



Education Programs

2013

The following pages include information for the Nevada State Assembly and Senate during the 77th Legislative Session. Each page includes key facts and figures for selected state education programs administered by the Nevada Department of Education.

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The Nevada Department of Education's mission is to elevate student performance by ensuring opportunity, facilitating learning, and promoting excellence.

This mission is accomplished by focusing work on a set of key action levers:

- Standards, curriculum, assessment and accountability,
- Human capital enhancement,
- Responsible competition and choice,
- Managerial integrity and systems excellence

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Career and Technical Education is Working for Nevada

Nevada Department of Education

Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: Strategically align Career and Technical Education (CTE) to career pathways holding the most promise for a bright future for Nevada's students. This will be accomplished through a commitment to an exemplary delivery system that includes: industry standards to drive instruction; standards-based assessments to demonstrate student acquisition of technical skills; and full integration of employability skill standards based on what industry says is needed most.

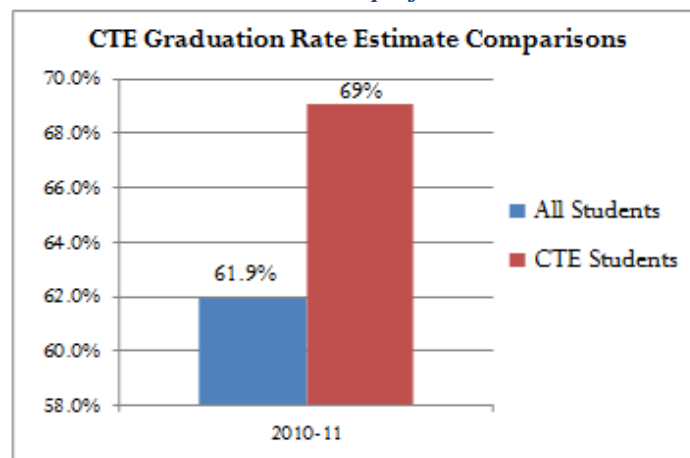
Key Facts:

- Over 49,000 students enroll in CTE courses each year
- CTE is offered in more than 100 schools, including seven academies with exemplary completion rates
- More than 4,000 students in articulated CTE courses earn postsecondary credit while in high school
- Career and technical student organizations (CTSOs) remain an integral component of CTE, with statewide membership reported at 8,932 in 2011-12
- Students who concentrate in CTE: (1) Perform higher than overall state averages on proficiency examinations; (2) graduate at higher rates; (3) drop out of school less; and (4) transition to postsecondary education and training with a focus on the future

Funding Facts:

- Federal funding provides the largest investment in CTE, with \$9 million in revenues, 85 percent of which is distributed in local formula and competitive grants to secondary and postsecondary education meeting requirement of the Carl D. Perkins Career and Technical Education Act
- State funding supports CTE by providing: \$2.1 million in formula funds to maintain and improve programs; \$1.1 in competitive funds for program development and innovation; \$300,000 in state leadership funds for state support of standards and assessment development and CTSOs
- State and federal funding support department operations, which include 14 staff dedicated to CTE program development, teacher training, and program administration.

CTE Students Outperform their Peers



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Close the Achievement Gap with Quality Early Childhood Education

Nevada Department of Education

Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: The Nevada Early Childhood Education Program builds a foundation for school readiness and success in K-12 and beyond. Early childhood education and the Nevada Early Childhood Education Program directly increases high school completions and success in school and later in life.

Key Facts:

- 70 percent of the achievement gap is created before the beginning of second grade and most likely between birth and kindergarten.
- The Nevada Early Childhood Education (ECE) program has over 10 years of longitudinal data demonstrating:
 - 1) Significant learning gains achieved in preschool
 - 2) Gains maintained throughout elementary years
 - 3) Reduction and/or elimination of the achievement gap
 - 4) Increased number of students proficiency in math & reading
- The Nevada Early Childhood Education program serves 1,288 children within 10 school districts and 1 community-based program throughout the state. (32 sites)
- The Early Childhood Education Advisory Council works in partnership with the Department of Health and Human Services to oversee early childhood education and care including incorporation of data into the P-12 data system.
- The Nevada ECE Program was cited by education researchers for high standards and well educated teachers and meeting seven out of ten national benchmarks of quality. Despite this, the state gets very low marks for accessibility to high-quality preschool.
- Nevada ECE Program currently serves approximately 1.6 percent of our current preschool population.

Funding Facts:

- The 2011 Nevada State Legislature passed Assembly Bill 579 that continued funding for the Nevada Early Childhood Education Program and appropriated \$3.3 million for the 2011-12 and 2012-13 fiscal years.
- The Executive Budget recommendation to the Legislature for the 2014-2015 biennium includes an additional \$20 million for full-day kindergarten programs.
- The Executive Budget recommendation to the Legislature for the 2014-2015 biennium includes an additional \$14 million for programs for English language learners, some of which could be focused on strengthening PreKindergarten and/or kindergarten programs for English learners, thereby increasing their direct route to college and career readiness.

Students Who Participated in NV ECE Program Out-perform Other Students

Group	Percent Proficient	Percent Proficient
All Students	READING	MATH
Cohort 1 ECE	58.6%	70.7%
Non-ECE	52.4%	64.1%
English-Speaking Students		
Cohort 1 ECE	69.4%	78.5%
Non-ECE	63.5%	71.6%
Limited-English Proficient		
Cohort 1 ECE	23.6%	46.0%
Non-ECE	16.4%	40.2%

Results from 6th grade CRT

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***Connect the Components of the Nevada Education Performance System to
Improve Student Achievement***
Nevada Department of Education
Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: By providing transparent and actionable data on multiple indicators of student achievement, the Nevada School Performance Framework (NSPF) supports the goals of the State Improvement Plan. The NSPF will inform school performance planning to improve student achievement results in core academic subjects, improve the graduation rate including expanding the advanced diploma rate, ensure college and career readiness when students graduate from high school, and support and expand innovative instructional programs.

Key Facts:

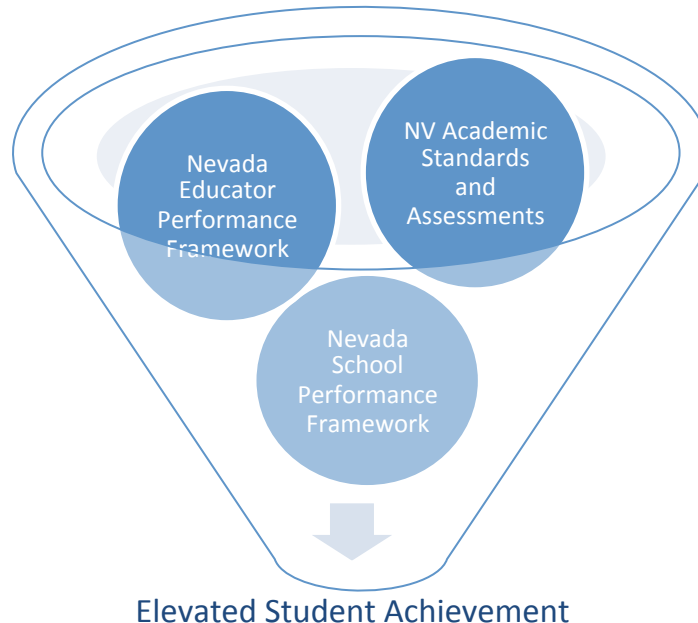
The Nevada School Performance Framework

- Moves accountability beyond Adequate Yearly Progress (AYP).
- Reports on multiple, meaningful indicators, including student growth.
- Assigns schools a point-based rating using a weighted formula
- Enables comparisons across the State to understand and evaluate school performance and to prioritize system support.
- Provides a more complete look at schools' and districts' success in moving students to college and career readiness
- Recognizes and rewards high performance and differentiates resources and supports according to need

Funding Facts:

- Districts now have greater discretion in use of Title 1 funds to align resources to needs of schools.
- Professional development by the Nevada Department of Education will require funding to support growing understanding and effective implementation of the Nevada School Performance Framework.

The Nevada School Performance Framework: A Critical Element in the Nevada Education Performance System



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Educate Nevada out of the Recession, One Adult Student at a Time

Nevada Department of Education

Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: Nevada Adult Education provides a critical second chance for the thousands of students who drop out of school every year. Nevada Adult Education's emphasis on college and career readiness helps adult students improve their basic reading, writing, math and English skills, obtain a secondary credential and make the transition to postsecondary education or training in order to obtain employment and contribute more fully to Nevada's economic recovery.

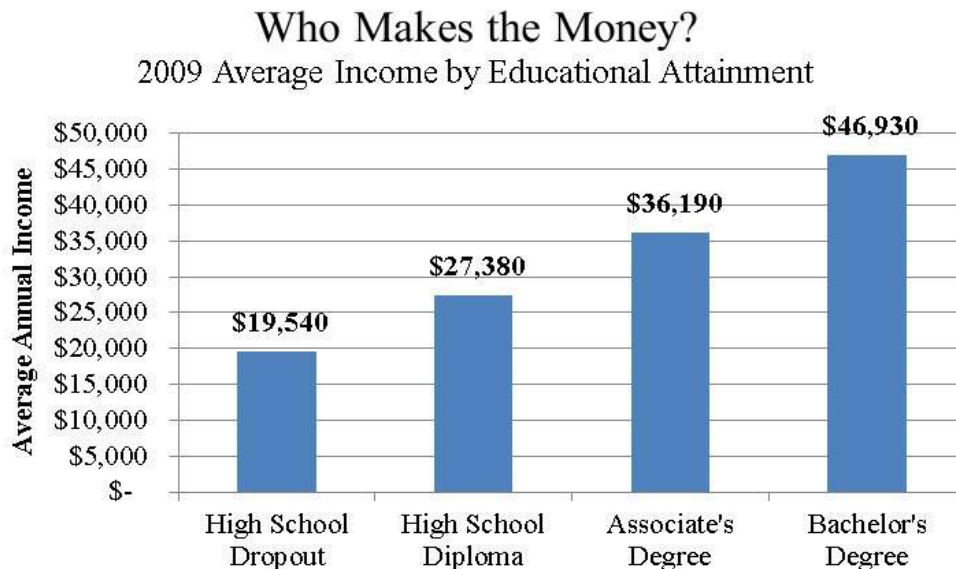
Key Facts:

- Over 29,500 qualifying students were enrolled in state- and federally-funded Adult Education programs in FY11-12
 - 4,286 GEDs were earned in Nevada in FY2011-2012
 - 1,661 Adult Standard Diplomas were granted in FY11-12
 - 24,530 total credits were earned or waived in Adult High School programs in FY11-12
- 62% of adult learners who were pre- and post-tested in federally-funded Adult Basic Education programs *advanced two or more grade level equivalents in one program year* in FY10-11*
- 72% of adult learners in federally-funded Adult Basic Education programs who sought to retain their job or improve their employment were successful in FY10-11*

* Most recent data available

Funding Facts:

- Total allocated state funding for Adult High School programs in FY11-12 was \$17,011,957
 - Average cost per student in Regular Adult High School programs was \$615 in FY11-12
 - Average cost per student in Corrections Adult High School programs was \$1,543 in FY11-12
- Total federal funding for Adult Basic Education programs in FY11-12 was \$5.6 million
 - Average cost per student in federally-funded Adult Basic Education programs was \$647 in FY11-12



Source: U.S. Department of Education, 2011

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Engaging Families to Improve Student Achievement

Nevada Department of Education

Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: Recent research and a national focus emphasize the importance of family engagement practices on student learning and the necessity of capacity building for successful implementation (U.S. Department of Education, December, 2012; Joyce L. Epstein, 2009). With the Teachers and Leaders Council creating evaluations involving family engagement, and with the Nevada School Performance Framework using family engagement in the “Other” category (in addition to federal program requirements for family engagement) the capacity-building work of the Office and Advisory Council on Parental Involvement and Family Engagement is a key factor in Nevada’s focus to improve student achievement. Nevada’s education initiatives cannot move forward without the help of families.

Key Facts:

- In accordance with 2011 legislation, the Office of Family Engagement reviews school district family engagement programs, identifies best practices, develops standards and guidelines for school district family engagement, and collaborates with the Advisory Council to review accountability reports, school improvement plans, and other key education reports and policies.
- The Office of Family Engagement maintains a website that offers former Nevada PIRC (Parent Information Resource Center) resources, national best practices, grant opportunities, and Advisory Council information.
- Teaming with the Advisory Council, the Office of Family Engagement created a family engagement evaluation metric for the Teachers and Leaders Council; facilitated a two-year Advisory Council work plan; launched work on a Nevada Family Engagement Toolkit; and, with the Nevada PTA, planned a biennial Summit—“Connecting the Dots: Nevada’s Fourth Family Engagement in Education Summit” at UNLV, in May, 2012.
- Collaborating with the Nevada Higher Education Systems and Regional Professional Development Programs, the Office of Family Engagement is facilitating the creation of family engagement coursework in teacher education programs initiated by the Commission on Professional Standards in Education.
- The Office of Family Engagement supports Lyon County School District’s piloting of school-level Parent Advisory Councils that will be used as a model for other school districts.
- As part of the Nevada School Performance Framework Committee, the Office of Family Engagement is scaffolding communication with families and stakeholders concerning school accountability.

Funding Facts:

- Although \$13,000 has been allocated to provide support to the Office of Family Engagement and the Advisory Council, family engagement is a low-cost initiative for school districts.

Table 20. Effects of Title I Parent Involvement on Math and Reading Comprehension

NORMAL CURVE EQUIVALENT GAINS IN SKILL AREA	HIGH-PARENT INVOLVEMENT CHILDREN	LOW-PARENT INVOLVEMENT CHILDREN
Total math	18.3	10.6
Math application	12.9	9.3
Total reading	13.3	4.4
Reading comprehension	10.9	4.7

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Shaver and Walls (as cited by Henderson and Mapp, 2002, p. 172) studied the positive impacts of Title I parent involvement on student achievement in math and reading.

***Enhance Human Capital in Schools to
Improve Student Learning through Regionally-Based Professional Development
Nevada Department of Education (NDE)
Ensuring opportunity, facilitating learning, and promoting excellence***

Statement of Priorities: The priority of the state’s three Regional Professional Development Programs (RPDPs) is focused on ensuring that teachers and administrators have the skills, knowledge, and dispositions, including content and pedagogy, to support student mastery of standards, including the Common Core.

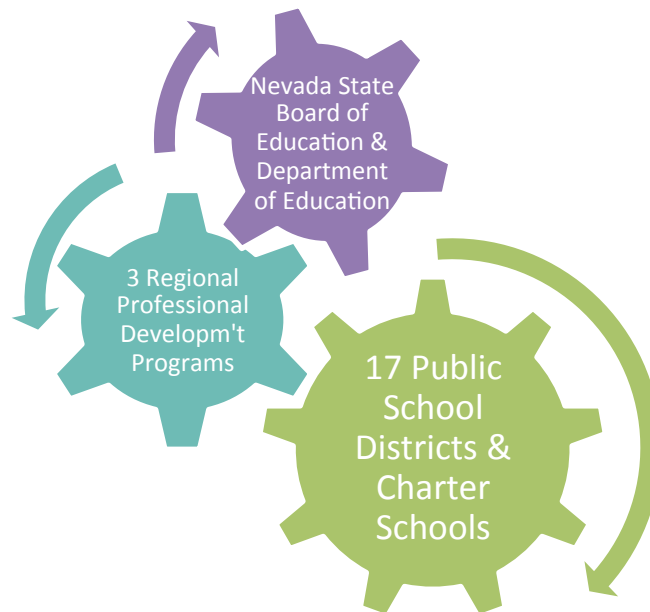
Key Facts:

- Created through legislation in 1999 to support instruction on new state content standards
- Three independently governed regional organizations: Northeastern, Western, Southern
- Proposed changes would bring governance under senior leadership at NDE and State Board of Education
- Future planning to be directed by NDE leadership in cooperation with RPDP directors and district superintendents to focus and increase support for professional development.
- RPDPs to remain flexible and responsive to needs of both rural and urban districts
- Annual RPDP work plans to be developed with input from district superintendents, NDE leadership, and RPDP directors
- RPDP employees will retain current status and will not become state employees

Funding Facts:

- The Governor’s budget recommends transferring the authority for Regional Professional Development Programs to the Department of Education
- Current funding as separate budget item with three school districts (Washoe, Elko, Clark) as fiscal agents
- Future funding to flow through NDE to district fiscal agents

***Working Together to Focus on Teachers’ Skills,
Dispositions and Knowledge to Support Student Mastery***



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Expand the Number of Quality Charter Schools
Nevada Charter School Authority
A quality public school for every Nevada child

Statement of Priorities: As defined in Nevada Revised Statute, the purpose of the SPCSA is to: Authorize high-quality charter schools throughout this State; Provide oversight to the charter schools and ensure schools maintain high standards, preserve autonomy, and protect the public interest; and Serve as a model of best practices.

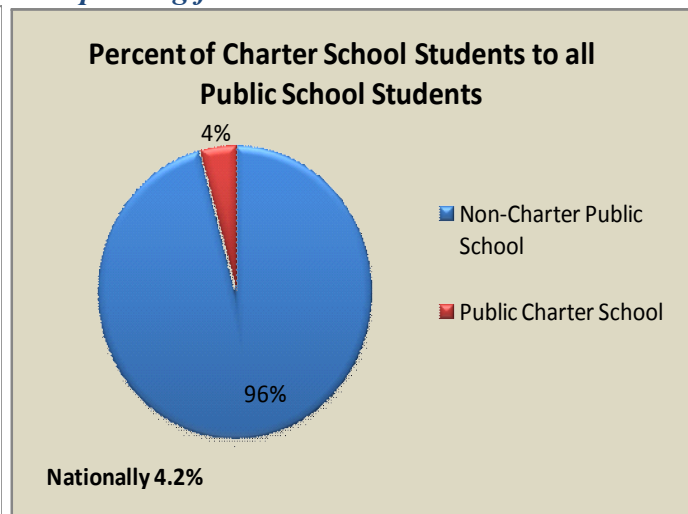
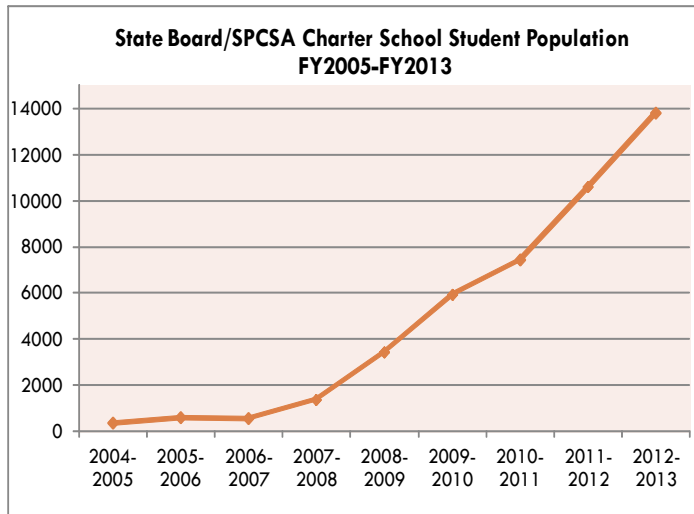
Key Facts:

- The SPCSA employs nine staff, one of whom is funded through federal funds
- In 2012-2013, 13,810 students were enrolled in 16 SPCSA sponsored charter schools
- Five of 14 applicant proposals received for fall 2013 start-up were approved to open charter schools
- All practices of the SPCSA are aligned with the Principles and Standards for Quality Charter School Authorizing as published by the National Association of Charter School Authorizers
- Adequate yearly progress designations for 2011-2012: 23% High Achieving; 41% Adequate; 12% Watch; 23% In Need of Improvement
- SPCSA is deemed a Local Education Agency for purposes of directing a proportionate share of federal funds to charter schools
- SPCSA is a stand-alone agency within this State

Funding Facts:

- The Governor’s budget includes \$750,000 to fund a Charter School Revolving Loan Account to help charter schools with startup costs.
- Approximately \$1 million in federal dollars were made available to SPCSA charter schools
- No impact on general fund, all revenue is based on a 1.5% fee charged to charter school gross revenue
- Charter schools have no access to start-up funds or low cost capital to finance facilities
- 65% of annual budget is dedicated to Quality Charter Authorizing activities and 35% to Technical Assistance and Support activities.

Public School Choices are Expanding for Students



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Help English Language Learners Graduate Ready for College and Career Success

Nevada Department of Education

Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: The Nevada English Language Learner (ELL) Program is dedicated to supporting ELLs in accomplishing content mastery concurrent with Academic English Language Proficiency through meaningful engagement with appropriate instructional processes. The Nevada ELL Program provides guidance for districts to promote student achievement. The state ELL Program also ensures District and State compliance with State ELL and Federal Title III Regulations under Nevada Statutes and federal legislation.

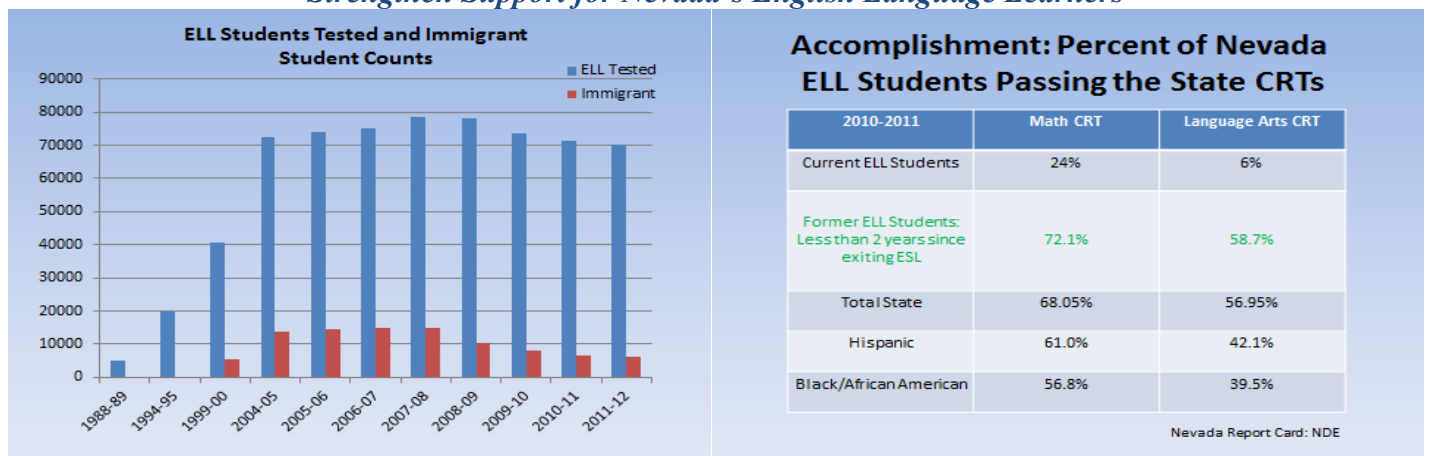
Key Facts:

- Compliance with Title III Regulations under NCLB does not ensure compliance with Office for Civil Rights or U.S. Justice Department requirements for equitable services for ELL students
- 71,254 Nevada students took the 2011-12 English Language Proficiency Assessment (ELPA)
- 89% of Nevada’s ELLs were born in the United States
- High School ELLs: 29% Graduation Rate; 60% are credit deficient; 40% are Long-term ELLs – six years or more in the ELL Program without showing growth for the last two or more years;
- Former ELLs, less than two years since exit, perform comparably to the state average on CRTs
- In 2011-12, Nevada joined the World-Class Instructional Design and Assessment (WIDA) consortium of 31 states and adopted WIDA’s English Language Development Standards and Assessment System.

Funding Facts:

- The Governor’s budget has proposed \$4 million in FY 2014 and \$10,000,000 in FY 2015 for a new English Language Learner Program focused on K-4 grade students. The program will be focused on increasing language acquisition and academic growth and proficiency to promote long-term academic success.
- 2012-13 Federal Title III Grant: \$8,798,885 or \$116.64 per student
- The District cost for the English Language Proficiency Exam is \$23 per ELL student; Title III funds cannot be used for the test
- Federal Title III funds cannot be used to satisfy federal program requirements to serve ELLs
- Federal Title III funds can only be used to “supplement” services to ELLs

Strengthen Support for Nevada’s English Language Learners



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Inform Student Learning from Cradle to Career with a State Longitudinal Data System

Nevada Department of Education (NDE)

Ensuring opportunity, facilitating learning, and promoting excellence

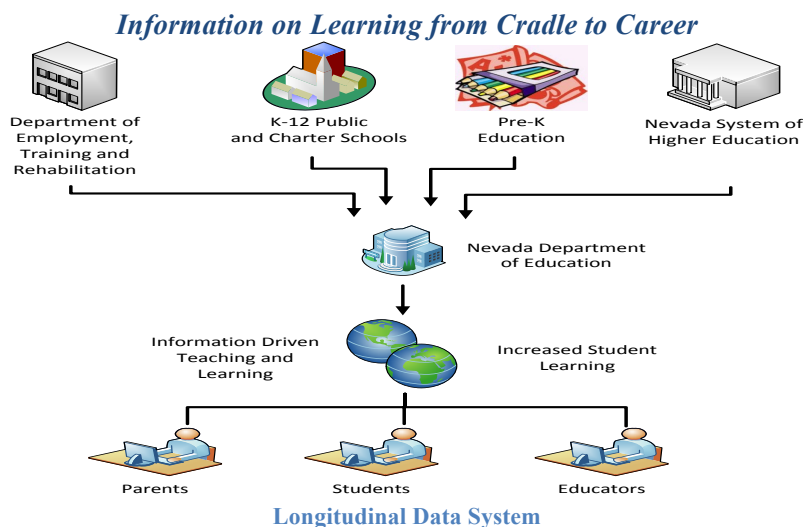
Statement of Priorities: The System of Accountability in Nevada (SAIN) is a developing information database that collects and stores student records in a longitudinal nature. This database allows the Department to reconstruct a student's history at any given point in time to inform his education.

Key Facts:

- The system went operational in 2008 with several years of basic level student enrollment data.
- The system includes several mission critical applications used by the NDE and school districts:
 - An EDEN application for Federal reporting.
 - An application for Count Day student enrollment counts and demographic information.
 - A Teacher Licensure application, the administration of the Gear-Up program, the Nevada Growth Model and the Nevada School Performance Framework (NSPF).
 - In process is the integration of Career and Technical Education (CTE) data on students, course and testing.
 - Future expansion will connect teacher, student and course data to support the Educator Performance Framework.
 - In process is a grant funded project that will connect the K-12 system to data systems at the Nevada System of Higher Education and Department of Employment, Training and Rehabilitation over the next three years.
 - Future integration is planned for data currently collected separately for Title I programs, eliminating legacy applications and streamlining the collection and reporting process.

Funding Facts:

- Nevada received federal grants of \$5 million in 2007 to create a Data Warehouse and \$4 million in 2012 to connect to higher education and the workforce.
- Requests for state funding for FY 2014-15 include:
 - \$380,000 for operation and maintenance of the SAIN system
 - \$413,000 to enhance the current K-12 Unique Student ID system (UID) and develop a teacher UID to link teachers and students together
 - \$288,000 to upgrade system software to current versions, enhance the Nevada Growth Model, develop a system to collect and monitor average daily attendance and develop a research database in Common Education Data Standards format.



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Leading the Way with Next Generation Assessments

Nevada Department of Education

Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: In 2010, Nevada became one of twenty-five states to join the Smarter Balanced Assessment Consortium (SBAC), a state led-consortium. Smarter Balanced is creating next-generation tests aligned to the Common Core Standards in English language arts/literacy and mathematics and will be implemented in the 2014-15 school year.

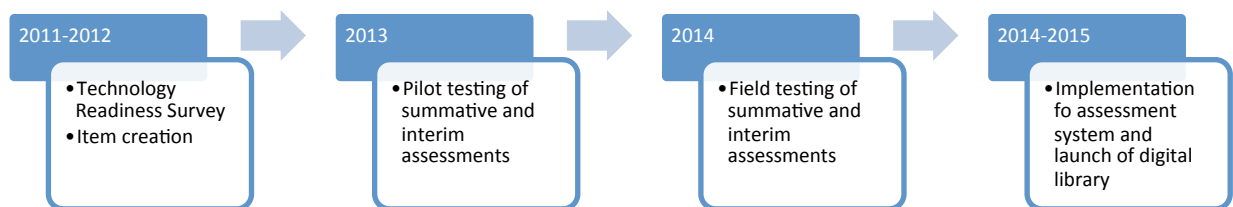
Key Facts:

- A college-and career-ready evaluation based on the Common Core Standards with results that are comparable nationwide and internationally benchmarked.
- Innovative item types go beyond multiple-choice questions to include constructed response and performance tasks that measure critical thinking and problem solving.
- SBAC is a balanced assessment system that includes summative and interim assessments as well as formative tools and processes.
- Nevada is a governing state and currently has members on four of the ten work groups.
- Support for Common Core implementation, including membership for Governing States in the Council of Chief State School Officers' Implementing Common Core state collaborative and a digital library of curriculum resources and instructional best practices for educators.
- The assessment system includes a rigorous computer adaptive summative test for grades 3-8 and 11 that provides accurate student performance and growth information to meet state and federal accountability requirements. In addition, optional computer adaptive interim assessments and formative resources aligned to the Common Core give teachers and principals the tools to help students meet today's college-and career-ready standards.

Funding Facts:

- Just over 48% of the funding is from state resources, with the remaining 52% from federal assessment funding
- Funding requirements for SBAC are undetermined at this time

Leading the Way with Next Generation Assessments



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Measure and Support Teacher and Administrator Effectiveness

Nevada Department of Education

Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: The purpose of the Statewide System of Evaluation and Support for Teachers and School-Level Administrators is to ensure a system of educator effectiveness that yields student learning and growth, graduating students ready for 21st century competition in college and careers.

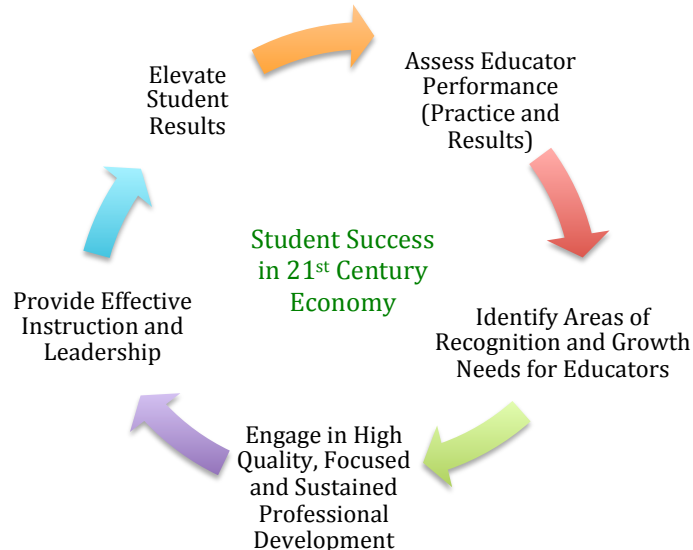
Key Facts:

- AB 222 created the Teachers and Leaders Council (TLC) to provide recommendations to the State Board of Education (SBE) to establish the Statewide System of Educator Evaluation and Support.
- The SBE will adopt the necessary regulations to implement this system by June 2013.
- The NV Educator Performance Framework is defining educator effectiveness and standardizing high leverage performance expectations based on research for what teachers and administrators should know and be able to do. This will serve as the primary mechanism for assessing variations in educator effectiveness in order to improve individual educator practice and inform human capital decisions.
- The new system must evaluate educators using multiple, fair, timely, rigorous and valid methods, which includes evaluations based on student achievement data.
- The TLC has provided a phased-in implementation timeline to create, validate, and deploy the system.

Funding Facts:

- The Governor has recommended \$3.1 million over the biennium for evaluation, professional development and implementation of the Educator Performance Framework
- The State and local school districts will encumber expenses associated with training for educators and evaluators on the system and on the standards incorporated therein, as well as with regard to engagement in data system expansion and validation study efforts.
- There is federal law affecting the proposed regulations inclusive in the State's Elementary and Secondary Education flexibility request.

Enhancing Human Capital to Improve Student Achievement



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Promoting Educational Success for Students with Disabilities

Nevada Department of Education

Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: The special education program within the Office of Educational Opportunity is committed to ensuring that ALL students in Nevada are college and career ready upon exit from the public school system. To accomplish this, the special education program strives to build and improve on collaborative efforts with state partners and education stakeholders statewide. It is our goal to promote educational success for students with disabilities in Nevada through increased academic rigor; use of evidenced-based practices; providing sustained professional development for administrators, teachers, and staff; providing technical assistance in data-based decision making; and building meaningful partnerships with districts, schools, and parents.

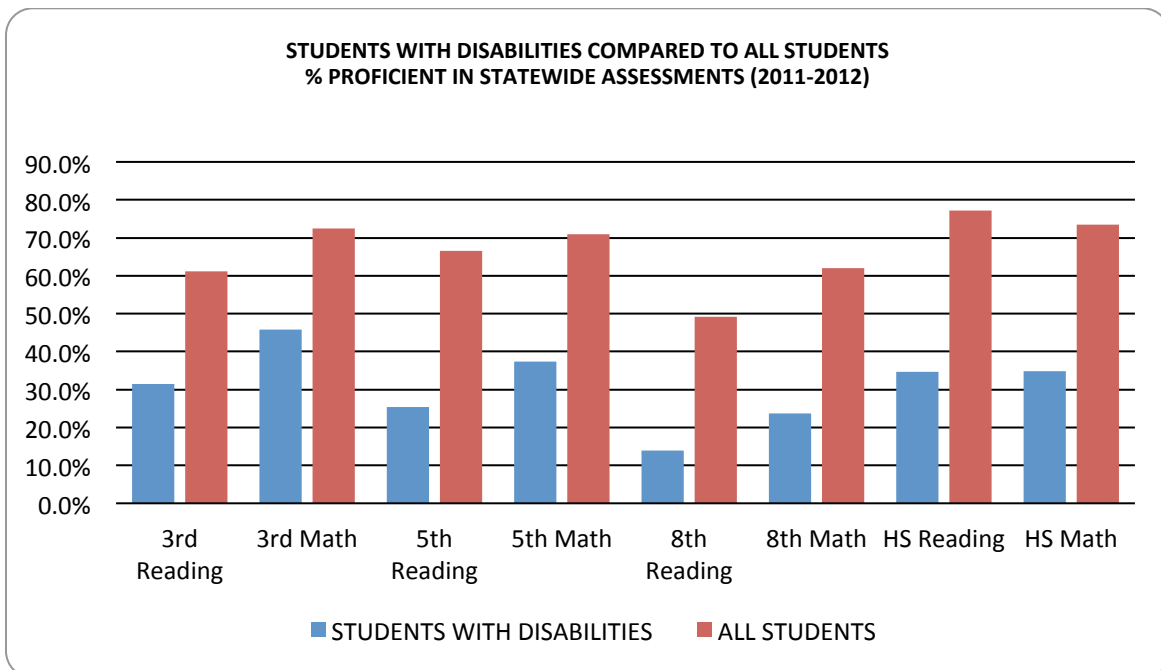
A primary responsibility of this office is to provide oversight of federal and state mandated regulations such as those outlined in the Individuals with Disabilities Education Act (IDEA), the Nevada Administrative Code (NAC), and the Nevada Revised Statutes (NRS).

Key Facts:

- 49,117 students with disabilities are enrolled in Nevada schools (2011 Child Count Data)
- Nevada has a rigorous State Performance Plan (SPP) - A federally required plan that includes 20 mandated indicators as reported via the Annual Performance Report (APR) each February
- Nevada has **met requirements** of the SPP per the USDOE Office of Special Education Programs
- With appropriate supports, the NDE estimates that all students can meet established learning standards

Funding Facts:

- Districts received special education Early Childhood federal funds for 2012/13 in the amount of \$1,622,074
- Districts received special education Part B federal funds for 2012/13 in the amount of \$63,577,588
- Districts receive state funds through special education unit allocations: 2012-2013 3,049 units = \$121,252,632



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Strengthen Academic Standards and Achievement in Nevada's Schools

Nevada Department of Education

Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: All Nevada public schools provide instruction based on Academic Content Standards adopted by the State Board of Education. Student achievement is measured by the Nevada Proficiency Examination Program (NPEP). The assessments included in the NPEP provide reliable and valid measures of student achievement for use by parents, teachers and schools in supporting all students to maximize their academic achievements. The NPEP also provides data that are used in the evaluation of schools, and that will be used for evaluation of teachers and administrators.

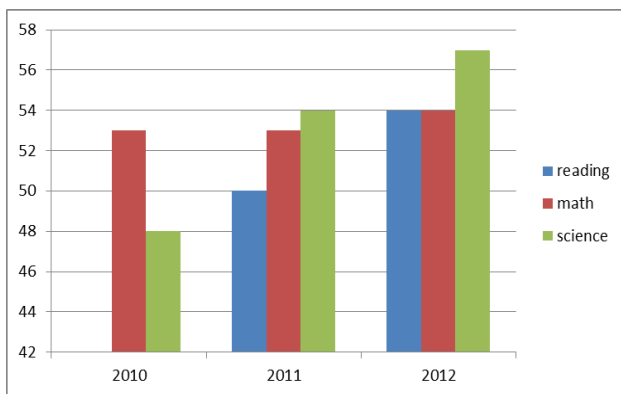
Key Facts:

- Nevada annually tests all students in grades 3-8 in reading and math, and in science at grades 5 and 8
- All NPEP assessments are based on Nevada Academic Content Standards
- The Nevada High School Proficiency Examination included tests in reading, math, science, and writing. Students must pass tests in all four subjects to receive a diploma
- The NPEP also includes assessments for students with significant disabilities, and English language learners
- All NPEP assessments are required by Federal and State statute

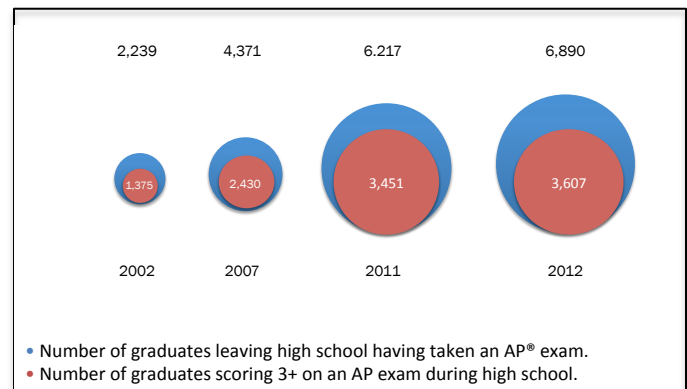
Funding Facts:

- Nevada spends just over \$8,100,000 on the NPEP assessments
- Just over 48% of the funding is from state resources, with the remaining 52% from federal assessment funding
- In addition to state costs, Nevada School Districts spend more than \$1,500,000 annually to support the state and district level assessment programs
- As required by statute, the NPEP assessments are developed, administered, scored, and reported by a nationally recognized testing company: Measured Progress, Inc.

Achievement is Improving



Percent of 10th graders passing on 1st attempt



NV Growth in Advanced Placement Participation and Success

Contact:

Cindy Sharp, Director
Assessment, Program Accountability and Curriculum
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Strengthen Digital Education and Student Access to Classroom Technology
Nevada Department of Education
Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: In November 2012, the Nevada Commission on Educational Technology approved *Digital-Age Education in Nevada: A Plan for 1:1 Computing in Nevada Schools*, a framework for transforming teaching and learning by providing a digital-age education to all students. One-to-one student computing provides students and teachers with 24 hour access to their own personal, portable, technology device connected wirelessly to the Internet. The plan aims to provide Nevada educators with ongoing professional development and the tools essential for all Nevada students to take part in an equitable, technology-rich education that supports an engaging learning environment for all students and promotes the economic development of the state.

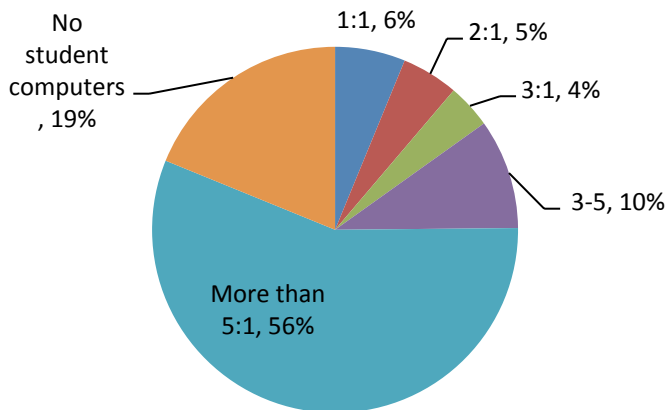
Key Facts:

- Full implementation of the Smarter Balanced Assessment Consortium online assessment will occur in 2014-15.
- 99% of Nevada classrooms have at least one computer for teacher administrative use, and approximately 52% of these computers are more than 3 years old.
- 94% of Nevada teachers who responded to a 2012 survey indicated that attending technology-related professional development was a good use of their time.

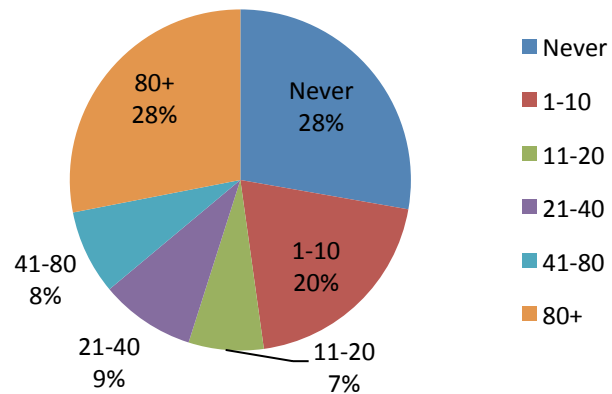
Funding Facts:

- The Nevada Commission on Educational Technology allocated \$3.8 million in grants during the 2011-2013 biennium that funded programs in 16 school districts that reached nearly 450 schools, over 3,400 teachers, and 334,000 students across the state.
- The federal *Title II-D Enhancing Education through Technology* program that supported digital learning initiatives in Nevada was discontinued in 2012.

Strengthen Access to Classroom Technology Resources



Number of Students per Computer During a Typical Class period in 2012



Nevada teacher responses on 2012 survey to "How many days since the beginning of school has a typical student used a computer for instructional purposes?"

Contact:

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 Assessment, Program Accountability, and Curriculum
 775-687-9131

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http://www.doe.nv.gov/NDE_Offices/APAC/Program_Accountability/Educational_Technology_Resources/

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Deputy Superintendent and Staff for the Teachers and Leaders Council	Rorie Fitzpatrick	rfitzpatrick@doe.nv.gov	775-687-9224
Superintendent and Member of the P-16 Advisory Council	Dr. James W. Guthrie	jguthrie@doe.nv.gov	775-400-0553
Director for APAC and Staff for the Common Core Standards Steering Committee and Smarter Balanced State Lead	Cindy Sharp	csharp@doe.nv.gov	775-687-9166

For additional contacts and full staff listing, please visit: http://www.doe.nv.gov/Staff_Listing_NDE/