLANEOUS PROGRAMS

## CHARTER SCHOOLS

**Charter School Revenues for SY 1999-2000**



Source: NRS 387.303 Report

CHARTER SCHOOL	TOTAL PER-PUPIL COSTS	TOTAL EXPENDITURES
Gateways	\$6493	\$714,190
ICDA	\$4659	\$1,099,604*
Keystone	\$12,694	\$571,244
Odyssey	\$4524	\$1,366,621*
Sierra	\$6235	\$935,322

Source: NRS 387.303 Report

\* Expenditures were less than revenues.

# MISCELLANEOUS PROGRAMS

## CHARTER SCHOOLS

### NUMBER OF CHARTER SCHOOLS IN SPRING 2000 FOR THE WESTERN STATES



**Source:** Center for Education Reform,  
Charter School Laws: State by State  
Ranking and Profiles, 2000

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

# MISCELLANEOUS PROGRAMS

## CHARTER SCHOOLS

### RANKING AND GRADING OF CHARTER SCHOOL LAWS FOR WESTERN STATES



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,

# MISCELLANEOUS PROGRAMS

## EARLY CHILDHOOD

### WESTERN STATES THAT FUND PRE-KINDERGARTEN SERVICES.



Source: *Education Week*, January 11,



# MISCELLANEOUS PROGRAMS

## EARLY CHILDHOOD

<b>STATE PRE-KINDERGARTEN INITIATIVES: STATE FUNDING, NUMBER OF CHILDREN SERVED AND AVERAGE COST PER CHILD</b>				
<i>State</i>	<i>Program</i>	<i>State Spending 1998-99</i>	<i>Number of Children Served 1998-99</i>	<i>Average Cost Per Child</i>
<b>Arizona</b>	Early Childhood State Block Grant* (Pre-Kindergarten Component)	\$10,013,423	3,482	\$2,876
<b>California</b>	State Preschool Program*	\$127,000,000	145,719	\$871
<b>Oregon</b>	Oregon Head Start Pre-kindergarten* (State-Funded Head Start Model)	\$16,272,167	3,064	\$5,311
<b>Nevada*</b>	Classroom on Wheels (COW) State Even Start Subsidized Children in Private Preschool School District Preschool Special Education	\$ 8,342,875	6,612	\$1,262

**Source:** "Seeds of Success: State Pre-kindergarten Initiatives, 1998-1999." Children's Defense Fund.

General Notes: The Children's Defense Fund collected data on spending and enrollment through interviews with state administrators in 1998 and 1999. Data are provided as it was reported by the state. Some figures may be rounded or estimated. If a state was unable to provide data for the 1998-99 school year, the data year is indicated in the individual initiative's footnote. See footnotes of initiatives marked by \* for further explanation.

- \* **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):** Enrollment data and funding data are for 1997-98. There may be some duplication in the enrollment count.
- \* **Oregon (Oregon Head Start Pre-kindergarten):** The funding level indicated here includes \$11,272,167 in continuation funds and half of the \$10 million provided for expansion over the 1997-99 biennium. The total number of children served includes 1,701 children who participated for a full school year and an additional 1,363 children who were able to be served by February 1, 1999, as a result of the expansion funding, but did not necessarily participate for the full year. In 1999-2000, the state expects to maintain the current number of slots (3,064) and serve all of the children for the full school year.
- \* **Nevada (COW, State Even Start, Subsidized Children in Private Preschool, School District Preschool, and Special Education):** The Legislative Council Bureau lists data on spending and enrollment as it is provided by the Nevada Department of Education. 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

<b>PROGRAM ENROLLMENT AND PARTICIPATION PUBLIC SCHOOL STUDENT MEMBERSHIPS: PRE-KINDERGARTEN AND KINDERGARTEN LATEST DATA: 1999</b>		
<i>State</i>	<i>Pre-kindergarten</i>	<i>Kindergarten</i>
Arizona	4,674	63,857
California	76,431	463,684
Idaho	2,109	17,499
Nevada	1,902	23,809
Oregon	781	38,976
Utah	3,806	35,310

**Source:** "Statistics in Brief – April 1999: Public School Student, Staff, and Graduate Counts by State, School Year 1997-98." U.S. Department of Education, National Center for Education Statistics.

# MISCELLANEOUS PROGRAMS

## EARLY CHILDHOOD

PRE-KINDERGARTEN EDUCATION IN NEVADA FISCAL YEAR 1999									
PROGRAM	Main Funding Source				Average Cost Per Child	3-Year Olds Served	4-Year Olds Served	5-Year Olds Served	TOTAL Pre-K Served In FY 1999
	Federal	State	Local	Private					
Classroom on Wheels (3 Counties)	X	X		X	\$1100	171	269	214	654
Federal Even Start (5 Projects)	X				\$1283	41	42	45	128
State Even Start (7 Projects)		X			\$947	62	101	83	246
Sunrise HIPPY (Las Vegas)	X				\$1200	80	133	15	228
Head Start (7 Grantees)	X				\$5200	994	1313	12	2319
Title I Pre-K (Clark Co. Sch. District)	X				\$3944	86	767	4379	5232
Subsidized Children in Private Preschools	X	X			\$3780	642	698	630	1970
Migrant HELP (8 Districts)	X				\$944	28	75	14	117
School Dist. Preschool (Esmeralda, Eureka, and Mineral)		X			\$3624	13	36	12	61
Pre-K Academy (Clark Co. Sch. District)			X		\$165	97	373	340	810
Special Education (17 Districts)		X	X		\$2787	700	1335	1646	3681
Totals					\$3383	2914	5142	7390	15,446

### Notes:

- Estimated number of pre-kindergarten children in Nevada for FY 1999: 100,000.
- Number of children accounted for in pre-kindergarten programs or private preschools: 27,271.
- Balance of pre-kindergarten aged children in FY 1999 who may have had a high quality preschool environment: 72,729.
- Total documented pre-kindergarten FY 1999 expenditures: \$52,254,764 (primarily federal).
- There were 37 private “preschools” out of 1,074 facilities licensed by child care authorities in 1999, with a total of \$39,416 child care spaces available statewide. Assuming 30 percent were preschool spaces, Nevada had 11,825 private preschool spaces.
- Dividing the project’s total budget by the number of children served generally derived cost per child.
- Costs per child vary depending on frequency and intensity of services to children and families.
- Sunrise Children’s Hospital Foundation operates the Home Instruction Program for Preschool youngsters (HIPPY) with a federal grant.
- Clark County School District Pre-Kindergarten Academy is a four-week program.
- Migrant Home Early Learning Program (HELP) provides services with Federal Title I dollars to migrant families with young children.
- Some districts (such as Carson, Churchill, and Lander school districts) place “immature” kindergarten-aged children in a “Pre-K” program, sometimes called “developmental kindergarten.” Such children typically take two years to complete kindergarten. This report does not include those children since its focus is on education of children who are younger than kindergarten age.
- This table highlights the best information we currently have about pre-kindergarten programs in Nevada. Since an extensive survey has not been feasible, the numbers reported on this table were obtained by the Nevada Department of Education from a variety of sources, including written reports and individual telephone calls.

**Source:** “Public Support of Pre-kindergarten Education For School Readiness Report” August 2000. Nevada Department of Education

# MISCELLANEOUS PROGRAMS

## MILLENNIUM SCHOLARSHIPS

### NEVADA MILLENNIUM SCHOLARSHIP PROGRAM: ELIGIBILITY AND ACKNOWLEDGMENT (FALL 2000)

COUNTY	NUMBER OF STUDENTS ELIGIBLE IN 2000	NUMBER OF STUDENTS ACKNOWLEDGING*
Carson City	237	169
Churchill	150	104
Clark	4282	3081
Douglas	214	136
Elko	309	177
Eureka	14	8
Humboldt	106	70
Lander	36	24
Lincoln	46	20
Lyon	144	114
Mineral	17	10
Nye	123	85
Pershing	33	22
Storey	14	11
Washoe	1393	1034
White Pine	67	37
<b>TOTAL</b>	<b>7185</b>	<b>5102</b>

Source: Nevada Department of Education

\* The students “acknowledging” were those students who responded to their notice of eligibility and evidenced intent to use the scholarship. The number of students who actually enrolled in a college or university for the fall semester of 2000 was 4249 (or 853 less than the number “acknowledging”).

# MISCELLANEOUS PROGRAMS

## MILLENNIUM SCHOLARSHIPS

### MILLENNIUM SCHOLARSHIPS: ENROLLMENT, GRADE POINT AVERAGE, AND RETENTION (FALL 2000 / SPRING 2001)

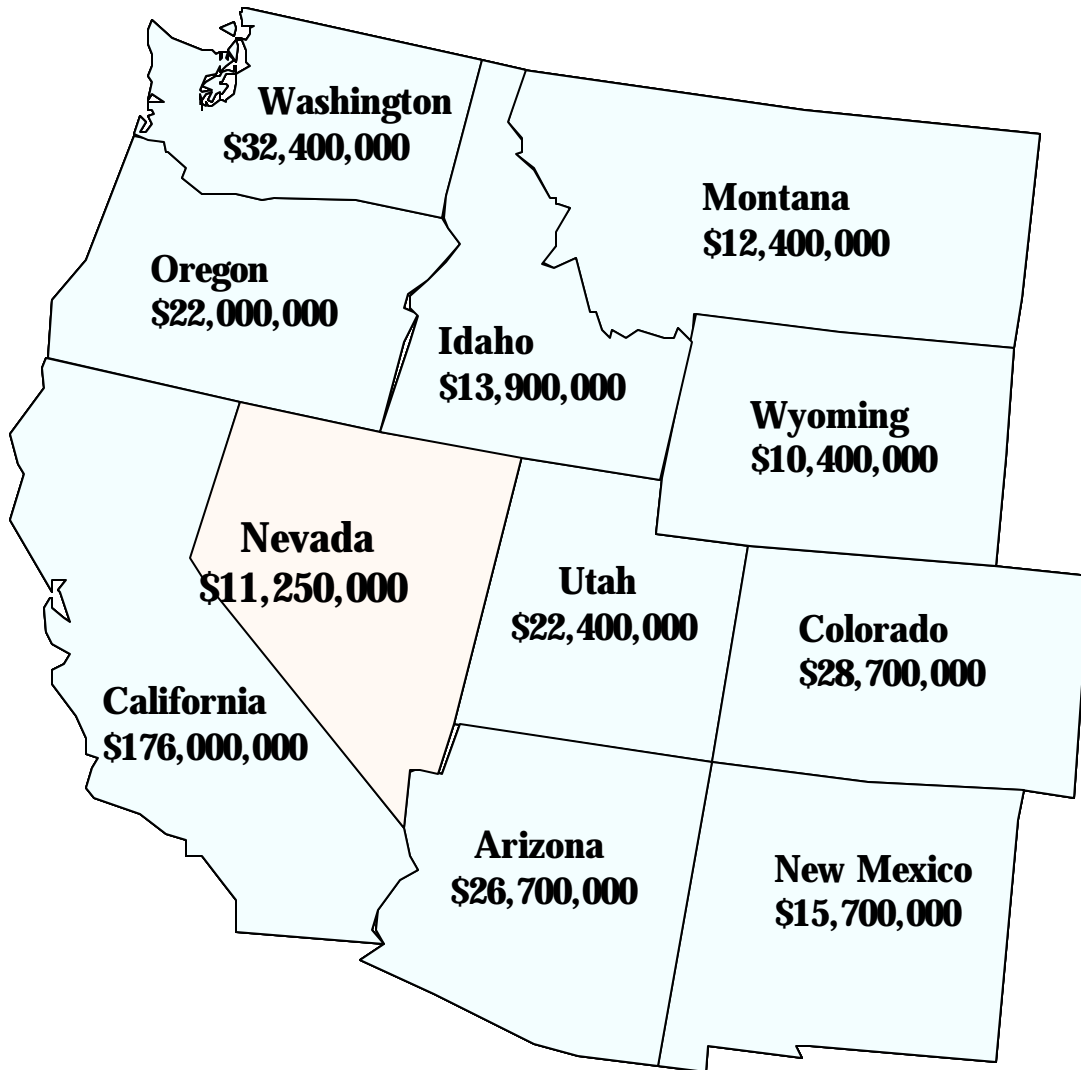
INSTITUTION	TOTAL SCHOLARS ACCEPTING SCHOLARSHIPS	AVERAGE G.P.A.	SCHOLARS RETURNING AFTER FIRST SEMESTER	PERCENT OF SCHOLARS RETURNING
UNLV	1454	2.55	988	68%
UNR	1407	2.83	1167	83%
TMCC	249	2.72	196	79%
CCSN	897	2.67	700	78%
WNCC	138	2.86	112	81%
GBC	104	2.55	81	78%
<b>Total/Average</b>	<b>4249</b>	<b>2.70</b>	<b>3244</b>	<b>76%</b>

Source: Office of State Treasurer, Millennium Scholarship Program, January 2001.

# MISCELLANEOUS PROGRAMS

## SCHOOL-TO-CAREERS

### FEDERAL INVESTMENTS IN SCHOOL-TO-CAREERS (THROUGH SEPTEMBER 1999)



Source: School-to Work Web Site:  
[www.stw.ed.gov/states/profiles](http://www.stw.ed.gov/states/profiles).