STATE OF NEVADA

Common Core State Standards Steering Committee

Final Report to the Governor

DRAFT

12/15/2013

Pursuant to Executive Order #2013-06, the Common Core State Standards Steering is required to submit a report no later than December 31, 2013. This document represents the Steering Committee's recommendations for continued implementation of the Nevada Academic Content Standards in English language arts and mathematics, and other matters related thereto.

STATE OF NEVADA

COMMON CORE STEERING COMMITTEE

December 23, 2013

The Honorable Brian Sandoval
Governor of Nevada
State Capitol
Carson City, Nevada 89701

Dear Governor Sandoval:

On behalf of the Common Core State Standards Steering Committee formed by Executive Order #2013-06, we are pleased to submit this report of the Committee's activities. We believe the report fulfills all tasks set for this Committee; the recommendations have each been assigned to a lead agency which will be able to carry out your future directives if you concur.

The Steering Committee met a total of four times, including the meeting to approve this report. We received information from the Nevada Department of Education, the Nevada System of Higher Education, the Regional Professional Development Programs, employee associations, and the Nevada Parent Teacher Association. During the course of our meeting it quickly became apparent that the implementation of the Common Core State Standards, now adopted in our state as the Nevada Academic Content Standards in English Language Arts and Mathematics, has proceeded with reasonable success. By the School Year 2014-15, these standards will be fully operational in all public schools and the aligned assessments that go hand-in-hand with the new standards will be in use throughout the state.

Between now and that time, however, the Steering Committee firmly believes that full implementation will be aided by:

- Additional professional development activities for classroom teachers and building administrators;
- Additional attention to technology, textbook selection, and instruction material development and/or selection;
- Special attention to the transition of high school seniors as they move to college and careers; and
- A comprehensive public communications plan, as called for in your Executive Order.

The Steering Committee's examination of implementation progress touched on a number of other issues, some of which find their way into this report at Related Recommendations. We also provide a series of Appendices that include budgets and factual information.

Finally, an ongoing partnership between the Nevada Department of Education (NDE) and the Nevada System of Higher Education (NSHE) is called for by our examination of the Standards implementation. NDE and NSHE share responsibility for everything from teacher preparation to high school senior transition to educator professional development. For Nevada's students in K-12 and higher education and Nevada's business community, the increased rigor of the Nevada Academic Content Standards will have immeasurable benefits as we move into the future and work to expand and strengthen Nevada's workforce. We pledge our continued support of your Administration's efforts to fully, efficiently, and effectively implement the Nevada Academic Content Standards and to strive for the desired increases in student achievement which drove the adoption of such standards from the outset.

We look forward to hearing from your Office on how the recommendation of this Report can be implemented. Thank you for this opportunity to spearhead this effort.

Respectfully yours,

Common Core Steering Co-Chairs

DALE A.R. ERQUIAGA
Superintendent of Public Instruction
Nevada Department of Education

DANIEL KLAICH
Chancellor
Nevada System of Higher Education

Steering Committee Members
Dr. Steve Canavero
Senator Aaron Ford
Amy Henderson
Punam Mathur
Suhaila Mustafa
Jim Pfrommer
Dr. Chelli Smith
Dr. Bill Speer
Adam Whatley
Superintendent Jeff Zander

REPORT OF THE COMMON CORE STATE STANDARDS STEERING COMMITTEE
Pursuant to Executive Order #2013-06
December 2013

Presented on the following pages are recommendations dealing with Professional Development, Instructional Materials and Technology, High School Transition, Communications, and Related Matters. Additional material is contained in the Appendices.

Professional Development

Findings: Training of classroom teachers and instructional coaches in the understanding and application of the Nevada Academic Content Standards in English Language Arts and Mathematics (based on the Common Core) has been decentralized and without a central coordinating voice. Training continues to be provided by local districts, employee associations, the Regional Professional Development Programs, the Nevada System of Higher Education, and individual vendors or private sources. Although the Department of Education played an early role in coordinating these services, it has not taken full responsibility for explication and enforcement of the standards as adopted by the Council on Academic Standards and the State Board of Education.

Recommendation #1: The Superintendent of Public Instruction should convene a meeting of professional development providers as soon as practical in January 2014. As a result of this conversation, the Superintendent and the Statewide Council for the Coordination of Regional Training Programs should prepare a coordinated plan of action for all training related to the new Standards, including but not limited to a calendar, contact information, and web resources; specific assignments and a division of labor are desired outcomes.

Recommendation #2: Following the January 2014 meeting referenced above, the Superintendent and Statewide Coordinating Council should ensure that training modules are created that reflect the instructional shifts in English Language Arts (ELA) and in Mathematical practices. Modules should also be considered for the expected adoption of new Science Standards and in the area of Early Learning related to ELA, Math and Science. A development budget of up to $200,000 is included in the Appendix of this Report.

Recommendation #3: The Nevada Department of Education website should be enhanced to include examples of what good instruction looks like within each standard including examples of good material that can be used to implement the Nevada Academic Content Standards.

Recommendation #4: Regular (perhaps monthly) newsletters should be disseminated from the Nevada Department of Education, and a communication protocol developed that makes the information accessible to all stakeholders.

Recommendation #5: School districts should use at least one of the four professional development days specifically to address the Nevada Academic Content Standards and all staff must participate. The Superintendent should issue non-regulatory guidance to each district encouraging such use, and may also wish to consider using his authority to require corrective

action plans to enforce such training if districts are found not to be working in concert with their employee associations on this important issue.

Recommendation #6: The Superintendent, through the Department's Office of Licensure, should prepare recommended regulations for consideration by the Commission on Professional Standards and/or changes to Department review policy to ensure that:

- New hires are able demonstrate knowledge of standards within submitted transcripts; and
- License renewal includes one or two credits that directly relate to the Nevada Academic Content Standards, and this should be connected to a teacher's specified content.

Recommendation #7: The Department of Education should re-assess the level of resources historically and currently committed to Standards and Curriculum in Nevada, with an eye toward either increased staffing or maximizing use of existing personnel in new ways that are more appropriate to the era of higher more rigorous standards and aligned assessments.

Instructional Materials and Technology

Findings: School districts and individual teachers have difficulty determining which of the many materials available through vendors and online are truly aligned to the Common Core and will improve instruction. In addition, it is clear that the new Standards rely more on technology in the classroom than Nevadans are accustomed to, yet State resources for technology (and, for that matter, textbooks) have lagged during the Great Recession.

Recommendation #1: The Nevada Department of Education must take the lead in building a digital library of instructional support materials. As districts resume purchasing textbooks or digital resources, the Department must ensure that materials are aligned to the Common Core in fact and not just in name. The Superintendent should explore grant opportunities during the Interim to fund a team of contractors to build a digital library or collaborate with national organizations already developing such resources. The next biennial budget should include funding for this type of expense at the Department level on an ongoing basis.

Recommendation #2: As the Department of Education examines "One to One" digital device initiatives over the coming year, special attention must be paid to budgetary impacts that can be brought to the Governor and Legislature. In addition, a realistic overview of broadband capability, including a gap analysis, for online testing must be presented to stakeholders before the beginning of School Year 2014-15.

Recommendation #3: Relevancy of the Standards to classroom instruction can be reinforced and accelerated by the presence of business representatives. School districts should make an effort to reinforce classroom instruction with business visits and information about "real world" applications of the Standards, literacy, and critical thinking skills. Discussion of career readiness must take an equal footing with college preparation, especially in high school classrooms. If districts lag in this engagement, a statewide effort for business advice on classroom relevance should be initiated by the Governor's Office or an entity assigned this task, perhaps the P20W Advisory Council.

Recommendation #4: The English Mastery Council and the Special Education Advisory Committee, of which have relationships with the Department of Education, must examine the

new Standards and related assessments and make clear, actionable recommendations about necessary accommodations before the beginning of the 2014-15 School Year.

High School Transition

Findings: A working group surveyed the existing transition course options and partnerships between higher education and local school districts that focus on the senior year of high school. Specifically, the purpose of the survey sent separately to NSHE institutions and local school districts was to gather information on current options, including but not limited to college- and career ready curriculum and interventions in the senior year of high school designed to address student deficiencies in English language arts or mathematics that are identified through the 11th grade college and career readiness assessment. The survey responses from NSHE institutions and most school districts identified not only these partnerships and course options, but also other existing efforts to provide high school students with academic support necessary to succeed on their path to college and career. A copy of the higher education and school district survey responses are included as appendices to this report.

Recommendation #1: Programs, courses and partnerships currently exist that may be used to address deficiencies in the senior year when students do not meet benchmarks under the 11th grade college and career readiness assessment. Many of the programs provide a strong foundation from which these efforts can be modeled and expanded within and to other school districts to benefit students throughout the State. However, these options do not exist in all districts or in sufficient quantity to provide such opportunities to all students when the 11th grade assessment is administered statewide in 2014-15, as required by A.B. 288. Additional resources should be directed towards transition courses for students in the senior year, especially in the rural school districts. If districts are unable to budget for this in the current biennium, categorical funding should be requested by the Department of Education in 2015.

Recommendation #2: The Department should survey districts prior to administration of the (expected) Spring 2015 new college and career readiness assessment to determine plans and approaches. The college and career readiness assessments may be an area that resources will need to be provided for the districts and students as the state moves into the new 11th grade testing regimen.

Recommendation #3: Further, in noting that additional resources should be directed to senior year transition courses, the Committee also discussed the need to determine whether additional resources may also be needed by districts as they shift from the High School Proficiency Examination to end-of-course assessments, as required under A.B. 288.

Communications

Findings: Nevada is not unlike the rest of the nation, which is revealed by numerous surveys to have limited understanding of the Common Core State Standards Initiative. The Committee heard some testimony that school district personnel may be reasonably aware of the new Standards, but not of the breadth of their implications, while parents and the business community are generally unaware of the effort to increase rigor. An apparently small but very vocal group of Nevadans are significantly more organized in opposing the Common Core than the Department or any school district has been to date.

Recommendation #1: The Superintendent and Chancellor should form a Communications Work Group to develop, coordinate, and direct and ongoing "brand" campaign about the benefit of the new Standards for college and career readiness. An initial communications plan is included in the Appendices of this Report.

Recommendation #2: Any communication effort must begin with school district personnel, primarily classroom teachers, and work its way somewhat organically to other stakeholders. Close coordination with the employee associations and their existing "cadre" approach to communications on the new Standards must begin in January 2014.

Recommendation #3: A professional communications firm should be retained, using funding raised from private and philanthropic sources, to leverage the communications efforts of the Nevada Department of Education and Nevada System of Higher Education.

Related Recommendations

Findings: In addition to Academic Content Standards, the Department of Education maintains a significant program in Career and Technical Education (CTE) that is also standards-based with aligned end-of-program assessments. As part of the CTE program of study, teachers must follow the approved state technical standards for the program and the approved state employability standards, called the Employability Skills for Career Readiness. The State Certificate of Skill Attainment is issued to students who: (1) complete a course sequence with a grade-point average of 3.0 or higher; (2) pass the end-of-program technical assessment; and (3) pass the employability skills assessment. As part of the new structure for CTE, school districts are working to organize coursework to promote higher program completion rates. Over the past two years, the Office of Career and Technical Education has revised nearly all of its standards for course work required to complete a program as well as development a series of end-of-program assessments. In revising the standards and creating the assessments, the Office of Career and Technical Education has worked hand in hand with business leaders statewide and nationally to ensure students are prepared for a career in their chosen field.

Also helping to ensure students are ready for the transition from high school to career is the JAG program, which was given additional funding in the last legislative session. Several districts are benefitting from this program. According to the national website, "Jobs for America's Graduates (JAG) is a state-based national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. In more than three decades of operation, JAG has delivered consistent, compelling results – helping nearly three-quarters of a million young people stay in school through graduation, pursue postsecondary education and secure quality entry-level jobs leading to career advancement opportunities."

Recommendation #1: The Department of Education should maximize the experience with CTE to fully message a College and Career Readiness focus for standards-based instruction and aligned assessments in Nevada. This platform will help students and stakeholders understand and fully embrace the more rigorous, 21st Century approach.

Recommendation #2: The Department must provide data on the success of programs like JAG and CTE education in order to support any future requests for resources. Targeted categorical requests like these offer an opportunity to increase education spending but require a "return on investment" mentality.

APPENDICES

A. Budget Proposal for Training Modules

B. Nevada School Districts Survey

C. NSHE Institutional Survey

D. Communications Action Plan

Appendix A: Budget Proposal for Training Modules
(Professional Development, Recommendation #2)

As development in each area will be labor intensive, we propose $50,000.00 per content area (ELA, Math, Science, and Early Learning). The dollar amount proposed would fund 6 modules in each area. It is expected the RPDPs will support with expertise and manpower.

ELA $50,000.00
6 modules (1 for each instructional shift)
Cost per module $8,333.00
Travel for developers to meet face to face: $3,000.00
Stipends to pay teachers groups for work on each module: 5,334.00 (approximately 10 teachers).

Math $50,000.00
6 modules (some domains will be combined)
Cost per module $8,333.00
Travel for developers to meet face to face: $3,000.00
Stipends to pay teachers groups for work on each module: 5,334.00 (approximately 10 teachers).

Science
6 modules to support Next Generation Science Standards
Cost per module $8,333.00
Travel for developers to meet face to face: $3,000.00
Stipends to pay teachers groups for work on each module: 5,334.00 (approximately 10 teachers).

Early Learning
6 modules focusing on creating a bridge from pre-k to k-3 (this work will primarily focus on ELA & Mathematics)
Cost per module $8,333.00
Travel for developers to meet face to face: $3,000.00
Stipends to pay teachers groups for work on each module: 5,334.00 (approximately 10 teachers).

Appendix B: NEVADA SCHOOL DISTRICTS
SURVEY OF EXISTING COURSES, PROGRAMS & PARTNERSHIPS FOR SENIOR YEAR OF HIGH SCHOOL
Updated November 27, 2013

SCHOOL DISTRICT	Please describe any college- and career ready curriculum and district level interventions in the senior year of high school designed to address student deficiencies in English language arts or mathematics that are identified through the 11th grade college and career-readiness assessment. In particular, please identify any developmental, transitional, or remedial English and/or mathematics courses to high school students.	Contact Person or Office for the School District
Carson City	In 2014-2015 Carson City School District will place all incoming 9th grade students into an Algebra I section. The school operates on a 7 period modified block. The schedule permits struggling students to receive remedial or supplementary math tutoring during a common 7th period. This is not a study hall but a supplemental class taught by math certified instructors. Carson City School District received a Race To The Top Grant for districts. Our program will align our secondary curriculum in all content areas and create associated common assessments. The goal of this project is to build a learner-centered system and to incorporate a process aimed at producing content mastery. In 2014-2015 Carson City School District in partnership with Western Nevada College will give the Accuplacer exam to students taking Algebra II. Students who pass the Accuplacer will have the opportunity to enroll in Math 126 at WNC. Those who do not pass the Accuplacer will receive feedback so selection for the next math course can be strategic to strengthen skills to improve scores on the Accuplacer prior to enrolling in college level mathematics. A similar plan is being pursued for English Language Arts An after school program is mandatory at CHS for students who have failing grades in any core class. Carson City School District utilizes adult education classes and online classes for students who are credit deficient. Online classes are also available for students who desire to take advanced coursework.	Richard Stokes Susan Keema
Clark County School District	**Mathematics High School Course Sequence** The Clark County School District has, in alignment with the Nevada State Rollout, articulated a mathematics High School Course Sequence aligned to the Common Core State Standards. In addition to Tier I Core classes, two courses are currently available to provide intervention and remediation. **Fundamental Math Concepts:** This elective course is designed for students needing additional time and support in order to achieve success in their core mathematics course. This course provides schools with options in their efforts to implement a Response to Intervention (RTI) program.	Eric Johnson K-12 Director of Mathematics and Instructional Technology EPJohnson@Interact.ccsd.net

	Math Applications: This course is designed for senior-level students who have not yet passed the HSPE in mathematics and provides targeted support and instruction in direct alignment with assisting students master the content of the HSPE. **College Preparatory Mathematics**: In response to the 2014-15 implementation of the 11th grade college and career readiness assessment, CCSD has initiated the creation of a new mathematics course. This senior-level course will address specific deficiencies in mathematics as identified by the 11th grade assessment. **English Language Arts High School Course Sequence** The Clark County School District has articulated an English Language Arts High School Course Sequence aligned to the Common Core State Standards. In addition to Tier I Core classes several courses have been developed to provide intervention and remediation. **9th Grade Fundamentals of Reading and Writing 9**: This elective course is designed for students Approaching and/or Emerging /Developing grade-level skills. **10th Grade Fundamentals of Reading and Writing 10:** This elective course is designed for students Approaching and/or Emerging/Developing grade-level skills. **11th Grade Reading for Proficiency or Writing for Proficiency:** This course is designed for students who do not pass the HSPD the first time. The class may be repeated in the senior year. This class can earn elective credit. **12th Grade Reading for Proficiency or Writing for Proficiency:** This course is designed for students who do not pass the HSPD the first time. The class may be repeated in the senior year. This class can earn elective credit.	Diane Reitz K-12 Director of Literacy, Social Studies, and Library Services Dpr422@Interact.ccsd.net
	AVID (Advancement via Individual Determination) AVID is a systemic instructional system designed to increase the number of students who enroll in four-year colleges and succeed in postsecondary education and training. Collaborations with various UNLV departments and AVID elective teacher-coordinators, counselors, and mentors provide opportunities for CCSD high school students to experience college culture by attending campus tours and activities. Students also hear presentations on financial aid, college admissions and career planning. **GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)** Through the UNLV GEAR UP partnership grant and the Nevada State Grant, early intervention is provided to low-income student populations. This project was designed to enable more young Americans to stay in school, study hard, and enroll in the right courses to go to college. Activities that promote early college awareness and preparation, along with comprehensive mentoring, counseling, outreach, and supportive services, are coordinated with schools, local	Stan Hall Director of Career & Technical Education, rhall@interact.ccsd.net

	community organizations, colleges, and universities.	
	Advanced Placement (AP) Course Offerings Students who participate in AP courses have the opportunity to explore knowledge and content that might not otherwise be available at the high school level. AP coursework introduces high school students to the rigor and study habits necessary for college-level studies while improving writing and problem-solving skills. With successful AP examination results, students earn college credit from 33 subject areas. **College of Southern Nevada High School Program** The College of Southern Nevada (CSN) and the Clark County School District (CCSD) established a *middle college* model high school on each CSN campus including Charleston, Cheyenne, and Henderson. High school juniors and seniors are enrolled in high school courses taught by CCSD instructors in the content areas of English, mathematics, and social studies. Students may also be enrolled in twelve (12) college credits taught by CSN instructors in both core and elective courses. Many students graduate with both an Associate Degree and a high school diploma when they complete the program. **Dual Credit Program** CCSD developed a memorandum of understanding with the College of Southern Nevada (CSN), Nevada State College (NSC), and the University of Nevada, Las Vegas (UNLV) to offer 100-level college courses that qualify for both high school and college credit. The intent of this program is to provide rigorous college-level coursework at a reduced cost on the student's high school campus. CCSD juniors and seniors may take a dual-credit course taught by an approved high school instructor on their high school campus for a cost of $25 per course. **Summer School** Credit recovery opportunities are available for students in middle and high school to attend one or two three-week sessions of summer school. Credit deficient seniors can earn additional credits required to participate in the CCSD Summer Graduation Ceremony.	Gwen LaFond Director of Guidance & Counseling gglafond@interact. ccsd.net
	International Baccalaureate (IB) Course Offerings Select and pre-approved courses are offered in specific high schools through the IB program. Once the course or program is fully completed and a student achieves a qualifying score on the IB exams or is issued an IB diploma, the student is eligible to receive full university/college credit.	CPDD Content Directors

	Your Educational Success (YES) Program In collaboration with CSN, 11th and 12th grade students with disabilities are offered a college-level course to assist with making the transition from high school to post-secondary education. Students are able to earn three (3) CSN credits and .5 CCSD elective credits.	Annie Amoia, Executive Director, Student Support Services Division aamoia@interact.ccsd.net
	Proficiency Tutoring Tutoring for any high school senior, in preparation of passing the High School Proficiency Exams, is conducted at most high schools.	CCSD Instruction Unit
	Reclaim Your Future This is a collaborative community and District effort to locate and meet with any CCSD seniors that have been identified as non-proficient in one or more of the sections of the Nevada High School Proficiency Exams or are credit deficient. Community members, CCSD administrators, counselors, and teachers unite to provide home visits to speak with these individuals and their families and encourage them attend school regularly, take advantage of tutoring opportunities, and meet with their counselors to ensure they are successful in school and on track to graduate.	Eva Melendez CCSD Parent Engagement Office
	Summer Graduation An additional graduation ceremony is held in August of each year to provide an opportunity for students who have passed their proficiency exams and earned credits during summer school to graduate high school and participate in a graduation ceremony.	Sandy Ginger, Coordinator of Student Activities ginger@interact.ccsd.net
Churchill	1) Math, English and Science Proficiency Preparation Courses: Students who have not passed their proficiency tests are placed into one or more of these courses to provide additional instruction and remediation to ensure student success. 2) Transition class: this course is for Special Education students. Students learn life skills. For example: checking accounts, driving test studies, organizational skills, budgeting/money management, etc.	Kimi Melendy Educational Services Director 775-423-0462 Kevin Lords CCHS Principal 775-423-2181
Douglas County	English IV, Practical – Basic mechanics of writing as well as the format of essay and research writing are emphasized in this course with an emphasis on the HSPE and District Expository and Research pieces. English IV, Technical English – This course is for seniors who will be enrolled in the second or third year sequential course of a CTE Program of Study. This course addresses state standards and performance assessment competencies by integrated aspects of concurrent CTE courses.	Lyn Gorrindo Assistant Superintendent for Ed Services lgorrind@dcsd.k12.nv.us 775 782-7179

	Literacy – Utilizes the software program Read 180. Intensive Language Acquisition – This class provides instruction in social and content English in order to support students identified as English Language Learners. English Enlightenment – Using literature in the following forms: longer pieces of text, including appropriate student level novel, play short fiction stories. An ongoing focus for the necessary testing strategies for passing the HSPE Reading and Writing will be emphasized. HSPE Math – LRC – This class is designed specifically from the five mathematics content strands for the HSPE. Offered through the IEP process only. HSPE Math, Reading and Writing Seminars – Two weeks of afterschool interventions (5 days a week, 3hours/day) to prep for success on corresponding HSPE. These classes are also offered during summer school, 4 weeks, 4 hours per day. Seminars are non-credit bearing. Credit recovery through Night School (3:00-5:30, M-Th) utilizing A+ software. English 1-4 and social studies courses are offered. Lunch and after-school tutoring with a community volunteer for math intervention and support. Additionally, the local School Board has provided funding for lunch tutoring by certified teachers in math and ELA. Dual Credit courses with WNC – Per our district board policy, students are allowed to bring in six units of dual credit. English 98 and Math 96 serve as an intervention for HSPE as well as provide additional credit opportunities for students.	
Elko County School District	**College and Career Readiness** Elko County School District has partnered with Great Basin College to provide a robust list of dual credit and articulated Tech Prep courses that result in college credit. These courses are made available to juniors and seniors in our high schools The following AP courses are also available to students on site, interactively, or through Advanced Academics, our online program provider; AP Literature, AP English Language and Composition, AP Calculus AB, AP Calculus BC, AP Biology, AP Environmental Science, AP Physics, AP U.S. Government and Politics, AP U.S. History, AP Psychology, AP French Language, and AP Spanish Language. **District Level Interventions** Elko County School District provides all seniors, which have not passed the HSPE, with proficiency math and English courses. Seniors that have been identified through the Accuplacer	Jack French

	Placement Test as not being ready for college level English and math courses are provided with the opportunity to enroll in college remedial courses through Great Basin College during their senior year of high school. In the future, the tuition for these courses will be paid for by the Elko County School District. **College and Career-readiness Assessments** Elko County School District intends to use the ACT beginning the 2014-2015 school year. The ACT will be given during a student's junior year and will be used to identify students in need of remediation in math or English to become college or career ready by the end of their senior year and to identify students that are ready for college level courses during their senior year. The Accuplacer Placement Test is also available for all students during the spring of their junior year through Great Basin College. This assessment is currently being used to identify which students are ready for college level courses and which students need to complete remediation courses which are offered through Great Basin College.	
Esmeralda County	NO HIGH SCHOOL	
Eureka County	Currently Eureka County School District does not have any college- and career ready curriculum and district level interventions in the senior year of high school designed to address student deficiencies in English language arts or mathematics that are identified through the 11th grade college and career-readiness assessment. We identify deficiencies on the HSPE exams and have remedial classes in place to address the needs of students who have yet to pass the proficiencies.	Mark Martinsen 775-237-5373
Humboldt County	Remedial classes are scheduled during the school day. The classes meet four times per week. They are mandated for all seniors who have not passed the Math, Reading, or Writing H.S.P.E. Seniors are scheduled into the classes called Math Proficiency and English Proficiency. Inclusion English and Inclusion Math classes are designed to mainstream students who have an I.E.P. In each Inclusion class an English teacher or Math teacher co-teaches with a Special Education teacher to help students master the content. I.S.E. is a class that meets once per week for 60 minutes. In this class all seniors who are credit deficient work in computer labs during the school day to remediate credits through the A+ program. Students may continue the work at home to remediate credits through the A+ program.	Dawn Hagness

	Intensive Academic Intervention Program is a program staffed with one English teacher and one Math teacher. The program is offered after school four days per week for one and one-half hour each day. Students may work on homework and receive help from the English and Math teacher. Students may also remediate credits during this time through the A+ program. Saturday School is offered each Saturday from 8:00 until 12:00 and is staffed with an English teacher. Students may attend Saturday School to work on homework and receive help from the English teacher. Students may also remediate credits through the A+ program during Saturday School.	
Lander County	Battle Mountain High School requires targeted intervention classes for students who have failed to reach a proficient score on the HSPE. Based on performance on the HSPE and our own measures of academic performance testing we place students in math intervention, reading intervention, science intervention, or ELA intervention. A small number of students are placed in a multi-disciplinary intervention class that addresses several areas of need. These classes are counted as elective credit classes. All students at Battle Mountain High school are required to attend an intervention or monitoring class at the end of each school day. 11th and 12th grade students who have achieved proficient scores on the HSPE are monitored for progress towards graduation. Students in 9th and 10th grades or students who have yet to achieve proficient scores are given targeted intervention.	
Lincoln County	1. Math and English language arts intervention or remediation classes. The curriculum is the same for regular high school math (algebra through pre-calculus) and English language (9-12). The curriculum is tailored to individual students on a tutoring one-to-one or one-to-two basis. The number of students that fall into this category is relatively small because of our smaller size district which allows us to use teachers tutoring students in their deficiencies. The assessments used to identify these students is the HSPE, ACT college entrance (which is voluntary and paid by the students), Measure of Academic Progress (MAP), or high school grades or classroom assessments. 2. ACT Preparation Classes. The curriculum is in the four areas of the test, namely Math, English, Reading, and Science Reasoning. Students who are planning to attend a University that requires an ACT entrance score will take these classes. 3. We use an electronic Reading tutor that can be used by senior students to improve reading speed, fluency, comprehension, and vocabulary. It is called: My Virtual Reading Coach (MVRC) by MindPlay. 4. College course work is also provided for those students who pass the placement exams at College of Southern Nevada (CSN) in English 100, 101, 102, and Literature, and also in Math 095, 124, 126, & 127 while still in high school.	Steven E. Hansen, Assistant Superintendent, Office Ph:775-728-4471 Email: shansen@lcsdnv.com

Lyon County	Read 180 – uses a blended approach to close the achievement gap for students whose reading achievement is inadequate. Teachers begin and end each session with whole-group instruction that engages the entire class. In between, students break into groups and rotate through three stations for small-group and independent learning. Essential Math – uses computer based instruction using iLearn. The program is prescriptive. Students can take a pre-assessment and be assigned lessons based on performance or teachers can assign lessons based on outside assessments such as the 11th grade college and career-readiness assessment. Students progress through the mastery based computerized lessons designed to remediate gaps in the students learning. Proficiency Math – provides teacher instruction based on deficiencies identified through state and district assessments.	Lyon County School District, Claudia Fadness 463-6800
Mineral County	• Gear-Up (grant-funded college readiness) program that will extend to the HS level in the future. Provides tutoring in core areas. • JAG program (grant-funded career readiness) for Juniors and Seniors. Provides tutoring in the core areas as well as general career readiness support. • Targeted Intervention Program identifies students who are underperforming and requires 1,2, or 3 days per week after school directed tutoring and instruction to remediate math, English, Science, and overall academic achievement. • Proficiency classes for Math, English, and Science. Students who fail to meet proficiency on the Sophomore or Junior exam are required to take the proficiency course in the deficient area. This is required each semester until the student passes the subject area exam.	Chris Schultz, Superintendent Jessica Rowe, Intervention Coordinator
Nye County	NCSD offers Senior English intervention courses that emphasize writing, reading, and vocabulary strategies. Students are selected based on MAPS Assessment data, HSPE test scores and reading Lexil scores. This data identifies gaps in learning and student background knowledge. NCSD offers Senior Math intervention courses that emphasize the foundation of math skills and knowledge. Students are selected based on MAPS Assessment data and HSPE test scores that identify gaps in basic foundation math skills, problem solving skills, comprehension of key concepts and reading math problems.	Kim K. Friel, Ed.D. Assistant Superintendent
Pershing County	**ELA**- Due to the fact that proficiency classes are not allowed to receive core credit we have created a Reading Proficiency Elective class which gives students the opportunity to improve their reading skills. If there are writing deficiencies, they are handled in the regular English classes through differentiated instruction. **Math**- We have two core math classes where deficient students are placed.: Integrated Math which combines Algebra I & Geometry and Consumer Math. If students are not successful on their assessments they are placed in one of these classes. Through differentiated instruction the teacher is able to address deficiencies demonstrated by students.	Russell Fecht

Storey County	I-Ready is a Common Core aligned adaptive diagnostic that pinpoints student needs down to the sub-skill level and gives an action plan to the teacher. The teacher gets recommendations for instantly downloadable and easy to print resources. This intervention is available in Math and Language Arts. Created by MIND Research Institute, Spatial-Temporal (ST) Math is a game-based instructional software for secondary intervention and is designed to boost math comprehension and proficiency through visual learning.	Patrick Beckwith, Chief Academic Officer SCSD
Washoe County	The WCSD Graduation/Intervention Initiative supports goals and objectives aligned to the Strategic Plan and Superintendent's Action Plan. Through this initiative, WCSD high schools are afforded the opportunity to apply for funds that support targeted interventions. The identification of students is determined by review of HSPE scores, credit attainment history, and Measures of Academic Performance (MAP) performance. Interventions include HSPE review sessions, supplemental curricular materials, and blended, on line learning (e.g. Plato and A+) models. Interventions are conducted within Intersession periods of the new, balanced calendar http://washoecountyschools.org/docs/calendar/2013-2014_Balanced_Calendar.pdf. Additional extended learning opportunities occur via Saturday Boot Camps, Academies, and before/after school sessions, Under the form of continuous improvement, efficacy of interventions will be determined through analysis of year-end student outcomes, and participant feedback. This initiative positively impacts roughly 1,100 students across 14 high schools.	Scott Bailey Chief Academic Officer slbailey@washoeschools.net 775.789.4606
White Pine County	No Response as of 11/7/13	
State Public Charter School Authority	Alpine and Beacon both indicated they offer courses in Math Skills/Remediation for seniors. NV Connections indicated that all core curriculum courses are provided at three levels: honors, regular college prep, and foundations. Foundations level classes cover essential academic standards at a slower pace for better student comprehension of the materials. Students struggling in math and English are scheduled in Foundations level courses. Silver State Charter Schools: Courses we offer are Creative Writing, Journalism, Math Proficiency, Business Math and a Life Management class. We also teach career readiness through field trips to businesses. We have UTI and DeVry come speak to our students. We take students to different college campuses such as WNC, TMCC, UNR and Sierra Nevada College. Presentations are made to students about credits, colleges, scholarships, financial aide and a Financial Aide rep from WNC speaks to our students and parents. We have a scholarship wall with numerous scholarship opportunities as well as SAT and ACT information. We also offer tutoring several months before each proficiency test which is held outside of school hours.	Katherine Rohrer

Appendix C: NEVADA SYSTEM OF HIGHER EDUCATION:
SURVEY OF EXISTING PROGRAMS AND PARTNERSHIPS WITHIN LOCAL SCHOOL DISTRICTS
Updated: November 2013

In 2012, the Nevada System of Higher Education compiled a survey of existing programs and partnerships within local school districts as part of its work under a grant awarded by the National Governors Association to identify possible transition programs or opportunities to work with high school seniors. Under the direction of the Governor's Common Core State Steering Committee, NSHE asked its institutions (UNLV, UNR, NSC, CSN, GBC, TMCC and WNC) to update this list in October 2013. Below are the responses from the institutions.

Please note that the purpose of this information is to provide an overview of some of partnerships between NSHE institutions and local school districts. The information is not exhaustive. Please note, programs included on this list may change, as needed, to meet the needs of students, the institutions, and the communities.

NSHE	PROGRAM DESCRIPTION	Institution Contact Office	School District(s)
UNLV	**Southern Nevada Regional Professional Development and UNLV Partnership** The SNRPDP was established by the Nevada Legislature to offer professional development focused on the content teachers teach, how they teach it, student performance and changes in instructional strategies that result in increased student achievement. The collaboration between the Board of Regents of the Nevada System of Higher Education (NSHE) on behalf of UNLV and the Southern Nevada RPDP is coordinated by the Department of Teaching and Learning and the College of Education in partnership with the UNLV Graduate College and the UNLV Division of Educational Outreach. Approximately 150 courses are offered each semester in areas of math, science, literacy, and technology to service the professional development needs of Nevada's teachers.	Dr. Randall Boone, Chair Department of Teaching and Learning UNLV College of Education Phone: (702) 895-3232 Email: randall.boone@unlv.edu CCSD Phone: (702) 799-3835 Website: http://www.rpdp.net	CCSD
UNLV	**Nevada System of Higher Education and CCSD College Readiness Assessment** Members of the Department of Teaching and Learning and the Mathematical Sciences Department have partnered with CCSD and the Regional Professional Development Program to reduce the remedial mathematics rate for students entering UNLV from CCSD. This has resulted in the development of a new course, SCI 108X Transitions to College Algebra -that is designed to prepare students for success by "paving for the road ahead instead of patching holes in the road behind."	UNLV Math Learning Center Dr. William Speer Director, Math Learning Center Phone: (702) 895-4885 Email: william.speer@unlv.edu	CCSD
UNLV	**Academic Success Center Early Studies Program** Provides highly-motivated high school students an opportunity to get a head start on their college education by enrolling in UNLV courses before high school graduation. Early Studies Students also have the opportunity to earn dual credit (university and high school credit) with the approval of their high school counselor. In addition, Early Studies Students receive full access to elite Academic Success Center (ASC) resources, such as tutoring, advising and academic success coaching. The Early Studies Program attracts some of the best and brightest students in Clark County and creates a more streamlined bridge from their high school to UNLV. Early Studies Students are eligible to enroll in most 100 level courses, some 200 level courses, and remedial courses during both semesters (Fall/Spring) and summer sessions. Students are eligible for daytime, evening and online courses.	UNLV Academic Success Center Dr. Dan Gianoutsos, Director of Academic Transitions Phone: (702) 774-4612 Email: dan.gianoutsos@unlv.edu, Website: http://academicsuccess.unlv.edu/	All CCSD counselors

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NSHE	PROGRAM DESCRIPTION	Institution Contact Office	School District(s)
UNLV	**Academic Success Center—Summer Bridge Program** The Summer Bridge Program is designed for incoming freshman who have placed into Math 095 or 096, based on SAT/ACT scores, to improve their math proficiency before the start of the fall semester. The program may also be used by high school seniors as a Math preparatory class.	UNLV Academic Success Center Rimi Marwar Director of Learning Support Phone: (702) 895-0661 Email: rimi.marwah@unlv.edu Website: http://academicsuccess.unlv.edu/	Any
UNLV	**Center for Academic Enrichment and Outreach (CAEO) - THE TALENT SEARCH –** UNLV has four (4) federally funded programs serving students from disadvantaged backgrounds in grades six through 12. The program serves 2,300 students annually from 13 low performing schools and provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assist participant with the postsecondary application process. Talent Search also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.	UNLV – Dr. William Sullivan, Associate Vice President for Retention and Outreach and Executive Director of Center for Academic Enrichment and Outreach Phone: (702) 774-4123 Email: William.sullivan@unlv.edu Website: http://caeo.unlv.edu	CCSD
UNLV	**Center for Academic Enrichment and Outreach (CAEO) - UPWARD BOUND** UNLV has three (3)Upward Bound projects serving 200 students annually from disadvantaged backgrounds in grades 9 through 12. Upward Bound has eight (8) target schools and provides academic instruction (Saturdays and during the summer) in mathematics, laboratory sciences, composition, literature, and foreign languages. Tutoring, counseling, mentoring, cultural enrichment, work-study programs, education or counseling services designed to improve the financial and economic literacy of students. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.	UNLV – Dr. William Sullivan, Associate Vice President for Retention and Outreach and Executive Director of Center for Academic Enrichment and Outreach. Phone: (702) 774-4123 Email: William.sullivan@unlv.edu Website: http://caeo.unlv.edu	CCSD

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UNLV	**Center for Academic Enrichment and Outreach (CAEO) - UPWARD BOUND MATH and SCIENCE** UNLV has two (2) Upward Bound Math and Science projects serving 100 students annually from disadvantaged backgrounds in grades 9 through 12. The Upward Bound Math and Science program has 5 target schools and is designed to strengthen the math and science skills of participating students. Program services include: summer programs with intensive math and science training; year-round counseling and advisement; exposure to university faculty members who do research in mathematics and the sciences; computer training; and participant-conducted scientific research under the guidance of faculty members or graduate students, who are serving as mentors; education or counseling services designed to improve the financial and economic literacy of students. The goal of the program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession.	UNLV – Dr. William Sullivan, Associate Vice President for Retention and Outreach and Executive Director of Center for Academic Enrichment and Outreach, Phone: (702) 774-4123 Email: William.sullivan@unlv.edu Website: http://caeo.unlv.edu	CCSD
UNLV	**Center for Academic Enrichment and Outreach (CAEO) - GEAR UP** UNLV has three (3) federally funded GEAR UP Partnership projects serving 17,000 students at 17 target middle and high schools. GEAR UP is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP provides support services to students, parents, teachers and school administrators during the school day, after school and summer.	UNLV – Dr. William Sullivan, Associate Vice President for Retention and Outreach and Executive Director of Center for Academic Enrichment and Outreach, Phone: (702) 774-4123 Email: William.sullivan@unlv.edu Website: http://caeo.unlv.edu	CCSD
UNLV	**UNLV NEVADA STEM GEAR-UP** The University of Nevada, Las Vegas was granted a subgrant for (STEM) Science, Technology, Math and Engineering Programming and Professional Development for educators. The funds will be used to implement active teaching and learning pedagogy that aligns with the Nevada Common Core State Standards. Providing additional resources directly to middle, high school teachers and administrators located in economically disadvantaged communities. Using workshops, seminars, tutorials and on-line media administrations, educators and students throughout the twenty-three state targeted middle schools, will be encouraged to participate in statewide STEM related activities.	UNLV Vice Provost for Academic Affairs Ms. Nicholle Booker Phone: (702) 895-1288 Email: nicholle.booker@unlv.edu	CCSD and any other
UNLV	**Southern Nevada Writing Project (SNWP)** Affiliated with the National Writing Project, the SNWP is dedicated to improving student writing and learning through its network of professional development opportunities aimed at improving the teaching of writing and developing teacher leaders. SNWP offers programs for teachers (Summer Invitational Institutes; Annual Fall Conference; Open Institutes focused on English Language Learners, Teacher Inquiry) and for students and families (an innovative Youth Writing Camp; the Family Writing Project).	Dr. Marilyn McKinney College of Education Phone: (702) 895-3337 Email: marilyn@unlv.nevada.edu Website: http://snwp.education.unlv.edu	CCSD and all

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UNLV	**Critical Friends Groups (CFGs)** The Southern Nevada Writing Project has the capacity to provide training for CCSD teachers to become Critical Friends Group (CFG) coaches and form CFGs at school sites (currently 6 schools). Teachers and coaches meet regularly to examine student work and classroom practices, thereby deepening the practice and supporting both novice and veteran teachers.	Dr. Marilyn McKinney College of Education Phone: (702) 895-3337 Email: marilyn@unlv.nevada.edu Website: http://snwp.education.unlv.edu/inquiry/friends_group	CCSD
UNLV	**The Nevada Writing Project State Network** This program is comprised of teacher leaders and university professors from The Southern Nevada Writing Project (SNWP), the Northern Nevada Writing Project, and Great Basin Writing Project. A major focus has been on leading teacher inquiry groups in local school districts and presenting findings at local, state and national conferences. They partner with the CCSD Department of Research and UNLV's Department of Educational Psychology and Higher Education to offer support for CCSD teachers, specialists, and administrators who are conducting action research.	Dr. Marilyn McKinney College of Education Phone: (702) 895-3337 Email: marilyn@unlv.nevada.edu Web site: http://www.unlv.edu/content/nevada-writing-project-state-network	CCSD and others
UNLV	**Increasing Math Content Using Virtual Manipulatives** This NeCoTIP grant involves 22 pre-algebra teachers investigating ways in which virtual manipulatives and Mathematica can be thoughtfully integrated into daily classroom activities.	UNLV Math Learning Center Dr. William Speer Director, Math Learning Center Phone: (702) 895-4885 Email: william.speer@unlv.edu	
UNLV	**Center For Mathematics, Science And Engineering Education (CMSEE)** The Center is a collaborative venture among faculty from the Colleges of Education, Engineering, Sciences and science leadership personnel from the Clark County School District. The Center is dedicated to improving both science and mathematics teaching and learning. As its primary mission, it encourages cooperation among the three partners, emphasizes research, supports externally funded projects, and serves as a focal point for outreach to the Clark County School District. One of the goals of the Center is to improve the quality of STEM instruction in CCSD. The Center serves as a focal point for K-12 outreach and as the conduit for the continued interactions between the faculty in the COS, COEng, and the COE. The Center serves as a conduit for communication between the partners, with special attention paid to externally funded projects. In addition, the CMSEE acts as an interface between UNLV and CCSD on a number of projects including collaboration with the Regional Professional Development Program. Advising the Center are deans from the UNLV College of Sciences and the College of Education, the Vice President of Research and Economic Development, and the superintendent of the Clark County School District.	Dr. Jeff Shih College of Education Phone: (702) 895-4984 Email: jshih@unlv.nevada.edu Dr. John Farley College of Sciences Phone: (702) 895-3084 Email: john.farley@unlv.edu Dr. Brendan O'Toole, Engineering Phone: (702) 895-3885 Email: Brendan.otoole@unlv.edu Website: http://cmsee.unlv.edu	CCSD

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UNLV	**Center For Research Evaluation And Assessment (CREA)** The UNLV Center for Research, Evaluation, and Assessment (CREA) is a major academic center, providing initial consultation on program evaluation, research design, and research methodologies (quantitative and qualitative). The Center provides expert advice on sampling, questionnaire construction, and the analyses of data for researchers not yet experienced in empirical methodologies. Staffed by a renowned group of educators, researchers, and analysts, work at the Center emphasizes emotional, behavioral, and cognitive aspects of human behavior as well as related issues in education and student behavior. The focus of discussions is on basic curriculum support and extrapolations from actual and simulated research.	Dr. Gregg Schraw Associate Dean College of Education Phone: (702) 895-3375 Gregory.schraw@unlv.edu	CCSD and any others
UNLV	**American Indian Research And Education Center (AIREC)** The American Indian Research and Education Center conducts community based research, promotes educational and research opportunities for American Indian students, provides training and technical assistance and serves as an informational resource for the campus community, tribal populations and the general public. **Journey** *Journey* is in response to the US Department of Health and Human Services National Insitute of Health's National Institute of Diabetes and Digestive and Kidney Disease (NIDDK), Short-Term Education Program for Underrepresented Persons (STEP-UP). UNLV is one of four institutions that provides educational and research opportunities for high school juniors and seniors who come from ethnic groups identified by the National Science Foundation as under-represented in the biomedical sciences on a national basis. *Journey* will expose American Indian/Alaska Native (AI/AN) junior and senior high school students to the important fields of biomedical research and health sciences. The program provides an opportunity for high school students to learn research skills and conduct a biomedical research project during the summer months. Students will present their research project at the end of the summer on the National Institutes of Health campus in Bethesda, Maryland.	UNLV School of Community Health Sciences Dr. Carolee Dodge-Francis Assistant Professor, Director Phone: (702) 895-5586 Email: carolee.dodgefrancis@unlv.edu AIREC Websites: http://airec.unlv.edu/ https://stepup.niddk.nih.gov/hs.aspx?AspxAutoDetectCookieSupport=1	Any
UNLV	**National Youth Sports Program** NYSP is an academic and sports enrichment collaborative with CCSD and community agencies. The program serves as a positive alternative to violence, gangs, and drug abuse. The program focuses mainly on math and science, health education, alcohol/drug abuse, conflict resolution, diversity, family focus and individual sports.	Dr. Porter Troutman Emeritus Professor College of Education Phone: (702) 895-3375 Email: porter.troutman@unlv.edu	CCSD

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UNLV	**SCI 101** SCI 101 – Introduction to the University for Science Majors is a two-credit course required for all College of Sciences majors in their first year at UNLV. This First Year Seminar prepares science majors for the rigors of scientific coursework, concentrating on study skills, research skills, critical thinking, and scientific ethics.	Alison Sloat First Year Seminar Program Coordinator College of Sciences Phone: (702) 895-1275 Email: sloata@unlv.nevada.edu	
UNLV	**College of Fine Arts - ArtsBridge Program** UNLV ArtsBridge is an outreach program of the UNLV College of Fine Arts which partners UNLV students majoring in art, architecture, dance, film, music and theatre with local at-risk elementary and middle school classrooms to teach biology, math, and a variety of other curriculum topics using the arts. UNLV ArtsBridge scholars collaborate with Clark County School District classroom teachers to design a semester-long project which bridges the arts with classroom curriculum.	UNLV College of Fine Arts Dr. Jeffrey Koep, Dean Lori Slinn, Event Coordinator Phone: (702) 895-4210 Email: jeffrey.koep@unlv.edu lori.slinn@unlv.edu ArtsBridge website: http://www.unlv.edu/finearts/unlv-artsbridge	CCSD
UNLV	**Project Lead The Way (PLTW)** Project Lead The Way is a non-profit provider of innovative STEM curriculum at the high school and middle school levels. The College of Engineering partnered for a second time with PLTW to provide logistical support and a location for their Core Training program. Seventy-two attendees, including 55 CCSD high school teachers, attended the Core Training sessions, where they learned the content and pedagogical skills to instruct PLTW courses in their high schools.	Dr. Rama Venkat Interim Dean College of Engineering Phone: (702) 895-1094 Email: rama.venkat@unlv.edu	CCSD
UNLV	**Nanotechnology Summer Camp** Through the support of a grant funded by the U.S. Department of Education, and brought to UNLV by NSHE, the College of Engineering held a three-day nanotechnology camp, designed to broaden students' interest and encourage them to study science and engineering at the college level. Sixteen CCSD high school students attended and participated in hands-on activities, learning about nanotechnology and its cutting edge application. Mechanical engineering Assistant Professor Hui Zhao, with assistance from other faculty and graduate students led these projects.	Dr. Hui Zhao Assistant Professor College of Engineering Phone: (702) 895-1463 Email: hui.zhao@unlv.edu	CCSD
UNLV	**Coral Academy and Accord Institute's A-STEM Math Winter Camp** About 90 top middle and high school students from Southwestern states, including those from Las Vegas' Coral Academy of Science came to UNLV for a four-day camp focused on STEM disciplines, participating in lab tours and hands-on experience with College of Engineering faculty, including mechanical engineering Professor Brendan O'Toole and electrical and computer engineering Assistant Professor Brendan Morris.	Dr. Brendan O'Toole Professor College of Engineering Phone: (702) 895-3885 Email: brendan.otoole@unlv.edu	Coral Academy of Science

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UNLV	**Transportation Engineering Summer Camp** In collaboration with University of Nevada, Reno, and with the support of the U.S. Department of Transportation and Transit UTC, civil and environmental engineering and construction Professor Hualiang Teng organized a led a transportation engineering camp to encourage students to explore careers in transportation engineering. Twenty Nevada high school students attended, including those from CCSD, and visited the Hoover Dam, Nevada Railroad Museum, and the Freeway and Arterial System of Transportation, in addition to participating in hands-on activities at UNLV, including time in the driving simulator at the Transportation Research Center.	Dr. Hualiang Teng, Professor College of Engineering Phone: (702) 895-4940 Email: hualiang.teng@unlv.edu	CCSD
UNLV	The **Teacher-Librarian Institute for Integration of Research into the K-12 Curriculum** brings in teams of teachers and school librarians to design research assignments for students in middle and high school with the goal of improving the research skills of future UNLV students.	UNLV University Libraries Office of the Dean Phone: (702) 895-2286 Website: http://www.library.unlv.edu/faculty/institute/2012/k-12.html	Any
UNLV	The **Curriculum Materials Library** (CML), located in the Carlson Education Building, exists primarily to support the education of Nevada's teachers, including the continued education of current teachers in the Southern Nevada area. The library collection includes over 40,000 items of juvenile literature, teacher professional materials, media, and curriculum guides and kits. Teachers with a local ID and proof of employment can register at the CML for the same borrowing privileges as UNLV students.	UNLV University Libraries Office of the Dean Phone: (702) 895-2286 Website: http://www.library.unlv.edu/cml/	Any
UNLV	**Urban Leadership Program** UNLV is engaging CCSD as a partner in the re-visioning and re-development of the Urban Leadership Program. CCSD representatives are members of the community advisory board, and will partner with UNLV in developing an enriching administrative field experience and culminating project as a capstone to the degree. UNLV will also connect the program to CCSD's existing administrative professional development infrastructure to develop mutually beneficial continued education and development education leaders.	Dr. Monica Lounsbery Associate Vice Provost Phone: (702) 895-3496 Email: monica.lounsbery@unlv.edu	CCSD
UNLV	The **Lee Business School (LBS) has a partnership with the Academy of Finance (AOF), a magnet program at E. W. Clark High School**. On an annual basis, the AOF seniors come to UNLV to spend time learning about the Lee Business School and college in general. The high school students are taught valuable tips that will help them in their final year of high school, with their college application process, and as future university students. They are exposed to special programs offered by the Lee Business School such as the Global Entrepreneurship Experience, the Nevada Global Business Program and the LBS ambassador programs. Students are able to tour the UNLV campus, eat in the dining hall, and ask questions to current students and staff members.	Beth Gersten Assistant Dean for Undergraduate Programs Lee Business School Phone: (702) 895-3363 Email: beth.gersten@unlv	CCSD

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UNLV	**SCI 108** SCI 108 - Developmental Mathematical Logic is a course designed to aid students who are identified as "at risk" with regard to their mathematical skills. This is not a remedial course, but rather a course designed to teach students to learn math and to understand the logic behind the subject matter and how this information is applied.	UNLV Math Learning Center Dr. William Speer Director, Math Learning Center Phone: (702) 895-4885 Email: william.speer@unlv.edu	
UNLV	**UNLV School of Dental Medicine Dental Pipeline National Learning Institute Program** The UNLV School of Dental Medicine (SDM) was granted a sub grant through the American Dental Education Association (ADEA) and the University of the Pacific Arthur A. Dugoni School of Dentistry's Dental Pipeline National Learning Institute. The National Pipeline Learning Institute is a program of the Robert Wood Johnson Foundation. The UNLV SDM developed a partnership with the Center for Academic Enrichment and Outreach (CAEO) Upward Bound Math and Science Program and the College of Southern Nevada (CSN) in which high school students, 9th through 12th grade, in 28 CCSD high schools identified by the Upward Bound Program staff attended medical and dental health professions presentations at the UNLV SDM during the 2013 Spring and Summer semesters. This partnership allowed minority and disadvantaged high school student's opportunities in advising, mentoring and outreach experiences to facilitate an informed and educated decision to pursue a career in the health professions.	Dr. Mildred A. McClain Associate Professor Clinical Sciences School of Dental Medicine Phone: (702) 774-2642 Email: millie.mcclain@unlv.edu	CCSD
UNLV	**UNLV School of Dental Medicine/Seal Nevada South Program** The UNLV School of Dental Medicine (SDM)/Seal Nevada South Program receives funding and product donation from Oral Health America to provide preventive services to underserved children. Seal Nevada South offers oral health education, oral hygiene instruction, oral health screenings, fluoride varnish and dental sealants to elementary school children (2nd-5th grade) enrolled in Title 1 schools in the Clark County School District (CCSD). The program is also offered to various Charter Schools within the CCSD. When the program is offered to the Charter Schools, services are offered for K-12th graders. Children in need of dental treatment are referred to either the UNLV Pediatric Dental Residency Program (insured or require additional patient management techniques) or to the Saturday Morning Children's Clinic (uninsured). With the support of Oral Health America and UNLV SDM, Seal Nevada South is providing a valuable service to children that don't have access to a dental home.	Dr. Christina A. Demopoulos Assistant Professor Clinical Sciences School of Dental Medicine Phone: (702) 774-2545 Email: Christina.Demopoulos@unlv.edu	CCSD

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UNLV	**Gayle A. Zeiter Literacy Development Center (LDC)** The Gayle A. Zeiter Literacy Development Center services CCSD and the Las Vegas community as a place primarily where families bring their K-8 students for literacy tutoring**.** The Center's fundamental purposes are: 1) to develop a model program which focuses on the prevention of literacy learning difficulties, 2) to provide literacy development education for parents, teachers, and caregivers through workshops and instructional sessions, and 3) to act as a clearinghouse for the dissemination of information related to the development of literacy in children.	Dr. Cyndi Giorgis Associate Dean College of Education Phone (702) 895-3375 Email: Cyndi.giorgis@unlv.edu	CCSD
UNLV	**Zoom Schools Partnership** The College of Education is partnering with CCSD to provide evaluation of the Zoom Schools and to offer professional development for teachers and principals focused on effective instructional practices and strategies in literacy for English language learners. Faculty in the areas of ELL, literacy, and evaluation have teamed together to support the effectiveness and success of the Zoom Reading Center activities that will facilitate literacy instruction based on student needs and consistent with research-based best practices in language acquisition and reading skills intervention.	Dr. Cyndi Giorgis Associate Dean College of Education Phone (702) 895-3375 Email: Cyndi.giorgis@unlv.edu	CCSD
UNLV	**Teacher Education Academy at Clark High School (T.E.A.C.H.)** An integral part of the Clark County School District's *Students Today . . . Educators Tomorrow* campaign, provides an academic-based, pre-university curriculum for prospective student educators, including actual classroom teaching experiences. Students benefit from opportunities provided by UNLV, the College of Southern Nevada, Nevada State College, the Clark County School District, and professional educational organizations.	Dr. Cyndi Giorgis Associate Dean College of Education Phone: (702) 895-3375 Email: Cyndi.giorgis@unlv.edu	CCSD
UNLV	**UNLV NEVADA STATE GEAR UP COLLEGE ACCESS AMABASSADOR PROGRAM** The UNLV Office of Admissions was awarded a subgrant from NSHE that is reawarded for up to seven years. A College Access Ambassador from the Office of Admissions, funded by the grant, plans events, workshops and activities for which the middle schools designated by the grant can use to promote college awareness and readiness. The grant will follow the cohort through the middle school into the high school continuing to promote college access and providing opportunities for the students and parents to learn about higher education and the process by which students can have opportunities for higher education. This includes, but is not limited to academic requirements, financial literacy and financial aid information, and career information. Finally, the larger goal of the grant is to leave a perpetual "college going culture" behind in the middle and high schools where they grant has been in place. While UNLV has four local schools in CCSD, as a State University, the institution also provides information, access and support to GEAR UP schools statewide.	UNLV Office of Admissions Barb Roberts Phone 702.774.8007 Email: barb.roberts@unlv.edu	CCSD and any other

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UNR	**College Preparedness Initiative** For the second year in a row, UNR Math is the exact content of its Math 95 and Math 96 to Washoe County School District teachers, so that the district teachers can offer the exact same classes to their high school seniors, with the same content, grading standards, and levels of accountability as UNR's Math 95 and Math 96 courses. These courses will be available to high school seniors, for free (i.e., with costs born by the district) who will take the Accuplacer Placement Test in at the end of the junior year, and who place below the College Readiness cutoffs. Students who place into, and successfully complete, the Math 96 course will be able to start off in college level, credit bearing courses at UNR in the fall. Those that place into Math 95 with the Accuplacer test and complete this course successfully will be able to begin in Math 96 in the summer or fall at UNR (starting out one course closer to completion of their math requirements). Around 300 students per year are involved with this project in 2013-2014.	Chris Herald, Core Math Dir. herald@unr.edu (775) 784-4647	Scott Bailey, Chief Ac. Officer SLBailey@washoeschools.net 775.348.3844
UNR	**Spanish Springs High School Cougar Academy of Media Arts and Communication** The Reynolds School of Journalism partners with Spanish Springs High School Cougar Academy of Media Arts and Communication. Dean Al Stavitsky, with help from Bob Felten, a member of the RSJ faculty, coordinates this partnership. The partnership began in the 2011-2012 academic school year. Spanish Springs students tour RSJ facilities each semester and the dean and RSJ faculty make visits to Spanish Springs classes to discuss careers in journalism and help review student portfolios.	Reynolds School of Journalism (775) 784-6531	Washoe County School District Bruce Weible bweible@washoeschools.net
UNR	**ASNE High School Journalism Institute** The Reynolds School of Journalists hosts a two-week journalism institute for 30 high school teachers around the country. The Donald W. Reynolds Foundation funds the institute through a grant to the American Association of Newspaper Editors (ASNE). RSJ faculty along with media professionals hold workshops with teachers in which they learn everything from basic reporting to photography and visual design, to fundraising for the journalism programs on their home campuses. Teachers also learn about media law and ethics, and recent innovations in journalism.	Reynolds School of Journalism (775) 784-6531	Washoe County School District
UNR	**UPWARD BOUND** – UNR houses three federally-funded Upward Bound projects serving 186 students from first-generation, low income backgrounds in grades 9 through 12 at six target schools in Washoe and Lyon counties. Upward Bound provides academic advising, counseling services, tutoring, SAT/ACT preparation, mentoring, cultural enrichment, internship programs and financial literacy instruction, as well as major and career exploration services. During the academic year, Upward Bound students participate in monthly College Preparatory Saturday Sessions designed to improve academic performance and prepare students for postsecondary education. Qualifying students also have the opportunity to participate in regional and national college tours each semester. In June and July, Upward Bound offers participants a residential five-week Summer Academy on the University of Nevada, Reno campus. Students receive academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages, as well as one elective course. Junior and seniors also have the opportunity to participate in a career internship program during Summer Academy. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in, and graduate from, institutions of postsecondary education.	Upward Bound Programs (775) 784-4978 Ellen Houston, Director ehouston@unr.edu	Washoe County School District; Lyon County School District

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UNR	**GEAR UP AMBASSADOR PROGRAM** – This program is jointly funded through the federally funded state GEAR UP grant and the University of Nevada, Reno. At this time, only 7th and 8th grade students from Traner and Vaughn middle schools form Washoe County are served by the GEAR UP Ambassador. However, this cohort will continue to be served as it progresses into and through high school. The Ambassador also serves 16 additional schools in the state of Nevada. The GEAR UP Ambassador functions as an on-site expert on getting to college for both students and parents. The ambassador meets with students and parents to provide college going information appropriate to the age group and will follow the cohort through high school. The ambassador is one arm of the larger state GEAR UP program and contributes to the program's over-all mission to increase the college going rate of students from the targeted low income schools.	Monika Mala Gear Up Ambassador monikam@unr.edu (775) 682-8943 Rita Escher Director, Academic & Opportunity Support Programs escher@unr.edu (775) 682-7780	Sheryl Hicks Washoe County GEAR UP Coordinator shicks@washoeschools.net
UNR	**DEAN'S FUTURE SCHOLARS** DFS is an academic outreach program with the goal of increasing the numbers of low-income, first generation students graduating from high school, gaining access to higher education, and entering a career in the field of education. Since its inception in 2000, DFS has built a strong pipeline to college and approximately 700 students in the Washoe County School District (WCSD) have participated in the program. DFS is a unique academic outreach program because it supports student success across a variety of developmental stages. DFS provides early intervention, beginning in 6th grade, to instill encouragement and a strong belief that college is a possibility. Additionally, the program provides a variety of services and resources to facilitate growth and promote college readiness throughout middle school and high school. As students approach high school graduation, DFS serves as a bridge between secondary and post-secondary education by offering college classes and work experience. Finally, when students enroll in college at the University of Nevada, Reno (UNR) or Truckee Meadows Community College (TMCC), DFS continues to provide support and guidance to help students graduate from college. DFS currently has 7 cohorts who have entered college; 4 DFS students have already graduated with master's degrees and 3 DFS students are currently enrolled in master's programs at UNR. **DFS Summer Academic Program and Summer Enrichment Program** June 17-July 26 Program Goals: Expose high school students to college life, build relationships, and provide opportunities for students to earn high school math or government credits. 92 DFS high school students participated in a 6 week Summer Academic Program on the UNR campus, and 80 middle school students participated in the Summer Enrichment Program. **DFS Youth College Internship Program** June 10 – August 15 Program Goals: Expose high school students to college life, provide opportunities for students to earn college credits and gain wages and campus work experience. 40 DFS high school students participated in the 8 week Youth College Internship Program on the UNR campus.	Dean's Future Scholars, College of Education (775) 784-4237	Washoe County School District Mariluz Garcia, Director mcgarcia@washoeschools.net (775) 784-4237

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UNR	**School University Partnership for Education and Research (SUPER)** SUPER is an initiative that grew out of a two-year discussion between faculty in the College of Education and colleagues in Washoe County School District on the importance of making a collaborative difference in local schools. Taking advantage of this support, SUPER met and selected three schools in the district in the fall of 2012 – Sparks Middle School, Alice Maxwell Elementary School, and Kate Smith Elementary School. The four goals of SUPER include PK-12 student learning, preservice teacher preparation, mentoring teachers, university faculty scholarship and meaningful outreach	College of Education (775) 682-7867 Robert Ives, Director rives@unr.edu	Washoe County School District
UNR	**Mobile Engineering Education Lab** Our engineering students are ready to bring grade-appropriate, interactive lessons to your classroom. The Mobile Engineering Education Lab, or ME^2 L, program hires and trains current Nevada students to present engineering topics to your students. We begin with an introductory presentation about going to college, engineering majors, careers in engineering and why math and science are important. We then explain the specific lesson you have requested and work with students to complete a hands-on activity. We can present to one class of students or to a larger group. Our 60-minute presentation can be given to any size group, and then our team works with up to 30 students at a time to complete the hands-on lesson. We bring all the materials we need, and there is no charge for our visits.	College of Engineering Elyse Bozsik, K-12 Outreach Coordinator ebozsik@unr.edu	Washoe, Carson, Douglas, Storey Counties
UNR	**Engineering Summer Camp** Spend a week this summer learning about engineering with our instructors, students and professionals from the community. Our camps provide young students with a glimpse into their possible future as engineering students at Nevada and allow them to make contacts that can ease their entry into our engineering degree programs. Expect to participate in hands-on activities and projects, such as building and testing bridges, blasting bottle rockets, designing a digital video game, learning about metallic materials, using our labs, touring our campus, field trips and more.	College of Engineering (775) 784-1350 Elyse Bozsik ebozsik@unr.edu Meg Fitzgerald megfitz@unr.edu	Washoe, Carson, Douglas, Storey Counties
UNR	**Mathematics, Engineering, Science Achievement (MESA)** MESA is a national program that works to foster interest in the STEM fields among students from at-risk schools and low income families. MESA focuses on students from under-represented populations in the STEM fields, as well as pupils who will go on to become first generation college students. In Northern Nevada, after-school MESA sessions are currently offered at Sparks High School, Hug High School and Dilworth Middle School's STEM Academy. MESA students have access to tutoring sessions conducted by current UNR students, field trips, project development, and information sessions about programs at UNR. Part of each MESA session is also dedicated to preparing students for the Science Olympiad competition. Over 220 MESA sessions take place each school year, facilitated by dedicated WCSD staff members at each school.	College of Engineering (775) 784-1350 Shanelle Davis shanelles@unr.edu Meg Fitzgerald megfitz@unr.edu	Washoe County School District
UNR	**Continuing Education and Training for Physical Education Teachers** Campus Recreation and Wellness (CRW) provides continuing education credits towards teacher re-licensing in the area of Physical Education. CRW coordinates and instructs the WCSD's mandatory Weight Room Instruction and Management course required by the District for all teachers and coaches who will be working in the weight room with students.	Campus Recreation and Wellness Jim Fitzsimmons, Director (775) 784-1546	Washoe County School District Brian Rothe (775) 784-4662

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UNR	**Business 104 – Business Exploration/Entrepreneurship in the Classroom** The College of Business at UNR offered, from June 10 - 27, 2013, its third annual three-week entrepreneurship class to 25 high school students. The BUS 104 class is a partnership between the university and the Washoe County School District, which recruits students for the program. Taught by Chelsea Voors and Cody Witt from the Dean's office at the College of Business, as well as Marcel Fernando Schaerer (lead instructor), the class exposes students — particularly Hispanic students — to business basics. The class was created as a way to help ease the transition and pave the way for students to come to the University of Nevada. The class also contributes to increase the high school graduation rate for Hispanic students. In its third year, the class was funded by a $10,000 Hart Foundation grant. The grant pays for the students' applications, tuition, transportation to the campus for the three-day-a-week course, and course material. The class offers plenty of hands-on activities. Rather than the normal text-based classroom environment, activities and projects were designed to explore innovative business ideas. Along with teaching students about entrepreneurship, there was a larger purpose: to motivate these young Nevadans to finish high school and continue on with their education.	College of Business (775) 784-4912 Robyn Davis robyn@unr.edu	Washoe County School District D'Lisa Crain dcrain@washoe.k12.nv.us Fatima Rivas frivas@washoeschools.net
UNR	**Great Nevada ShakeOut** The Nevada Seismological Laboratory (NSL) runs the Great Nevada ShakeOut, which includes 100% participation of the Washoe County School District (4 years running). The lab also serves about 4000 WCSD children per year with tours of the NSL, including seismological helio-corder drums. The NSL has a seismometer at Hug High School and visits schools throughout the state giving presentations about earthquakes and earthquake safety.	Nevada Seismology Laboratory (775) 784-4977	Washoe County School District
UNR	**K-12 In-Service Teacher Continuing Education/University Credit** Nevada Bureau of Mines staff members have served as session instructors and field trip leaders at Nevada Mining Association minerals education workshops for in-service teachers for a number of years. NBMG faculty serve as the UNR Instructor of Record at the NVMA workshops, which allows the teachers to earn University credit or continuing education credit. For its on-going commitment and efforts in education The NVMA's Education Committee was awarded the National Mining Hall of Fame Prazen Living Legend of Mining Award in early October, 2013 in Denver	Nevada Bureau of Mines & Geology (775) 784-6050 Graham Kent, Director gkent@unr.edu Ken Smith, Associate Director, NSL ken@seismo.unr.edu	
UNR	**AP Chemistry Labs** The Department of Chemistry opens the AP Chemistry program to any WCSD high schools that are interested in running their AP Chemistry labs here. Their students pay for, and receive, 1 college credit for the lab, per semester (they essentially take 121L and 122L, and get credit for these on their transcript). There is a slight break on some of the fees, compared to a university student. Since it is equivalent to 121L or 122L, the students meet for 1 lab a week each week over the course of the semester. Usually, that are10 labs, and about 12 or 13 weeks of meeting (including lab check-in, check-out, and safety discussions) over the course of the semester. This fall semester, we have two participating schools: Galena (meets M nights), and the Davidson Academy (meets F afternoons).	Department of Chemistry (775) 784-6041 Sean Casey, Chair scasey@unr.edu	Washoe County School District Kelly Cannon, Science Coordinator kcannon@washoeschools.net Aaron Schnaible, Chair aschnaible@washoeschools.net

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UNR	**Physics Programs** The physics department has had a long tradition of outreach to the WCSD and the K-12 community. Our "Taking Physics on the Road" program reaches hundreds of students each year through school assemblies, science fair programs as well as individual class demonstrations. We are also able to host "star parties" by either bringing our portable telescopes to school campuses or inviting students to our observatory located on the Redfield campus. These programs are mainly targeted at the elementary and middle school grades. It's a way for teachers to show physics in action and reinforce fundamental science methods. Recently the physics department has been partnering with the Challenger Learning Center of Northern Nevada (CLCNN) as part of our commitment to K-12 STEM activities. We've offered an astronomy class to Sparks High School students and we are presently offering an aerospace class to several high school students in the area in an online/in person format. This course was developed by the Air Force Academy's Education team and offered locally through a partnership with the CLCNN. In this way we have expanded our outreach to the high school level.	Department of Physics (775) 784-6792 Dave Bennum, Chair daveb@unr.edu	Washoe County School District
UNR	**Science Learning Assistants Programs** The College of Science is beginning a partnership with WCSD to develop a Science Learning Assistant program that places undergraduate science majors at UNR in the WCSD science classrooms. Presently, UNR/WCSD are working together on a pilot program to place 6-8 COS majors in to classrooms at Mendive Middle School starting spring 2014. These students will help with teachers with content in Chemistry, Physics, Earth Science, and Biology classes. The objectives of this program are to (1) introduce science majors to a possible career path in science teaching and to also (2) provide new science content, young role models and excitement about science as a possible career path for the 7-12 graders.	College of Science (775) 784-4591 Gina Tempel, Associate Dean gtempel@unr.edu	Washoe County School District Kelly Cannon, Science Coordinator kcannon@washoeschools.net
UNR	**HOPE Signature Academy** The School of Community Health Sciences is partnering with Reed High School's HOPE signature academy that focuses on health professions. The partnership started in the spring of 2013 with 2 outreach presentations to the 35 students enrolled in the academy. This school year faculty from the SCHS will be meeting monthly with the HOPE students to discuss different aspects of health care and present hot topics in public health. In addition, HOPE students are invited to attend seminars, classes and gatherings on campus to introduce them to the field of public health and expose them to the experience of attending college. We hope the program will familiarize students with campus activities and classes and they will gain confidence and be encouraged to attend UNR.	School of Community Health Sciences (775) 784-1857 Gerold Dermid gdermid@unr.edu	Washoe County School District Kathy Stynen kstynen@washoeschools.net
UNR	**Wooster Sustainable Resources Signature Academy (WRSA)** CABNR is working to support WRSA by providing students with research opportunities in areas related to natural resources and agriculture sustainability. We have been in contact with Josh Rosenbloom, the WRSA Faculty contact, and are working with faculty from the Department of Natural Resources and Environmental Sciences and Agriculture, Nutrition and Veterinary Sciences to provide classroom and experiential learning experiences for WRSA students	College of Agriculture, Biotechnology & Natural Resources (775) 784-1095 David Shintani shintani@cabnr.unr.edu	Washoe County School District Josh Rosenbloom jrosenbloom@washoeschools.net
UNR	**State of Nevada Future Farmers of America (FFA)** CABNR working closely with the Nevada FFA director to support High School and Collegiate FFA activities statewide. We provide administrative support to the organization and facilitate human resource related matters for the Nevada FFA director. CABNR also provides financial, facility and personnel support to facilitate the Annual Nevada FFA State Convention each year.	College of Agriculture, Biotechnology & Natural Resources (775) 784-1095 David Shintani shintani@cabnr.unr.edu	Statewide

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UNR	**Science Olympiad** Stan Omaye from the Department of Agriculture, Nutrition and Veterinary Sciences has been coordinating the Annual Nevada State Science Olympiad. This an event where middle school and high school student teams from throughout the state compete in various STEM disciplines. Over the past few years the event has been held on the UNR Campus.	Department of Agriculture, Nutrition & Veterinary Sciences (775) 784-6447 Stan Omaye omaye@unr.edu	Statewide
UNR	**Math Tutoring at Hug High School** Over the past two years graduate students from the Hyrdrologic Sciences and Ecohydrology Club have been tutoring Hug High School students in math.	Department of Natural Resources & Environmental Sciences (775) 784-1921 Laurel Saito lsaito@cabnr.unr.edu	Washoe County School District
UNR	**Freshman Start** **Freshman Start** is a summer program for incoming freshmen who need to take MATH 95, MATH 96, or ENG 98 or need help with placement in required English and Math courses. Students who do not have the required ACT/SAT scores to register for ENG 101, ENG 102, MATH 120 or MATH 126 can benefit from Freshman Start and meet the degree requirements for Math or English enrollment. Approximately 150 students attend these classes each summer. Freshman Start helps keep students on track for timely degree completion. Other benefits of the program include small class sizes and the ability to apply for a Summer Freshman Start tuition award in order to take these classes for free (current budget allows 30% of students in Summer Freshman Start to receive this award).	365 Learning (775) 784-4652 Danielle Townsend dcrowthe@unr.edu	Statewide
UNR	**WCSD Signature Academy – Global Studies Program** This program is designed to prepare students for life in the twenty-first century. Students will be immersed in course work dealing with world politics/economics, ecological balance, global interaction/diplomacy and international understanding. During the four-year course of study, students will study two world languages to the AP level. Other required courses will include AP Human Geography, AP US History, AP American Government, AP Comparative Government, Economics, AP Statistics, and AP Environmental Science.	Department of Foreign Languages & Literatures (775) 682-8917 Casilde Isabelli isabelli@unr.edu	Washoe County School District Chris Case ccase@washoeschools.net
UNR	**SCIENCE PARTNERS** Science Partners is a three way collaboration between the School of Medicine, UNR College of Science and CABNR to place university science majors and pre medical students into elementary classrooms to increase the quantity and quality of inquiry-based science instruction and activities. The course is available to undergraduates by application each spring semester. Approximately 10 to 15 students are placed in elementary schools throughout Washoe County.	Science Partners Gina Sella, Coordinator (775) 682-8354 gsella@medicine.nevada.edu	Washoe County School District
UNR	**HIGH SCHOOL PARTNERSHIPS** The School of Medicine works with three high schools throughout the state of Nevada to offer information about the health professions, clinical problem solving enrichment and other hands-on activities. The medical school partners with: **Las Vegas**: • East Career and Technical Academy • Northwest Career and Technical Academy **Reno:** • Hug High School Health Professions Academy	High School Partnerships Gina Sella, Coordinator (775) 682-8354 gsella@medicine.nevada.edu Megan Hellum, (702) 671-2393 mhellum@medicine.nevada.edu	Washoe County School District Clark County School District

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UNR	**SUMMER OF DISCOVERY** The High Sierra Area Health Education Center, in collaboration with the School of Medicine, offers a one-week science camp in Reno for rural students in grades 7 through 10. The camp offers inquiry-based science, hands on activities, and is aligned with the state education standards for sciences for each grade level of student who is selected to participate in the program. Up to 30 students participate annually in this program offered on the UNR campus each summer.	Summer of Discovery Andrea Gregg algregg@medicine.nevada.edu	Rural School Districts, Statewide
UNR	**BS MD ACCELERATED DEGREE PROGRAM** The School of Medicine BS MD Consortium offers selected high school students direct, conditional entry into the School of Medicine after successful completion of a three-year undergraduate program. Students apply during their senior year of high school and are accepted in April of that year, then matriculate to UNR or UNLV for their undergraduate coursework. Up to 12 students are accepted annually.	BS MD Program Gina Sella, Coordinator; Ann Diggins, Director (702) 671-6457 and (775) 784-6063 bsmd@medicine.nevada.edu	All School Districts Statewide
NSC	**TRIO Upward Bound** Nevada State College and the Clark County School District work collaboratively in the administration of two TRIO Upward Bound grants funded by the United States Department of Education. The primary goal of the TRIO Upward Bound Program is to generate the skills and motivation necessary for high school students to successfully complete secondary school and enroll and complete post-secondary educational programs. The TRIO Upward Program serves low-income and first-generation potential college students enrolled at Basic, Chaparral, Eldorado and Sunrise Mountain High Schools. Nevada State College has partnered with the Clark County School District to ensure that nearly 130 students are proficient on Nevada state assessments and have an opportunity to engage in rigorous coursework while still in high school. The services provided include academic enrichment courses in English, mathematics, science, foreign languages, tutoring, mentoring, college visitations, assistance with college applications and financial aid, and scholarships searches. Moreover, the TRIO Upward Bound Program works with parents in a coordinated and purposeful manner. Parents are required to attend monthly meetings and workshops, and parents support the program through fundraising, and special recognition programs.	Kimberly Williams, Director, TRIO Upward Bound Programs Kimberly.Williams@nsc.edu (702) 992-2144	David Betchel, Principal Basic HS (702) 799-8000 John Barlow, Principal Sunrise Mountain HS (702) 799-7207 David Wilson, Principal Chaparral HS (702) 799-7580 John Anzalone, Principal Eldorado HS (702) 799-7200
NSC	**The Nepantla Summer Bridge Program** implemented evidence-based strategies and system to acclimate freshmen level students to college life. Students from Basic, Chaparral, Eldorado, Rancho and Sunrise Mountain high schools who were from underserved, first generation, low income families were recruited. In the first year, the full cohort not only successfully completed the summer bridge program, but have enrolled in Nevada State College and will complete their core curriculum English and Mathematics courses by the end of their first academic year.	Dr. Nicholas Natividad, Director, Nepantla Program NSC School of Liberal Arts and Sciences Nicholas.Natividad@nsc.edu (702) 992-2671 Dr. Leila Pazargadi, Director, Nepantla Summer Bridge Program NSC School of Liberal Arts and Sciences Leila.Pazargadi@nsc.edu (702) 992-2657	Clark County School District

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NSC	The Nevada State College **GEAR UP Program** provides guidance to students from 7th -12th grade about the journey to college. Targeting specifically Jerome D. Mack, Kathleen and Tim Harney, C.W. Woodbury, and Rosemary Clarke Middle Schools, NSC delivers workshops, presentations, and literature to students and parents regarding students' personal and career interests, financial literacy, preparation for college, and the college admissions and financial aid processes. NSC assists GEAR UP by creating a college-going culture in order for students to understand and appreciate the benefits of post-secondary education and the attainment of a college degree. Nevada State College establishes lasting relationships with students in 7th - 12th grade through various outlets. Utilizing student-parent involvement facilitators, teachers, counselors, and principals at the schools, NSC gains necessary information about the students to ensure that they are being provided with all of the information they need to create an expectation of college attendance. NSC maintains a regular presence at the middle schools and has weekly communications with the students and their families. The ultimate goal is to enhance students ' and families' awareness and knowledge of the processes required to go to college as well as have them as prepared as possible for the journey. NSC seeks to increase the number of students enrolled in college and provide GEAR UP students with the tools necessary to succeed.	Pamela Levins Director, Office of Sponsored Projects Pamela.Levins@nsc.edu (702) 992-2308	Clark County School District
CSN	**GEAR-UP Ambassador Program** fully complements the institution's mission to create opportunities and change lives through access to quality services and experiences that enrich southern Nevada's diverse community. Through carefully designed, purposeful and intrusive activities, the CSN GEAR-UP Ambassador promotes early understanding of, facilitates exposure to, and increases engagement in postsecondary educational options for seventh grade students (and their families) attending Harney, Mack and Woodbury Middle School. Programmatic components include: • **Career Exploration Activities** that help students chart a career path through greater awareness of career fields, education, training requirements, job market demands, and pay. • **College Exposure, Planning, and Orientation Activities** that increase educational expectations among students and build essential college-admission and readiness skills. • **High School Planning Activities** that inform students about college preparation courses and the socio-economic advantages from graduating from high school and college. • **Financial Literacy Activities** that educate participants and their parents about budgeting, saving money, and understanding the college financial aid process. • **Fostering of Parental Involvement** that assists parents in developing higher expectations for their children and gaining information about post-secondary options and preparation. • **Academic Enrichment Activities** that encourage students to set high academic goals and meet increased academic performance standards as pre-requisites to a fulfilling life. • **Summer Programs & After-School Activities** for students to learn about diverse post-secondary options, become acquainted with campus life, and promote secondary and postsecondary completion among district students and families.	CSN Office of Student Recruitment CSN Gear Up Ambassador Program Office (702) 651-4271	

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CSN	**Tech Prep** is a program which gives high school students the opportunity to earn college credit for approved Career & Technical Education (CTE) high school electives at no cost to the student. Tech Prep is a partnership between CSN and participating high schools in Clark, Lincoln and Nye County School Districts allowing students to simultaneously earn high school and college credits that have been approved through a formal articulation agreement. Tech Prep is funded by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) in cooperation with the College of Southern Nevada and the Nevada Department of Education.	CSN Office of Tech Prep (702) 651-4820 Tech.prep@csn.edu	
CSN	**The Office of Recruitment and College Connections** provides a seamless transition for individuals interested in attending CSN by offering accurate, comprehensive, and quality intake services. This is accomplished in great measure by developing and maintaining collaborative efforts with faculty, staff, students and administrators within the Clark County School District. Principal recruitment initiatives with CCSD include: • **Routine high school visits**, coordinated through CCSD's Counseling & Career Units, where recruiters disseminate information about CSN, facilitate early onsite admissions, conduct parent and financial aid nights, career fairs, and monitor placement testing. • **Specialized/targeted recruitment** activities through the ***Specialty Career Exploration Days*** funded with Perkins Grant money. Smaller groups of CCSD students attending Magnet high school and CTE career high schools programs are bused to a CSN campus to gain classroom and hand-on activity exposure to in-demand, high-wage, high skill academic/occupational programs that constitute the natural postsecondary progression to their high school curriculum. These students also get the opportunity to interact with CSN faculty and local employers representing diversified industries. • Coordination of parent events with CSN's *College Access Challenge* Grant. Recruiters also work alongside Academic Affairs deans, chairs and faculty in extending outreach efforts during half day occupational fairs for high school students during regular school hours.	CSN Office of Recruitment and College Connections (702) 651-4717 studentrecruitment@csn.edu	
CSN	**MATH Prep** Since the spring of 2013, CSN has offered a non-credit math prep course through Workforce and Economic Development. The target audience is students taking the math placement exam whose score puts them into either MATH 91 or MATH 93. Students meet 4 hours per week in a computerized classroom, with an instructor, and will work through a set of computerized math modules. At the end of the eight weeks, the students will be given diagnostic exit exam. Those students earning a score of 70% or higher, can then register for either MATH 120 (non-major tract) or MATH 96 (majors tract).	CSN Division of Workforce and Economic Development (702) 651-4747 DWED@csn.edu	

NSHE	PROGRAM DESCRIPTION	Institution Contact Office	School District(s)
CSN	**Learn and Earn** • The Learning and Earning Program at the College of Southern Nevada has been helping 11th and 12th graders, for 17 years, to stay in school, improve their academic performance, and graduate with their peers. Students report to any CSN campuses for a maximum of 12 hours a week during the school year where they work in a variety of school departments and their supervisor also serves as their mentor. While on the job, the students develop valuable job skills and work ethics, increase their self-esteem, and begin to see college as a viable option. • The program has proven success in preparing students for life after high school. Most participants are first-generation students in families where no one has ever completed college. They do not have the support and encouragement to attend college. Because the students report to a college campus after school, they are exposed to college and they start considering the possibility of continuing higher education. Thus, many students who otherwise never considered future educational and career opportunities begin to see college as a viable and realistic option. In fact, 100% of seniors who completed the program last year enrolled in college the following semester. On an average, 85% of the graduating students enroll at CSN. • Learning and Earning program participants are better prepared for both the workforce and college since they gain proper training from their mentors and benefit from the educational resources the program invests in them. Several former participants of the program have been hired as full-time employees at the college after high school completion. Since the program's inception in 1996, 79% of all participants have graduated from high school, completed the school year, and/or improved their academic status. • The overall experience of the students in the Learning and Earning Program boosts their self-esteem. While in the program, the students learn new skills, assume responsibility, and act independently. The students gain competence and a sense of accomplishment when they attempt and complete new challenges given to them by their mentors. For many, it is their first job, but their skill training and learned work ethic can last a lifetime.	CSN Learn and Earn Program Office (702) 651-4785	

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NSHE	PROGRAM DESCRIPTION	Institution Contact Office	School District(s)
CSN	**Career & Technical Education Cooperative Program** The College of Southern Nevada and Clark County School District developed a dual credit partnership as a pilot program in three Career & Technical Education disciplines: • Air Conditioning • Welding CCSD, through a state grant, assumes the instructional costs of the program and CSN faculty deliver the curriculum in the college facilities. Students attend their required core classes at the home high school (Silverado, Basic, or Foothill) during first through fourth periods. These students are then released to the CSN Henderson campus (transportation not provided) where as a cohort they attend the college classes. The college courses also fulfill the high school's program of study and contribute to graduation requirements. Students who successfully complete the two year program will accrue up to 24 semester credits toward a Certificate of Achievement or an Associate of Applied Science Degree at CSN.	CSN Department of Applied Technologies (702) 651-4910	
CSN	The ***Jumpstart Dual Credit Program*** was created in the fall 2006 as a pilot program with 34 students, designed to better prepare high school students to pass their proficiency exams by enrolling into remedial college courses as a collaborating partnership with CCSD. The program, which provides highly-motivated Junior and Senior high school students the opportunity to earn college credits while simultaneously taking high school classes, at their high school, also serves as a learning path into college. The program offers 100-level college courses for a reduced fee of only $50 per course. State approved textbooks are purchased by each participating high school and provided to students. Students are mandated to learn at the same college rigor as well as follow the standard 16-week college semester. Each academic year, students are encouraged to utilize individual college services such as; counseling & tutoring free of charge. The Jumpstart Dual Credit Program on an average serves over 600 high school students, offering over 2,300 credits for a savings of $126,000 to parents every semester. More impressive, for the past six years, 87% of all enrolled students have passed their class (es) with a "C" grade or better. This program differs from other partnerships, in that students are not required to have a specific GPA to be eligible to enroll. Secondly, the college courses are offered at the high school site, which enables students to learn without, further traveling disruptions. Thirdly, it gently exposes and encourages underrepresented students to the college life. For many, this introduction is the first time they experience college. Lastly, by including the instructors and preparing them with college expectations, these instructors inevitably increase their academic rigor, knowledge and teaching skills, creating a Win-Win situation for all. Accuplacer Placement Testing is conveniently provided to students enrolling into English and/or Mathematic college courses. The goal of the Jumpstart program is to expose Junior and Senior high school students to the everyday college life, prepare students in the transition from high school to the college environment, teach critical study time management, and to provide a "Jump-Start" toward their college career. We believe by removing the intimidation of attending college early on, the chances of attending and succeeding in college increase exponentially.	CSN Office of Academic Success Jumpstart Program Office (702) 651-5924	

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GBC	**SUMMER BRIDGE MATHEMATICS.** Students knowing of low placement scores before the summer session begins may enroll in a non-credit programmed summer course (CMP90Z). Successful completion of the summer course assures admission to MATH 116 in the fall. This is primarily for students in technical programs.	Mike McFarlane, VPAA, mike.mcfarlane@gbcnv.edu (775) 753-2266	Any, but primarily Elko
	ONLINE ALGEBRA. Elementary and Intermediate Algebra (MATH 095, 096) are available online, and are sometimes scheduled in collaboration with high schools to provide or bring up high school student math skills. Occasionally, MATH 091 has been used.	John Newman, Math Prof., john.newman@gbcnv.edu, (775) 623-1808	Any, but primarily Nevada State HS
	ACCUPLACER PLACEMENT TESTING. In recent years, GBC has agreed to make English and math Accuplacer testing available to all high school juniors in the GBC service area. This is not so much for college placement as for providing a gauge of preparedness, allowing students to know what work they need in their senior year. The information is shared with the high schools when requested. Joint meetings between GBC and high school English and math faculty were held to attempt to resolve student transitional issues.	Teresa Howell, English Prof., linda.uhlenkott@gbcnv.edu, (775) 753-2346	Elko, Eureka, Humboldt, Lander, Nye and White Pine
	TECH PREP. GBC forms articulation agreements with area high schools to offer college credit for technical education offered in high school. Students must pass the courses with a grade of "B" or higher. The college Tech Prep Coordinator arranges college visits for students interested in career and technical education. Agreements outside of the service area are mostly for agriculture.	Heather Steel, Tech Prep Coordinator, heather.steel@gbcnv.edu (775) 753-2303	Elko, Eureka, Humboldt, Lander, Nye, White Pine, Lincoln, Lyon, Douglas, Churchill, Pershing
	SENIOR YEAR ENGLISH/HISTORY DUAL CREDIT. For over 30 years GBC has offered dual credit English 101/102 and History 101/102 to qualified high school seniors at Elko and Spring Creek High Schools. ECSD pays for student costs.	Teresa Howell, English. Prof., mary.howell@gbcnv.edu (775) 623-1807 Danny Gonzales, Social Sciences Prof., danny.gonzales@gbcnv.edu (775) 753-2114	Elko Elko, Eureka, Humboldt, Lander, Nye and White Pine
	DUAL CREDIT OFFERINGS. GBC collaborates with all service area school districts to compile lists of course accepted as dual credit by the school districts. These lists are available for inspection online through the GBC website.	Angie de Braga, Director Continuing Education, angie.debraga@gbcnv.edu (775) 753-2231	
TMCC	**SUCCESS FIRST PROGRAM** – The Success First program goal is to increase the college readiness, persistence, retention and graduation rates of first-time, full-time, first generation students at TMCC. The program utilizes a summer bridge program to provide students with a jump start on college through information presented on science, technology, math, engineering, growing career fields, and academic/ motivational support during their first year at TMCC.	Patty Avila-Porter, Program Director, pporter@tmcc.edu, (775) 673-7154	Washoe County School District

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TMCC	**2013 ACCUPLACER TESTING OF WASHOE COUNTY SCHOOL DISTRICT HIGH SCHOOL JUNIORS** – Washoe County School District administered the English/math ACCUPLACER to high school juniors in spring 2013. TMCC and the University of Nevada, Reno are collaborating with the district to provide English/math remediation courses for high school seniors who place below college level fall of 2013.	Dr. Maria Sheehan, President of TMCC, msheehan@tmcc.edu, (775) 673-7026	Pedro Martinez, Superintendent, Washoe County School District and Dr. Marc Johnson, President of University of Nevada, Reno
TMCC	**REMEDIAL COURSES** – TMCC, UNR, and WCSD are working together to offer Math 095 and 096 (UNR) and English 098 (TMCC) to Washoe County seniors who placed into remedial courses through the Accuplacer test scores of Spring 2013. WCSD teachers are trained by university and college faculty to teach the content of these remedial courses in high schools during the regular school day. Based on successful course completion, students may be placed in higher level math or English courses on admission to UNR or TMCC the following fall.	Dr. Armida Fruzzetti, Dean of Liberal Arts afruzzetti@tmcc.edu (775) 673-7135	Washoe County School District
TMCC	**LIFE SKILLS COLLEGE –** The Life Skills College was offered for the first time in the summer of 2013 to students who were not college-ready based on their Accuplacer scores and who might be interested in a course of study related to CTE fields. A survey of five potential CTE areas was given to 72 students over a period of five weeks, as well as a math tutorial and an EPY course. Students who successfully completed the program are now enrolled fulltime at TMCC with scholarship assistance. Like the Success First Program, the goal of Life Skills is to increase the college readiness, persistence, retention and graduation rates of first-time, fulltime, first generation students at TMCC.	Estela Levario-Gutierrez, Dean of Student Services elevario@tmcc.edu (775) 337-5647	Washoe County School District
TMCC	**TMCC High School -** Washoe County School District supports a high school on the TMCC campus for students who meet the criteria to participate. One hundred percent of the TMCC high school seniors graduated in spring 2013.	Natalie Brown, Program Director for Academic Advisement nbrown@tmcc.edu (775) 674-7094	Washoe County School District
TMCC	**SIGNATURE ACADEMIES –** TMCC is working with WCSD to create pathways for students in select fields beginning in the ninth grade and culminating in college-level dual enrollment courses in the student's senior year.	Dr. Lance Bowen, Associate Dean of Assessment and Planning lbowen@tmcc.edu (775) 337-5649	Washoe County School District
TMCC	**FAFSA COMPLETION PROJECT** – The FAFSA Completion project goal is to increase the number of FAFSA's completed from high school seniors in Washoe County School District. TMCC Financial Aid works with parents from each high school to help families complete the FAFSA. Workshops and hands on activities are offered in the fall and spring semester.	Echo Lynch, Program Officer Financial Aid Outreach Elynch@tmcc.edu (775) 674-7639	Washoe County School District
TMCC	**PARENT UNIVERSITY** – TMCC Financial Aid offers workshops in partnership with Washoe County School District, Parent University to help families plan to fund their students' college education. The workshops are held at both middle school and high school campuses. Parents of students enrolled in Washoe County School District are welcome to attend and learn how they can help support their students' aspirations of a college degree.	Echo Lynch, Program Officer Financial Aid Outreach Elynch@tmcc.edu (775) 674-7639	Washoe County School District

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TMCC	**WASHOE COUNTY SCHOOL DISTRICT (WCSD) FIRST GENERATION INIATIVE**– This initiative is collaboration between WCSD, TMCC and UNR and provides first generation WCSD junior/senior students with services to ease their transition to college. TMCC provides at WCSD high school's on-site support services such as application, ACCUPLACER and financial aid workshops. First generation WCSD students and their families are also invited to attend junior/senior college nights at TMCC. These events provide a welcoming environment for first generation students and their families to learn more about steps to enroll at the college.	Yuliana Chavez Camarena, TMCC GEAR UP Ambassador ychavez@tmcc.edu (775) 337-5601	Washoe County School District
TMCC	**GAINING EARLY AWARNESS AND READINESS FOR UNDERGRADUATE PROGRAMS (GEAR UP) AMBASSADOR**– The primary goals of the TMCC GEAR UP Ambassador Program is: 1) Increase the rate of high school graduation and participation in postsecondary education. 2) Increase GEAR UP student and family knowledge of postsecondary education options and preparation. The service delivery for 2013-2014 will be focused on Washoe County School District GEAR UP middle schools, currently identified as Traner Middle School and Vaughn Middle School. To meet the goals of the program the TMCC GEAR UP Ambassador works closely with the Washoe County School District (WCSD) Student and Parent Involvement Facilitators to implement summer camps, parent workshops, college weeks and tutoring activities. In addition the TMCC Ambassador collaborates with WCSD's Parent University to plan and implement projects such as Family Access Day and GEAR UP's College is Possible parent workshop.	Yuliana Chavez Camarena, TMCC GEAR UP Ambassador ychavez@tmcc.edu (775) 337-5601	Washoe County School District
WNC	**BRIDGE TO SUCCESS PROGRAM –** This program provides comprehensive services to junior and senior students in area high schools. Students are provided on-site Accuplacer Placement Testing. College advisors and Student Ambassadors work with students on college readiness, admissions, and scheduling. A series of spring high school visits provides a bridge from high school to college**.**	Deb Case, Director of Counseling Services deb.case@wnc.edu (775) 445-3267	Carson City, Churchill, Douglas, Mineral, Storey, and Lyon County
WNC	**SUMMER BRIDGE PROGRAM –** This WNC program offers several accelerated courses for recent high school graduates. Students are identified from the Bridge To Success Program. Upon successful completion of the summer courses, students enroll in college level fall classes. Strong advising, academic support, and group activities reinforce this student cohort. Both students and their parents must sign a contract of commitment to participate in this summer program.	Deb Case, Director of Counseling Services deb.case@wnc.edu (775) 445-3267	
WNC	**GENERAL EDUCATION AND REMEDIAL COURSES OFFERED TO HIGH SCHOOL STUDENTS –** WNC offers online, on campus, and interactive video courses that allow limited enrollment for high school students. Some of the courses are offered at a reduced rate for high school students.	Dr. Robert Wynegar Vice President of Academic and Student Affairs robert.wynegar@wnc.edu (775) 445-4431	All service area high schools

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NSHE	PROGRAM DESCRIPTION	Institution Contact Office	School District(s)
WNC	**TECH PREP –** The college has agreements with area high schools to offer college credit for technical education training offered in the high school. Students must pass the courses with an acceptable grade. High school and college faculty sign articulation agreements on student outcomes and course content. The college Tech Prep Coordinator also arranges college visits for students interested in career and technical education. The Coordinator participates as a member of the Outreach Team and Bridge To Success. Career and Technical Education students benefit from the college-readiness support.	Kevin Edwards Tech Prep Coordinator Kevin.edwards@wnc.edu (775) 445-3241	All service area high schools
WNC	**PROJECT GRADUATE –** WNC now has in place mandatory placement testing college orientation, and a college counselor appointment for all new degree seeking students. Our primary population is those students coming directly out of the thirteen high schools in our seven-county service area.	Deb Case, Director of Counseling Services deb.case@wnc.edu (775) 445-3267	All service area high schools
WNC	**FAST-START FOR SENIORS –** The college will be providing a block of three college-level classes to selected high school seniors from Silver Stage High School, Dayton High School, Virginia City High School, Douglas High School, Carson High School and Yerington High School on the WNC Douglas and Carson City Campus, with interactive video to Yerington. The college will provide placement testing on the high school campuses during the second semester of a student's junior year to determine eligibility for the program. Those who qualify may receive scholarship from their respective school districts, depending on funding. WNC will then offer English 101, Math 126 and Soc 101 during the students fall semester and English 102, Math 127 and Psy 101 during the spring. Superintendents from Carson City, Douglas, Lyon, and Storey County school districts have all endorsed the plan and are working with the college to make this a success.	John Kinkella, Dean of Student Services john.kinkella@wnc.edu (775) 445-3271	Carson City, Douglas, Lyon, and Storey County School Districts

NEVADA ACADEMIC CONTENT STANDARDS

COMMUNICATIONS ACTION PLAN

Overall Beliefs and Assumptions

- Nevada needs an overall communication campaign that is aspirational and broad enough to not only meet the information needs related to implementation of the Common Core Standards, but also address information needs related to transition planning, new assessments and the adoption of other new standards (e.g., Next Generation Science Standards).

- The overarching goal is to execute a "new information campaign," based on the fact that the general public knows very little about the new standards and assessments.

- The central focus of the campaign should be to communicate the benefit of new standards and assessments (readiness), not rebut misinformation. The most important audience to reach is the "moveable middle."

- Teachers are the most credible and compelling messengers of education information; therefore, teachers and an organized "Teacher Cadre" will become the primary spokespersons for this communication campaign.

- Nevada's school districts have been implementing and communicating (to some extent) about the new standards; therefore, their successful practices and communication networks will become building blocks for the statewide brand and campaign.

Target Audiences

The target audiences reached by this communications plan are prioritized according to how critical those audiences are to implementation of the standards and associated assessments. The most critical "A Level" audiences are also the most effective and credible messengers. Therefore, as explained later in this plan, those audiences must be reached first with accurate and timely information.

A Level Audiences
Legislators
Teachers
School and District Administrators and Staff

B Level Audiences
Parents
Students
Media

C Level Audiences
Community-Based Organizations/Business Community
Higher Education

Goals for Each Audience

Legislators Need:

- To receive clear, accurate information about Nevada Standards
- To understand how the move to higher standards will produce prepared workers with critical thinking skills
- To know the standards will produce a good return on investment in education and will contribute to Nevada's economic success

Teachers Need:

- To receive clear, accurate information about Nevada Standards
- To understand how the standards will positively impact their students' education
- To learn how to develop lesson plans and see what the implementation of Nevada Standards looks like in the classroom
- To know what support is available
- To know how to positively communicate with parents of their students about the new standards

School and District Administrators and Staff Need:

- To receive clear, accurate information about Nevada Standards
- To understand how the standards will positively impact their students' education
- To know how to provide support and direction to teachers in their districts
- To know how to positively communicate with parents of their students about the new standards

Parents Need:

- To receive clear, accurate information about Nevada Standards
- To understand what the Nevada Standards mean for their children's education and their future college and career readiness
- To know how to support their children in the new style of learning
- To understand transition resources available for high school students

Students Need:

- To understand what the standards will mean immediately for coursework and testing
- To know that the standards are part of an overall effort to improvement their college and career readiness
- To know where to get help with the new standards and curriculum

Media Needs:

- To receive clear, accurate information about the Nevada Standards

Business Community/Community Based Organizations Need:

- To receive clear, accurate information about Nevada Standards
- To understand how the move to higher standards will produce prepared workers with critical thinking skills
- To know they will receive a good return on investment in education

Higher Education Community Needs:

- To receive clear, accurate information about the Nevada Standards
- To understand how the move to higher standards will reduce the need for remedial courses and result in students who are prepared to enter college

Messengers

Frontline Messengers

The frontline messengers are:

- Governor
- Legislators
- Chancellor and Higher Education Leaders
- State and District Superintendents
- Public Information Officers

Teacher Cadre Messengers

The centerpiece of this campaign is the mobilization of a team of teachers – Teacher Cadre – who will become champions and primary spokespeople for this campaign.

Primary Objectives For 2014

Objectives	Responsible Parties	Timeframe
1) Assemble Communications Work Group	NDE PIO Judy Osgood	January 2014
2) Launch the Nevada Ready brand	Governor Sandoval Superintendent Erquiaga Chancellor Klaich Communications Work Group	February 2014

3) Develop Central On-Line Repository of Communication Resources	Communications Work Group	Jan-Feb 2014
4) Aggressively promote and dispatch members of the Teacher Cadre to address groups throughout the state	NDE & Communications Work Group	Jan-June 2014
5) Develop and implement tactical plans to target every audience segment	NDE & Communications Work Group	Ongoing

OBJECTIVE 1: Assemble Communications Work Group

The first step is to assemble the core team of individuals who will be responsible and accountable to oversee and guide execution of this communications plan, including development of specific tactical plans for every audience segment. The group should include policy and communications specialists from the following entities:

- Nevada Department of Education
- Nevada System of Higher Education
- Governor's Office
- Washoe County School District
- Clark County School District
- Nevada State Educators Association
- Clark County Educators Association
- Business community
- Other advocacy organizations (i.e., Nevada Succeeds, WCSD Education Alliance)

The Public Information Officer at NDE will serve as Chair, ultimately responsible for the execution of communication efforts. The Communications Work Group will become the primary vehicle for sharing information and coordinating efforts throughout the state to ensure the best use of resources and time. Work Group members will serve as liaisons between the Department of Education and the members' respective organizations. Members will be encouraged to communicate within their organizations to ensure consistent messaging.

OBJECTIVE 2: Launch the Nevada Ready! Brand

The *Nevada Ready!* brand will convey a consistent and aspirational message about raising the bar to ensure Nevada's students receive a world-class education. A

successful branding campaign should include a logo and other visuals that help stakeholders quickly identify with the message: all standards adopted in Nevada, and associated assessments aligned to those standards, help ensure all students have the academic knowledge and skills to be successful in college, career and life. These standards, adopted by the Nevada State Board of Education, generally fall into three distinct categories:

Nevada Ready!

Core NV Academic Content Standards
English Language Arts
Mathematics
Science
Social Studies

Other NV Academic Content Standards
Computer & Technology
Digital Learning/Distance Ed
Fine Arts
Foreign Language
Health and Physical Ed

Pre-K

Career & Technical Education Standards
Agriculture and Natural Resources
Business and Marketing
Family and Consumer Sciences
Health Science and Public Safety
Information and Media Technology
Skilled and Technical Sciences

OBJECTIVE 3: Develop Central On-Line Repository of Communication Resources

A Communication Toolkit will assist districts and schools as they communicate with their communities and families about the Nevada Ready brand and Nevada's standards and associated assessments. Initially, the Toolkit will be populated with resources that address the immediate need to raise awareness and increase support for the Nevada Academic Content Standards for English Language Arts and Math (based upon Nevada's adoption of the Common Core State Standards). The resources included in the Toolkit will evolve over time as standards change or new information needs are identified. The Toolkit will reside on the Nevada Ready website and be maintained by the Department's Public Information Officer and other staff. Nevada's entire education community should be encouraged to contribute materials or resources to the Toolkit through the Department's PIO.

The Toolkit will initially include:

- FAQs, videos and general information about the Nevada Academic Content Standards
- Key messaging tools, including talking points and PowerPoint Presentations

- Specific messages for teachers, parents and families, students, administrators, school boards, business and community leaders, and the higher education community

OBJECTIVE 4: Aggressively Promote and Dispatch Members of the Teacher Cadre to Address Groups Throughout the State

Several efforts are currently underway throughout the state to identify teachers who can become effective messengers of information about the new standards. NDE and NSHE must work together to partner with these programs; while ensuring the associations maintain autonomy over their own efforts, a single coordinated campaign will provide "lift" the overall messaging. The effort must identify teacher who support the new standards, can explain the content and communicate the benefit of the new system's contribution to college and career readiness, and possess excellent oral and written communications skills. Existing efforts include:

Nevada State Education Association
With a $15,000 grant, NSEA has been working with WEA to identify and train 20-25 teachers who have been interacting with schools to discuss issues and concerns about implementation of the new standards. These teachers have met twice already to mobilize their efforts and are available immediately to assist with communication efforts

Washoe County School District
Student Achievement Partners (SAP), the nonprofit created by the authors of the Common Core, has trained 10 Northern Nevada educators to be Core Advocates. In turn, WCSD recruited about 15 more teachers to be Core Champions. The Advocates are available to share resources with other teachers and administrators to assist wit the implementation of the CCSS. The Champions, for the most part, are teachers who can speak about the new standards at the site level. WCSD's ongoing relationship with SAP provides them with access to materials and resources aligned to the Common Core, at little or no cost, that can be shared. The District is willing and available to assist with answering questions and providing information about the CCSS.

Clark County Education Association
CCEA also has access to a national grant that will allow them to create a cadre of teachers to cover the southern region of the state. CCEA and NDE have already discussed how to coordinate this cadre with other planned efforts.

OBJECTIVE 5: Develop and Implement Tactical Plans to Target Every Audience Segment

Based on the prioritization of audiences indicated earlier in this plan, a systematic and strategic outreach effort needs to occur. The state has already adopted the Common Core State Standards and implementation of the Nevada Academic Content Standards

for ELA and Math is well underway. However, it is clear that some of the most critical audiences, including those ultimately responsible for implementation (e.g., legislators, district and school administrators, and teachers), are not fully aware of the *what* or *why* of the standards and assessments. These critical audiences are also some of our most important messengers, so it is imperative that we focus first on arming these audiences with accurate information as soon as possible.

Beyond these critical first-line audience groups and messengers lie the individuals and organizations that need to be informed about what the standards mean for their local school systems including parents, students, community-based organizations, local boards of education, business leaders, civil rights groups, and higher education. District and school leaders, as well as legislators, will need to answer questions about the standards and assessments from these groups and need to be prepared to respond.