

Board Chairs Stavros Anthony and Gary Waters called the joint meeting to order at 1:00 p.m., on Friday, December 3, 2004, with all members present except members Bandera, Howard, Iverson, Kirkpatrick, and Seastrand.

1. Introductions - Chairs Waters and Anthony led self introductions of members of both boards. Others present included: Ms. Gloria Dodd, Office of Deputy Superintendent of Public Instruction, Department of Education Dr. Keith Rheault, Superintendent of Public Instruction, Department of Education Ms. Doris Arnold, Interim Executive Assistant, State Board of Education.

The following two agenda items were presented jointly for information.

2. Information Only-Report on Nevada P-16 Council - Dr. Keith Rheault and Dr. Trudy Larson updated both boards on the activities of the P-16 Council over the past year and the progress of the P-16 Council Nominating Committee to select replacement members.

3. Information Only-Summary of Current P-16 Projects - Dr. Trudy Larson summarized a number of K-12/higher education P-16 projects currently underway in Nevada, including those related to the Nevada Collaborative Agreement.

Assistant Chancellor Larson suggested a combined presentation of the two P-16 related agenda items. The P-16 Council was created as an advisory committee in response to the American Diploma Project, which has been completed. The Council united the education, business, and political communities to make policy recommendations with the overarching goal of better preparing Nevada high school graduates for college work and/or the work place. The Council identified several needs:

- Attainment of higher levels of academic achievement by all students
- Improved academic success rates by African American, Latino, and Native American students as well as by children from families in low socio-economic status, children with limited English proficiency, and children with disabilities
- Increased college-going rate for all high school graduates
- Reduction of the percentage of students placed in remedial course work upon entry to postsecondary education
- Improved percentage of graduates from P-12 and the UCCSN that meet the expectations of employers of the state

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- Increased number of research-based reform initiatives predicated by reliable and valid student data which can be shared across education segments
- Enhanced professional preparation and development of teachers and administrators of the state to support the expectations of increased student achievement
- Enhanced participation by parents in securing the academic progress of their children.

Objectives/Priorities #1 – The P-16 Council established primary objectives and immediate priorities for action and discussion:

- Improved Communications for College Preparation.
- To increase the number and diversity of students attending college by informing parents and students on the need to plan early for advanced education.
- To improve communications with P-12 regarding expectations for student performance on entry to college and universities.
- Communicate effectively the most appropriate curricula for secondary students so as to prepare them for direct entry into college-bearing courses or the professional workforce.
- To bring together educators from all levels and business, parents, and community representatives to create agreed-upon core learning expectations and goals in English, mathematics, social studies, and science.

P-16 Activities:

- Get into College Poster/Brochure.
- Cooperative project with EDFUND and Washoe Collaborative.
- 30,000 units sent to Nevada K-12 superintendents for distribution.
- Annual update to include latest information.
- Millennium Scholarship Core Curriculum.
- Research conducted throughout state.
- Recommendations approved by the Board of Regents in August 2004.
- 24 total units instead of 22.5. Recommended changes included:
 - 1 unit U.S. History.
 - 2 units Physical Education.
 - .5 unit Health Education.
 - 3 units Math.
 - 7 units Electives (instead of 7.5) .research conducted throughout state recommendations approved by the Board of Regents in

August 2004. Added 3 science instead of 2 1 unit arts/Humanities/Occupational Education 7 Electives instead of 7.5. 24 core curricular components.

College Goal Sunday Grant – Access to higher education grant.

Planning grant completed in July 2004.

Full grant proposal approved in November 2004.

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Event will focus on FAFSA financial aid application support for parents and students.

Event to be held on February 13, 2005 at nine sites in Nevada.

Objective/Priorities #2 – Eliminating barriers in the secondary-post secondary transition:

To better align the standards and examinations for high school graduation with college entrance requirements and placement assessments in order to clarify what every student needs to know, and should be able to do at each educational level, and to smooth the transition from secondary education to credit-bearing postsecondary education.

To identify and eliminate barriers impeding student transition from P-16.

Promote joint initiatives including diagnostic testing to identify (in high school) academic deficiencies in reading, writing, and mathematics and to provide immediate/appropriate intervention strategies.

Support statewide conversations among P-12 teachers and postsecondary faculty in mathematics and literacy to foster consistent standards and expectations to reduce need for postsecondary remediation.

Standardize throughout the UCCSN institutions the criteria for taking remedial English and math classes, the uniform application of the criteria to all entering students, the course objectives of remedial English and math classes, and the course numbers of those courses.

Remedial Education Task Force:

Modification to English placement:

ACT score range of 17-21 and SAT placement scores were agreed upon by all campus task force members.

Exploring summer bridge programs.

Experimenting with college level courses that incorporate additional assistance for those students that may not require full remediation.

Creation of Math Placement Requirements:

Working on expanding diagnostic testing so student needs are appropriately identified and remediation is tailored to meet specific student needs.

Experimenting with college level courses that incorporate additional assistance for those students that may not require full remediation.

Math 120 Project:

Statewide effort to identify common elements of Math 120 for development of a fourth year high school math course that would prepare incoming freshmen for Math 120 college requirements.

Math 120 has been identified as the course most taken by non-math majors.

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Objectives/Priorities #3 – The high school proficiency exam and college placement:

Examine the efficiency of the high school proficiency exam for use as a factor in college admissions or placement decisions.

Through the efforts of faculty and teachers involved with the American Diploma Project, it was determined that K-12 standards were well aligned for college preparation, however, the high school proficiency exam was not an effective tool for college placement or admissions standards.

P-16 Council Objectives/Priorities Not Yet Accomplished:

Develop (1) a system of unique student identification numbers for all K-12 students in Nevada that can be used to electronically link the high school transcript to college admissions, and (2) a standardized student data linkage between Nevada's K-12 and higher education institutions or the capability of the data systems for K-12 and higher education to interact electronically.

Begin to track student achievement data by demographic and relevant socioeconomic factors, including performance in college versus performance on secondary-based tests.

Encourage and support local or regional P-16 Councils.

P-16 Council – Looking Ahead:

The American Diploma Project has concluded. The P-16 Council believes it should continue and that ongoing discussions are

necessary if they are to fully realize the mission.

The P-16 Council nominating committee is presently compiling a slate of proposed new members who will serve a two-year term. The nominating committee will present the slate of new members to the Council in January 2005 for review and consideration. It is anticipated that the new P-16 Council will meet in February 2005 and approximately every six weeks thereafter.

State Board Member Malone observed that the Council was not new, but rather that it had a new mission. Dr. Rheault replied that the Council was formed four years ago. He recalled previous discussions with the University System but not in this format. Four years ago, the two boards agreed to form a joint P-16 Council. Member Malone asked who would comprise the nominating committee. Assistant Chancellor Larson replied that members of the P-16 Council would comprise the nominating committee. Dr. Rheault stated that the policy describing the process had been provided to both Regents and State Board members. There are a number of positions on the Council that are designated by one's employment position. Approximately eight positions are representative of youth groups.

Regent Whipple asked about the level of interaction the two boards have with the Legislature regarding the P-16 Council, as well as the level of interaction with the Remedial Task Force, how they worked together, and how the message is being delivered. Dr. Rheault replied that there are two legislative positions on the Council. They are designated as the Chair and Vice Chair of the Legislative Committee on

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Education, Culture, Arts, Science, Research, and Assemblyman Perkins Designated Assemblyman Perkins asked for a list of the projects discussed at every meeting.

Regent Whipple asked about the importance of remediation. Assistant Chancellor Larson replied that the task force was still making recommendations. These are the first steps in a process yet to be completed.

college students who are anticipating university attendance. Students could diagnose their issues prior to leaving high school.

Regent Whipple observed that students from outside of Nevada would also have access to the web version. He asked how the two
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programs, but rather a commentary of what they face. Regent Hill felt that it was a valid criticism.

State Board Member Washington recalled having high school counselors who would meet with students to determine whether they were interested in attending college. They would advise students which courses were necessary. Currently, school counselors are more disciplinary in nature.

Regent Rosenberg observed that the universities could only work with what they get. He said it was more than not being taught, adding that it was not being learned. He said that teachers need to create the interest. For the first time, students can hear that they are not doomed to a dead end and can qualify for a Millennium Scholarship. The student's part starts as early as 7th grade. Math is not the answer. It is the quality of the math and ensuring the students learn before progressing to the next level. He said it was a group effort. He estimated that southern Nevada needs 1,500 teachers each year and when the need is so great and the market not strong, you take what you can get. He said it was a major problem. He suggested that student teachers be required to dress professionally. He felt that students' dress was reflected in the quality of the work. He said they should not accept it. He felt that students should be encouraged to dress professionally in school as well.

Regent Derby agreed it is a multifaceted problem. UCCSN's colleges of education have taken the challenge very seriously. It is very clear that GPA, SAT scores, and the like are the biggest indicators of student success. Simultaneously, the System is operating under enormous growth pressures to produce more teachers. The Board holds its education colleges to high standards. UCCSN does not produce enough teachers and recruits from other parts of the country, where the quality of education is unknown. The salaries offered do not necessarily draw the top students. The whole environment of the culture is a difficult one in which to teach. There are many contributors to students not having the necessary support from home. She said she put a lot of faith in the P-16 Council. She felt it was addressing a number of critical issues and reflected the growing cooperation in the educational environment.

Dr. Rheault thanked Interim Vice Chancellor Chairsell for her work with the P-16 Council.

4. Information Only-Dual Enrollment Issues - Dr. Keith Rheault presented information to both boards concerning dual enrollment issues and policy implications for Nevada (Jt. BOR-3 on file in the Board office).

Dr. Rheault explained that dual credit allowed students to earn community college or university credit and high school credit for the same course. In Nevada, 99% of the courses are the

issue.

Regent Whipple asked what should be done next. Vice President Gwaltney wondered who would do it and when it would be accomplished. He felt the P-16 Council was the obvious choice. He originally thought that dual credit would provide a niche for courses not offered by the public school system. He said they were beginning to replace sizeable pieces of the public school experience. The discussion included whether or not dual credit would allow successful high school juniors and seniors to skip the freshman and sophomore years of college. Regent Whipple asked whether the P-16 Council would provide an evaluation or follow-up study. President Waters said that dual credit was initially designed as a way to introduce students to college an incentive for articulation to college. Secondly, community colleges had equipment or instructors that the public schools did not. It avoided having to duplicate equipment and saved students time and effort in repeating previously learned skills. It has evolved into something quite different.

Members Myers offered to provide WNCC's catalog definition:

"The program helps students maximize their educational potential by offering courses not available to high school as well as giving them the opportunity to begin their higher education while still in high school."

Member Myers felt that was a reasonable approach, noting that it was the State Board's purview.

Chair Anthony left the meeting.

Regent Rosenberg asked whether it was similar to challenging courses.

Vice Chair Derby acknowledged that it was a rich discussion, noting the time was running short. She wanted to ensure they had an opportunity to complete the agenda.

4. Information Only-Dual Enrollment Issues – (Cont'd.)

She noted the remaining action item on the agenda.

Member Malone noted there was a question of whether or not the matter would be moved to the P-16 Council for consideration. She asked whether there would be a moratorium on dual credit courses until the P-16 Council returns with a recommendation. She felt it was important to take a vote. Vice Chair Derby replied that it was not an action item. President Waters said it was critical to do so because they have not had adequate policy in place up to this point. He said they could not regulate what had already occurred. He said they could let those interested in dual credit know that it was a policy consideration by both boards. He suggested forming a special subcommittee comprised of members of both boards to consider the matter in greater detail and to act in an advisory capacity to the P-16 Council. Vice Chair Derby noted the opportunity for action under the potential future joint projects item.

Interim Vice Chancellor Chairsell suggested that staff could begin work on this so that if a subcommittee were established they could provide good information.

Vice Chair Derby asked for the will of the two boards regarding the remaining time and the items yet to be addressed. Regent Alden suggested moving to the action item. President Waters agreed, adding that he is a big supporter of tech prep. Vice Chair Derby suggested moving forward to the action item.

Chair Anthony entered the meeting.

5. Approved-Potential Future Joint Projects - Both boards discussed priorities for joint projects, either in coordination with the P-16 Council or within the Nevada Collaborative Agreement.

Vice Chair Derby reported that a couple of suggestions had been provided regarding proposed actions: 1) forward this to the P-16 Council and 2) to form a subcommittee to specifically review the matter. She asked for the will of the two boards.

Regent Rosenberg suggested a subcommittee. Regent Alden agreed.

State Board Member Ferry moved approval of forming a subcommittee on the issue of dual credit. State Board Member Nolan seconded. Motion carried. Member Iverson was absent.

Member Ferry requested inclusion on the subcommittee.

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5. Approved-Potential Future Joint Projects – (Cont'd.)

Member Nolan suggested an action item that both boards receive the remedial ethnicity data

