
CCSD/CSN/UNLV Partnerships

The following list of programs has been developed in conjunction with Clark County School District's (CCSD) higher education partners. This particular document does not yet include our partnerships with Nevada State College and it may not include every partnership in effect with College of Southern Nevada (CSN) and University of Nevada, Las Vegas (UNLV). This is a working copy that continues to be developed. For the purposes of today's discussion, CSN-CCSD programs are highlighted in red.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

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.

Center for Workforce Education and Development

The center provides resource services to the workforce and education communities through real-life learning experiences and stimulating instruction that is interesting and relevant. The center is dedicated to preparing highly competent professionals in career and technical education, community college and postsecondary education, program administration and leadership, employment job placement and career transition services, and other positions in education and workforce development. The center conducts and provides research services and information to the Nevada System of Higher Education and the workforce community at large.

Engineering as a Career

Presentations were delivered to over 1000 high school CCSD juniors and seniors to enhance the awareness of and opportunity for CCSD graduates to pursue a career in engineering. Representatives from UNLV delivered presentations to students in advanced math and science classes and reviewed the many career options available to post-secondary graduates with an engineering or computer science degree.

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, which includes parental involvement, was designed to enable more young Americans to stay in school, study hard, and take 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 community organizations, colleges, and universities.

High School Journalism Workshops

UNLV and CLASS! Publications co-sponsor a general journalism workshop for approximately 200 high school journalists. Class! Magazine publishes articles, photos, and artwork from students of Clark County high schools. Students learn about the field of journalism

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from local television and print media professionals. Seminar topics include editor's leadership training, newspaper writing and interviewing, entertainment review writing, marketing and advertising, community membership, politics and the media's influence, and critical thinking.

Robotics Competition

Over 2000 high school students representing 38 high schools (14 CCSD high school teams) from around the country compete in the UNLV/Las Vegas regional event held at the Thomas and Mack Center. The FIRST robotics competition encourages high school students to explore challenges in science and engineering while collaborating and competing with their peers. The Las Vegas regional competition is held yearly in the spring. An associated event, the junior LEGO league has also been established to involve junior high school students in science and engineering challenges. This competition occurs in the fall of each year.

M.A.T.E. (Mentoring Aspiring Technical Educators) Plus Tools for Change Plus UNLV Credit

The University of Nevada, Las Vegas through the Workforce Education and Development Program, in cooperation with the CCSD CTE Department, offers university credit for participation in the M.A.T.E Plus Tools for Change program. Those students desiring to receive 3 units of university credit (registration to begin in December for Spring semester credit) will be required to attend a minimum of 18 hours of M.A.T.E workshops and a minimum of 27 additional hours of Tools for Change workshops to meet the 45 classroom hours required for university credit (either undergraduate or graduate).

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.

Dave McElwain, Coordinator for Technical Trades and Sciences serves on the School of Engineering board. Dave attends many events in his attempt to bridge our Pre-engineering programs with UNLV School of Engineering.

GUIDANCE AND COUNSELING

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.

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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.

GoToCollegeNevada.org

Working collaboratively with the College of Southern Nevada (CSN), Nevada State College (NSC), the University of Nevada, Las Vegas (UNLV), and the University of Nevada, Reno (UNR), Clark County School District coordinated a GoToCollegeNevada.org event in November 2010. The intent of this event was to provide awareness and information for students (K-12) regarding the importance of creating a solid foundation to support a college-going culture for students. Universities provided an overview of programs, and the Clark County School District Guidance and Counseling Department provided parents with resources to prepare students for higher education. The College of Southern Nevada (CSN) sponsored this event. The intent is to make it a yearly event with higher education sharing in the responsibility for planning.

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.

Navigation 101

Sponsored by the Nevada College Access Challenge Grant Program, Navigation 101 was implemented in the following high schools: Desert Rose, Western, Sierra Vista, and Liberty. Navigation 101, an Evicts program, is a comprehensive program to increase college and career readiness for students through a new discipline of study and effective support elements. The program will teach and assess 9–12 grade students about key topic areas of self-management: high school courses selection, career planning, post-secondary education options, and financial aid, as well as self-awareness and motivation.

UNLV Counseling Education Advisory Board

CCSD Guidance and Counseling staff members meet on a regular basis with the UNLV Counselor Education Department to collaborate on counseling related items such as ASCA standards, counseling trends, data analysis, internship placement, and program alignment. This collaboration is imperative to maintaining communication between the university and the CCSD with regard to credit alignment, dual-credit opportunities, and scholarship notifications.

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INSTRUCTIONAL SUPPORT AND STUDENT ACTIVITIES

Adopt-a-Student

The UNLV student chapter of the American Choral Directors Association sponsors an annual vocal recruitment project, “Adopt-a-Student,” hosting high school juniors and seniors on campus to spend a day with university music students – attending classes and rehearsals and visiting with faculty. It provides a “real world” glimpse into a day in the life of a UNLV music student.

Dance Day

Over 300 high school students come to UNLV to attend master classes, workshops, and performances. Students have the opportunity to observe and collaborate with UNLV dance students and instructors and learn about post-secondary degree options in dance arts. The activity also provides UNLV fine arts students the opportunity to observe K-12 performing groups on campus, while the CCSD performers are made familiar with post-secondary fine arts opportunities.

Endangered Instrument Program

Working with five targeted “at risk” middle schools this program provides students with loaner “endangered” instruments and free instruction on those instruments. Endangered instruments include oboe, bassoon, and French horn, and local professional musicians provide instruction on these instruments. These endangered instruments are so-called due to the infrequency of their selection by music students. Musicians who specialize in the endangered instruments are highly sought-after in collegiate and professional musical communities.

Fine Arts Mentor and Pre-Service Resources

CCSD Fine Arts master teachers and administrators, along with the UNLV College of Fine Arts faculty, have a program with mutual assistance to work with university and District mentors, student and new teacher mentees, and UNLV music education students as they prepare to become K-12 music teachers. Students participate as coaches and assistants for middle school and high school fine arts classrooms, while student teachers and new teachers are provided with resources, knowledge, and guidance from the UNLV College of Fine Arts faculty.

Performance Partnership

Each year, the UNLV College of Fine Arts and the UNLV Performing Arts Center sponsor over 20 CCSD Fine Arts performances in the Ham Concert Hall and Judy Bailey Theater at drastically reduced prices. This partnership allows CCSD students to perform in the finest possible venues, where they are able to participate in a true performance experience. Performing arts groups perform at these two UNLV venues throughout the year. The performances also provide UNLV fine arts students the opportunity to observe K-12 performing groups on campus, while the CCSD performers are made familiar with post-secondary fine arts opportunities.

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Professional Development Partnership

A new partnership between the College of Fine Arts Music Education faculty and CCSD Secondary Fine Arts has developed a rotation of professional development opportunities for CCSD Secondary Music Teachers. In subsequent years, the pilot program will be expanded to include other arts discipline.

UNLV Elementary Chorus Festivals

A cooperative project between the UNLV Music Department and CCSD, this festival was established in 1989 and features invited elementary school choirs who perform for each other in Artemus W. Ham Concert Hall. This partnership allows CCSD students to perform in the finest possible venues, where they are able to participate in a true performance experience. The performances also provide UNLV fine arts students the opportunity to observe K-12 performing groups on campus, while the CCSD performers are made familiar with post-secondary fine arts opportunities.

UNLV Invitational Madrigal/Chamber Choir Festival

This is an annual choral festival, established in 1985, featuring performances by the UNLV Chamber Chorale and selected high schools from the CCSD. Following each choir's performance, the festival participants and audience participate in an open forum and discussion. Students have the opportunity to experience collegiate-level choral performances and become familiar with post-secondary fine arts opportunities while providing fine arts students the opportunity to observe K-12 performing groups.

UNLV Children's Chorale

The UNLV Children's Chorale is a cooperative venture between the UNLV Music Department, CCSD, and private schools in Clark County. The UCC was established in 2003 and provides excellent training in choral singing and musicianship. Currently, 120 students are enrolled in the program and rehearse at the University weekly. Membership is open by audition to children throughout the valley.

LITERACY DEPARTMENT

- Reading Skills Development Centers- a partnership with the Ed. Psych. Department, Dr. Scott Lowe and Dr. Leann Putney.
- Striving Readers Comprehensive Literacy Grant- a partnership with Dr. Jeff Gelfer, Early Childhood Department, and a partnership with Dr. Gene Hall, Urban Leadership Department. These professors work with the Striving Readers coaches and administrators.

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Developmental Studies Center

The Clark County School District and the University of Nevada, Las Vegas, Curriculum and Instruction Department, along with the Southern Nevada Regional Professional Development Program, have formed a partnership with the Developmental Studies Center to deliver professional development to teachers on K–5 writing. The *Being a Writer* Teacher Research Project provides professional development through a professional learning community for the teacher researchers involved in the project. The goals include reflecting on teacher practices by examining and reflecting on students' work as writers, increasing teacher knowledge of instructional practices, and increasing student performance in writing. These actions support the implementation and use of the *Being a Writer* writing program while making connections to the Common Core State Standards, the use of a writing process, and the writing traits.

Striving Readers Grant

Dr. Gene Hall, Department of Urban Leadership, will continue the partnership with the Literacy Department. He will provide four professional development sessions to Striving Readers coordinators, project facilitators, and coaches servicing 13 elementary schools, 5 middle schools, and 3 high schools in Performance Zones 4 and 5. The professional development will focus on the Change Process, the Principles of Change, and the Stages of Concern. This professional development will support and strengthen the role of the coach in facilitating change and understanding teachers' coaching needs for successful implementation of a coaching model, and also support the site administrator's understanding of the change process as it relates to leadership. Dr. Jeffery Gelfer, College of Education, Department of Special Education will provide professional development on the components of an effective early literacy program to Striving Readers coaches and administrators during the 2012-2013 school year.

Reading Skills Development Center

The purpose of the Reading Skills Development Center (RSDC) is to support school leadership, increase the efficiency and effectiveness of reading instruction for Nevada children, build capacity among educators regarding the most effective approaches to teaching, and increase the success of CCSD elementary schools. A collaborative effort between UNLV Educational Psychology Department and the Literacy Services Department began during the second semester of the 2011-2012 school year. Graduate students and master reading teachers continue to provide support during the 2012-2013 school year to Manch and Long Elementary Schools. Schools are provided with tutoring support, professional development, and ongoing coaching.

Up(word) Bound

Beginning in the 2010 school year, the Curriculum and Professional Development Division, K–12 Literacy Department and UNLV's Department of English have collaborated to create and deliver relevant professional development to secondary English language arts teachers as part of the District's adoption and implementation of the Common Core State Standards. Topics have included a series of workshops devoted to the argumentative essay and teaching the thesis-driven essay. A popular symbol of this collaboration is Grammar Boot Camp, a multi-session mini-conference hosted at UNLV's Student Union featuring sessions on the basic parts of speech to sentence diagramming all aimed at increasing teachers' content competency in language and linguistics as means to improving composition pedagogy and instruction. In addition, CCSD has supported UNLV in its community and Pre K–16 outreach efforts just as UNLV has supported

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CCSD in its efforts to revise the high school English language arts curriculum to align and better prepare students for post-secondary opportunities. Future collaborations include expansion of Grammar Boot Camp and additional workshops that focus on critical reading and annotation.

Turn Around Teams

Turn Around Teams were established during the 2009-2011 school year. A partnership was formed with Dr. Gene Hall, Department of Urban Leadership Development. Turn Around Teams provided focused professional development, coaching, and intensive support for elementary schools in need of improvement and reform. These teams provided sustained, job-embedded support at the school through onsite instructional modeling, coaching, and feedback through a gradual release model. Dr. Hall provided professional development on the change process, leadership, and organizational development to these teams of coaches. He provided one to one feedback to principals on their Stages of Concern data.

MAGNET SCHOOLS

Teacher Education Academy Collaboration - Project TEACH Clark High School

The Teacher Education Academy at Clark High (T.E.A.C.H.) is a response to the campaign for *Students Today...Educators Tomorrow*, a challenge for more students to choose the profession of teaching in order to fill the rising need for teachers in the Clark County School District. The program provides an academic based pre-university curriculum for prospective student educators as well as actual classroom teaching experiences and related activities, which will allow them to bypass certain entry-level college course work.

UNLV Collaboration with Valley High School

This course provides students with a more in-depth study of particular components of the hospitality and tourism industry. Through examination of the airline, hotel, cruise line and other industries within hospitality and tourism, students are able to explore the various career opportunities and trends, which are affecting each component of this vast industry. This course is also designed to help students overcome the fear of public speaking. Students have formal training through the presentation of listening to and evaluation of speaking situations since this is a large part of what tourism involves.

UNLV Collaboration with Rancho High School - Introduction to Mechanical and Aerospace Engineering

This course is an introduction to mechanical and aerospace engineering which entails: Engineering problems and calculations and creativity in the design process including, ethics and professionalism in engineering design. This is a dual-credit course in collaboration with Rancho High School and UNLV, per LOA (October 9, 2002) and is included in the early studies program offered to junior and senior high school students. The cost to the student is \$25.00 for this two-hour university course, with credits transferable to any college or university.

UNLV Collaboration with Advanced Technologies Academy

Introduction to Engineering Design (EEG 102) is developed for college freshmen and Advanced Technologies Academy Pre-Engineering seniors enrolled in Independent Study Technology III (958). This project provides initial but rigorous educational experience in

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engineering for top-performing high school students. It is intended to build enthusiasm among these students for engineering as a field of collegiate study and to develop interest and enthusiasm among these students for the study of engineering at UNLV. ATA students may apply for optional UNLV credit through distance education.

MATH AND INSTRUCTIONAL TECHNOLOGY DEPARTMENT

Nevada Collaborative Teacher Improvement Program (NeCoTIP) Grants:

Children's Literature, Mathematics and Science: Creative Connections Across Content Areas (CLAMS) - The purpose of the grant is to provide professional development through a summer institute and meetings every three weeks involving demonstration lessons, content knowledge dissemination, along with professional book studies, classroom observations and mentoring.

Entry to Transformation (E2T) - This project is a collaborative effort between UNLV, Sierra Nevada College, and CCSD and is focused on expanding middle school math blended learning opportunities to students of CCSD. Participants will be working directly with CCSD teachers who are implementing 1:1 iPad learning environments and FUSE, an iPad-based Algebra I textbook. Their invaluable blended learning insights and experiences will be modeled in the development and delivery of the after-school and Saturday E2T professional development activities. These activities will include integrating blended learning strategies that apply Common Core State Standards (CCSS) in Math classrooms.

Nevada - Partnership for Effective Mathematics and Science Teaching and Learning (N-PEMSTL) - The goal of this program is to increase Grades 3-5 teachers' mathematics and science knowledge, increase teachers' understanding of Science, Technology, Engineering, and Mathematics (STEM) integration, and increase teachers' capacity to effectively align instructional materials to the CCSS in the Nevada mathematics and science standards. A summer professional development, school year follow up, and professional learning communities will be used to accomplish the goals of the project.

Mathematics and Science Partnership Grant:

Strategies to Achieve Results and the Common Core State Standards for Mathematics (STARS and the CCSS-M) - the program provides teacher development to teachers of mathematics in grades three through five. Project *STARS and the CCSS-M* will support a summer institute to seventy (70) teachers at the intermediate level. The project goals include the development of a professional learning community, reformed teacher practice, and improved content knowledge for both teachers and their students.

SCIENCE, HEALTH, PHYSICAL EDUCATION, FOREIGN LANGUAGE, AND DRIVER EDUCATION DEPARTMENT

Beal Bank USA Southern Nevada Regional Science and Engineering Fair

This event is co-sponsored by the UNLV College of Sciences and College of Engineering. K–12 students are invited to submit winning projects from their schools' science fairs and compete for awards on a regional level. UNLV professors judge the event and winners advance to a national competition.

Center for Mathematics, Science, and Engineering Education (CMSEE)

The CMSEE at UNLV is intended to bring together faculty and resources of the College of Sciences, College of Education, College of Engineering, and the Clark County School District. One of the goals of the center is to improve the quality of science and mathematics instruction in CCSD. The center is the administrative center for externally funded research in mathematics and science education. The center serves as a focal point for K–12 outreach and as the conduit for the continued interactions between the faculty members in these colleges. In addition, the CMSEE acts as an interface between UNLV and CCSD on a number of current projects. Some of the projects that have occurred in collaboration with the CMSEE are Math-Science Partnership Grants awarded to CCSD from the Nevada Department of Education, with subawards granted to UNLV. Past projects include: Project PASS, Project MIST, and Project VISIONS.

CHIMERA Chemical Inventory Program

CHIMERA is a comprehensive chemical inventory management program that consolidates the collection and reporting of chemical information in CCSD schools. This is the result of collaboration between UNLV, CCSD Risk Management, Environmental Services, and Curriculum and Professional Development science staff. This ensures that CCSD is meeting all current federal, state, and local regulations regarding chemical storage in science areas.

NeCoTIP Projects

CPD works directly with professors at UNLV to assist with implementation of NeCoTIP-funded projects. Current projects include:

Project BELA IPA–Biology and English Language Arts: Interdisciplinary Partnerships for Achievement

BELA IPA is a one-year Nevada Collaborative Teaching Improvement Program (NeCoTIP) grant awarded to UNLV, with a subaward granted to CCSD. This grant funds professional development throughout the year for freshman biology and English teachers from Bonanza High School. All activities for this grant revolve around implementation of the Common Core State Standards effectively in both the English and biology classroom.

Project GROW

Project GROW is a one-year Nevada Collaborative Teaching Improvement Program (NeCoTIP) grant awarded to UNLV, with a subaward granted to CCSD. The purpose of Project Grow is to provide professional development to 18 teachers at three high schools

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in the Clark County School District (CCSD): Cheyenne High School, Liberty High School, and Mojave High School, to unwrap biology content standards, create standards-based assessments, and plan instructional adaptations based on student assessment results in co-taught classrooms.

Project N-PEMSTL-Partnership for Effective Mathematics and Science Teaching and Learning

Project N-PEMSTL is a one-year Nevada Collaborative Teaching Improvement Program (NeCoTIP) grant awarded to UNLV, with a subaward granted to CCSD. The purpose of Project N-PEMSTL is to increase Grades 3–5 teachers' mathematics and science knowledge, to increase teachers' understanding of Science, Technology, Engineering, and Mathematics integration, and to increase teachers' capacity in the effective alignment of instructional materials to the Common Core State Standards in Mathematics and the Nevada Science Standards.

UNLV/CCSD Mathematics and Science Collaboration Meetings

UNLV faculty members and mathematics and science staff from CPD collaborate on a monthly basis to support and promote student opportunities with higher education in mathematics, science, and engineering. Ongoing articulation and collaboration has created increased opportunities for teachers and students in the Clark County School District.

Investing In Innovation (i3) Grant

The Clark County School District (CCSD) was recently awarded \$2,959,054 for a three-year *Investing in Innovation (i3)* Grant. Part of the grant activities includes support from STEM partners in the community who have volunteered to provide after-school activities and field trip opportunities. Faculty members from the UNLV College of Sciences, School of Nursing, School of Environmental and Public Affairs, College of Engineering, and Solar and Renewable Energy Minor Program have volunteered to work with our students as STEM Partners.

UNLV Multicultural Program Advisory Board

The Director of Science and Health for CCSD in the Curriculum and Professional Development Division is a member of the UNLV Multicultural Program Advisory Board. The partnership will assist with the outreach program for underrepresented and minority CCSD students.

Project Lead The Way (PLTW)

The UNLV College of Engineering has facilitated Project Lead The Way Core Summer Training for teachers at ten middle schools who are using the PLTW Gateway to Technology curriculum. CPD science staff and UNLV staff have collaborated during the summer of 2012 and summer of 2013 to coordinate these trainings.

Pollen Monitoring Program

UNLV is in the initial stages of implementing a pollen-monitoring program in collaboration with CCSD, funded with air quality penalty funds that have been transferred from Clark County to CCSD per NRS 445B.500. The intent is to continue the project over several years based on availability of funding. It is anticipated that this project will serve as the starting point for a comprehensive airborne pollen monitoring program that will expand to include several monitoring stations strategically located throughout Clark County, employ a staff of trained

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analysts, and provide a public service to the community and educational opportunities for CCSD students. The deliverables for this project will consist of daily reporting of the concentration and composition of airborne pollen and educational opportunities for CCSD students to be determined in consultation with UNLV School of Community Health Sciences (SCHS) and the School of Life Sciences (SoLS) faculty that may include field trips, demonstrations, and classroom activities.

Public Lands Institute

The Public Lands Institute is committed to developing effective solutions for public land management and stewardship that are essential for the protection, multiple use, sustainability, and management of public lands. CPD science staff and the Institute have collaborated in the past to develop professional development workshops for teachers focusing on student engagement and service learning.

Transportation Research Center

Erin Breen, Coordinator of Traffic Safety, has provided professional development to Driver Education teachers, and collaborates with CPD staff on other projects related to Driver Education.

Department of Kinesiology and Nutrition Sciences

Monica Lounsberry, Professor and Director, Physical Activity Policy Research Program, Department of Kinesiology and Nutrition Sciences are a member of the CCSD Wellness Committee. The CCSD Wellness Committee is an advisory group composed of representatives from CCSD and the community, who provide guidance in the development of the CCSD's wellness policy. Dr. Lounsberry has also collaborated with CPD physical education staff on measuring moderate to vigorous physical activity in schools associated with the Carol M. White Physical Education Program Grant.

UNLV College of Allied Science

The UNLV College of Allied Science, Nutrition Science Department, places an intern at CPD each semester to work with health staff members. The UNLV Dietetic Interns work on nutrition lessons for teachers aligned to CCSD K–12 standards-based health curricula.

Department of criminal justice

Dr. Kennedy from the Department of criminal justice is a member of the Human Trafficking Task Force working with CPD health staff to develop lessons for middle and high school health teachers.

Nutrition Sciences Program

Molly M. Michelman, MS, RD, CLC, collaborates with CPD health staff and provides professional development for teachers on staff development days and during summer institutes. She also assists with professional development on the CATCH curriculum.

RESEARCH

Research Review Committee (RRC)

The RRC is comprised of members from performance zones, divisions, and departments in CCSD; the University of Nevada, Las Vegas; College of Southern Nevada; Nevada State College; Sierra Nevada College; and Nova Southeastern University. All research applications submitted to the CCSD Research Department undergo a review process to ensure quality of research design, appropriateness of the study, the study's alignment with CCSD interests and mission, and to ensure that any study conducted within the CCSD is guided by the *Code of Federal Regulations – Title 34: Education* (34 CFR Parts 97, 350, and 356) and the *Federal Policy for the Protection of Human Subjects*. The work of the RRC is governed by a Research Review Procedures Manual that was developed by the Department of Research, CCSD, reviewed by the RRC, and approved by the Superintendent's Cabinet. Approximately 90 research applications are received and reviewed each year, a number of them from faculty and graduation students.

Kindergarten Health Survey

For the fifth year (2012), the Clark County School District has collaborated with the Nevada Institute for Children's Research and Policy (NICRP), University of Nevada, Las Vegas, and the Clark County Health District to assess the level of health care kindergarten students received prior to enrollment. The mission is to conduct community-based research that will guide the development of programs and services for Nevada's children. To gain baseline information on the health status of children entering the school system and better track student health status, the Nevada Institute for Children's Research and Policy (NICRP), in partnership with the Clark County School District and the State's 16 other school districts, the Southern Nevada Health District (SNHD), and the Nevada State Health Division, conduct a health survey examining the health status as well health insurance status of Nevada's children entering kindergarten. This study is conducted with the goal of quantifying the health status of children as they enter school to be able to identify specific areas for improvement to eventually increase academic success among Nevada's students.

LED Lighting Study

The LED Lighting Study was designed to provide and advance national research on the effects of the physical environment, specifically LED lighting, on academic achievement. A preliminary pilot project model was discussed to examine the potential impact of LED lighting on students in classrooms throughout the Clark County School District (CCSD). LED lighting would replace traditional fluorescent lighting in selected elementary schools to study the effects of LED lighting on teaching and learning environments, academic performance, observable behaviors, and to document identifiable health changes in classroom participants. The model goals include the analysis and reproduction of the green electrical energy impacts to be replicated by CCSD, using sustainability model incentives, budget re-directives, and conversion to renewable, cost effective, health, and performance-enhancing electrical technology. Documented findings would be made available for study and replication. Several local and private-sector institutions are involved in the project, including Clark County School District, Research Department, University of Nevada, Las Vegas, Sustainability and Multidisciplinary Research, University of

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Nevada, Las Vegas, Engineering Research, The Energy Research Center, University of Nevada, Las Vegas, the University Medical Center, Nevada Energy, and Clark County Public Works.

SAFE AND DRUG-FREE SCHOOLS

UNLV Child School Refusal and Anxiety Disorders Clinic

This research-based, outpatient facility receives referrals from Clark County School District schools for youths aged 5–16 years whose **primary** behavior problem is school refusal and/or anxiety disorders related to a negative experience in the school or classroom setting. Common anxiety-related problems include social and separation anxiety, generalized anxiety/worry, panic, fears and phobias, selective mutism, perfectionism, obsessive-compulsive disorder, and symptoms of post-traumatic stress.

STUDENT SUPPORT SERVICES DIVISION

College Workshop

This multi-agency collaboration between CCSD, Bureau of Vocational Rehabilitation, and CSN and UNLV's Disability Resource Centers provides information to prospective college students with disabilities. Topics include recruitment, how to access disability services and support in the post-secondary setting and tuition assistance. Approximately 500 students participate each year.

School Psychology Field Experience

In collaboration with UNLV's Department of Educational Psychology, Psychological Services provides opportunities for graduate students to receive field experience and training under the supervision of a certified school psychologist either through a practicum experience or internship. Practicum students complete up to 450 training hours to fulfill program requirements and be eligible to participate in a school psychology internship the following year. Internship students from UNLV are hired by the department through Human Resources into positions equivalent to a long-term substitute; they will complete over 1,200 training hours while working for CCSD.

Special Education Alternative Route to Licensure Program

The Clark County School District, Alternative Route to Licensure (ARL) - Special Education program is for individuals who have a bachelor's degree in an area other than education, who are seeking a Nevada K–12 Special Education Generalist endorsement. ARL participants attend 150 hours of Clark County School District Training and Orientation, which is developed and presented by the Alternative Route to Licensure Special Education Project Facilitators. Participants are also required to successfully complete nine (9) credits of university instruction prior to being issued a conditional ARL license. Upon being hired by the Clark County School District, ARL teachers must continue coursework in order to complete all required licensure requirements (in most cases 9 courses-27 semester hours). Participants may choose to take additional coursework to complete the requirements for an optional Master's degree. The timeframe for program completion differs, depending on ARL group start dates (fall or spring). ARL teachers typically complete the program in two semesters and two summers.

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Summer Advanced Gifted Education (SAGE) Program

The Highly Gifted Program has collaborated with UNLV for the past two years so that secondary highly gifted students have the opportunity to experience college-level coursework and receive college honors credits. Through a Federal earmark for highly gifted students, attendance at UNLV's Summer Advanced Gifted Education (SAGE) Program was possible. Middle-school students receive one (1) college honors credit for participation, and high school students earn three (3) college honors credits as well as one (1) high school elective credit.

Wraparound Services

In collaboration with UNLV's School of social work, graduate students are provided opportunities for practicum experience under the supervision of a licensed social worker. A memorandum of understanding has been in effect for more than five years.

TEACHER INDUCTION AND MENTORING

Alternative Route to Licensure (ARL) Programs

Alternative Route to Licensure Programs (ARL) is a unique opportunity for individuals who have a bachelor's degree in a field other than education to enter the profession of teaching. Upon acceptance, participants complete the following state-mandated requirements prior to being hired as a teacher: 1) 120-150 hours of initial professional development (provided by the school district), 2) 20-30 hours of classroom experiences with a CCSD licensed teacher, 3) initial licensure coursework at UNLV, and 4) passing state-mandated exams (i.e. Praxis I and II, NV School Law, NV Constitution, and US Constitution). Upon being selected for a contract, candidates are able to teach in their own classrooms while completing the requirements for full licensure in Nevada (and have the option of completing a master's degree in the corresponding subject area). According to Nevada Department of Education Administrative Code, these programs must be initiated by local school districts, and can only be offered in areas where there is a critical shortage of teachers. This program is offered twice per year, and during the 2007-2008 school year, CCSD partnered with UNLV and NSC to offer ARL programs for approximately 103 participants in Special Education, Elementary Education with a TESL endorsement, and Secondary Mathematics, Science, and English.

GEAR UP Professional Development

Each semester, UNLV Secondary Practicum II Students are placed in GEAR UP schools to complete their practicum assignments. During this time, four professional development opportunities are provided for these students. The content of these sessions includes strategies and techniques to assist these students in becoming successful teachers in urban settings.

National Board Certification

The Clark County School District and the University of Nevada, Las Vegas have established a partnership to offer multiple pathways of support for teachers pursuing National Board Certification. Currently 28 teachers are enrolled in the Center for Teacher Excellence Program, Teacher Leadership for National Board Certification, which leads to an Advanced Studies Certification. An additional 30 teachers are attending the National Board structured workshops offered through this partnership.

CCSD/CSN/UNLV Partnerships

Placement of Preservice Teacher Candidates

Each semester, CSN Observation Students; Nevada State College Observation Students and Student Teachers; and UNLV Observation Students, Practicum Students, and Student Teachers are systematically placed in identified CCSD schools. These students are placed with highly effective cooperating teachers in order to acquire strategies and skills that will assist them in becoming successful teachers in the future. Professional development is offered twice each semester for cooperating teachers who have student teachers assigned to them. The content of these sessions includes information on best practices for preparing future teachers.

Project KNOTtT

Project KNOTtT is a collaborative effort between four states (Kansas, Nevada, Ohio, and Texas), funded by a federal Transition to Teaching grant co-written by a UNLV Department of Curriculum and Instruction faculty member, to assist with the recruitment and retention of 60 teachers in CCSD critical shortage areas of a five-year period. Once participants are accepted into the program, based on a set of rigorous criteria, they participate in the traditional ARL program to become a fully licensed teacher. However, they take all of their required licensure coursework via an online format through UNLV. In addition, upon being offered a contract with CCSD, they are provided tuition reimbursement for these courses through grant funding. During the 2007-2008 school year, the inaugural year of implementation, 12 ARL participants were accepted into this program.

Special Education Cohort Program

The Special Education Cohort Program is a unique opportunity for selected Clark County School District employees and substitute teachers to complete their bachelor's degree and become certified to teach special education in one academic year. If selected, cohort students participate in a rigorous academic schedule provided by the UNLV, including 49 credit hours during the fall semester, 14 credit hours during the spring semester, and culminating with a full-time student teaching experience during the summer semester. Instruction is focused on special needs students with mild to moderate learning disabilities and is held from 8:00 a.m. – 5:00 p.m. each work day throughout the year. Upon completing the Special Education Cohort Program, graduates will be eligible to apply for special education (K-12 Generalist) teaching positions with CCSD. Twenty-three CCSD employees are participating in this program during the 2007-2008 school year.

Specialized Teacher Education Program (STEP)

This graduate-level degree program is designed for individuals currently teaching in resource rooms who are interested in moving into Self-Contained Special Education settings in Autism, Mental Retardation, or Early Childhood Special Education. Participants attend courses at UNLV in the evenings and on the weekends while teaching in their new self-contained classroom setting. In addition to the UNLV coursework, participants are provided with mentoring from full-time CCSD Project Facilitators (veteran special education teachers in the corresponding specialty areas). Upon completion of the program, participants earn a Master's degree and endorsements in two disability categories. This program is offered once per year, beginning in the fall, and had 36 participants during the 2007-2008 school year.

CCSD/CSN/UNLV Partnerships

Speech Pathology Cohort

This is a two-year program that assists currently certified teachers, employed by CCSD, who want to add speech-language pathology endorsements to their existing licenses. While remaining in their current teaching assignments, participants take upper-division, undergraduate classes, for a period of two and a half years at NSC. Once these courses are completed, participants are eligible to apply for a position in CCSD as a Speech Pathologist. Then, upon completion of a summer internship in speech pathology, participants can add the speech pathology endorsement to their Nevada teaching license and begin working in CCSD as a Speech Pathologist. During the 2007-2008 school year, 23 CCSD teachers participated in this program.

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SCHOOL-COMMUNITY PARTNERSHIP PROGRAM

University of Nevada Las Vegas has adopted 5 Focus Schools.

- Paradise ES
- Peterson ES
- Fyfe ES
- Gragson ES
- Cunningham ES

Rebel Reading Challenge

UNLV Athletics, SuperPawn and Spread the Word Nevada partner to promote reading and literacy to students in grades three through five. For the past three years, close to 15,000 students pack the Thomas and Mack for the Rebel Reading Challenge Kickoff. Student athletes, coaches and dignitaries spread enthusiasm and the importance of reading to all of the students. Since its inception in 2008, the Rebel Reading Challenge has grown from 8 schools with school based kickoff assemblies to 33 schools and a grand kickoff at the Thomas and Mack.

Teacher of the Game

MGM Resorts International, in partnership with UNLV Runnin' Rebels, SSSCU, 8 News NOW recognize CCSD's finest teachers through their Teacher of the Game program. Teachers are nominated in the fall by parents, students, administrators, and colleagues. One teacher is selected to be recognized at each home UNLV basketball game. Each teacher also wins dinner, show tickets, and a night's stay at any MGM property, \$500 to spend on educational supplies, and an autographed basketball from Coach Rice.

CCSD/CSN/UNLV Partnerships

Asian Pacific American Youth Leadership Symposium (APAYLS)

A day-long leadership conference for high school students (9th and 10th grade), and their parents hosted by the UNLV Office of the Vice President for diversity and Inclusion, CCSD (Partnership and Equity & Diversity departments), Bamboo Bridges and ROAR (a UNLV student coalition). CCSD high school counseling departments nominate two students from each school to attend.

Coach's Challenge

UNLV Athletics has partnered with CCSD and Southern Nevada Health Department to offer a 6 month long health and fitness program that includes eating right and exercising. The winning class is visited by a UNLV coach and the Rebel cheerleaders.

Shining Student Project

50 UNLV students paired with 50 Western HS students

A yearlong mentoring/tutoring program that will focus on academics, leadership skills, and career readiness

Stay In School Mentoring Project

UNLV students and faculty were provided information about the opportunity to serve as mentors to middle and high school students who are in need of a positive, adult role model in their lives.

Student Involvement Fair (iFair)

Volunteer opportunities are provided for UNLV students to participate with CCSD students and schools. Staff members and community volunteers meet with interested students to discuss volunteer opportunities.

Rebels Around the Valley

This program highlights the three core areas UNLV focused on last year:

- Youth Reading
- Youth Health and Wellness
- Parental Involvement

UNLV Dental - Twin Lakes ES

This program is in its fourth year at Twin Lakes Elementary School. UNLV works directly with the school nurse to identify and provide students in need with appropriate dental work. They also conduct classroom presentations and demonstrations on what good dental hygiene should look like.