

**MINUTES OF THE MEETING
OF THE
ASSEMBLY COMMITTEE ON EDUCATION**

**Seventy-Third Session
March 30, 2005**

The Committee on Education was called to order at 3:19 p.m., on Wednesday, March 30, 2005. Chairwoman Bonnie Parnell presided in Room 3142 of the Legislative Building, Carson City, Nevada. [Exhibit A](#) is the Agenda. All exhibits are available and on file at the Research Library of the Legislative Counsel Bureau.

COMMITTEE MEMBERS PRESENT:

Ms. Bonnie Parnell, Chairwoman
Mrs. Debbie Smith, Vice Chairwoman
Mrs. Sharron Angle
Mr. Kelvin Atkinson
Mr. Joe Hardy
Mr. Brooks Holcomb
Mr. William Horne
Mr. Garn Mabey
Mr. Mark Manendo
Mr. Bob McCleary
Mr. Harvey J. Munford

COMMITTEE MEMBERS ABSENT:

None

GUEST LEGISLATORS PRESENT:

None

STAFF MEMBERS PRESENT:

Kristin Roberts, Principal Deputy Legislative Counsel
Carol Stonefield, Committee Policy Analyst
Rachel Pilliod, Committee Manager
Paul Partida, Committee Attaché

OTHERS PRESENT:

Keith W. Rheault, Ph.D., Superintendent of Public Instruction, Department of Education, State of Nevada
Phyllis Dryden, Director, Office of Career, Technical, and Adult Education, Department of Education, State of Nevada
Jim Barbee, Supervisor, Office of Career, Technical, and Adult Education, Department of Education, State of Nevada
Kevin Crowe, Ed.D., Chief of Planning and Evaluation, Department of Human Resources, State of Nevada
Dr. Mary Pierczynski, Superintendent, Carson City School District, Carson City, Nevada
Antoinette Cavanaugh, Superintendent, Elko County School District, Elko, Nevada
Norman L. Dianda, President, Q & D Construction, Reno, Nevada
John Madole, Executive Director, Associated General Contractors of America (AGCA), Nevada Chapter, Reno, Nevada
Mark Sullivan, Assistant Executive Director, Associated General Contractors of America (AGCA), Nevada Chapter, Reno, Nevada
Michael F. Dillon, Jr., Government Affairs Director, Builders Association of Northern Nevada, Reno, Nevada
Alexis Miller, Manager of Government Affairs and Community Relations, Nevada Mining Association, Reno, Nevada
Daniel J. Klaich, Vice Chancellor of Legal Affairs, University and Community College System of Nevada (UCCSN), Reno, Nevada
Joyce Haldeman, Executive Director, Community and Government Relations, Clark County School District (CCSD), Las Vegas, Nevada
Anne K. Loring, Legislative Advocate, representing Washoe County School District (WCSD), Reno, Nevada
Frank Brusa, Legislative Advocate, representing Nevada Association of School Administrators (NASA)
Dorothy Nash Holmes, Correctional Programs Administrator, Department of Corrections, State of Nevada
Barbara Clark, Member-at-Large, Nevada Parent Teacher Association (PTA), Carson City, Nevada
John Wagner, Legislative Advocate, representing The Burke Consortium of Carson City
Ricci Rodriguez-Elkins, Executive Director, Center for Charter School Development, Sparks, Nevada
Casey W. Bieroth, Member, Future Farmers of America (FFA) Association, Carson City, Nevada

Chairwoman Parnell:

[Meeting called to order and roll called.] Our first order of business: I'll open the hearing on A.B. 48, which will be introduced by Assemblyman Brooks Holcomb.

Assembly Bill 48: Requires State Board for Occupational Education to prescribe program of career and technical education. (BDR 34-781)

Assemblyman Brooks Holcomb, Assembly District No. 24, Washoe County:

I will be presenting A.B. 48 to the Committee for their consideration. There will be three parts to my presentation. The first one will be my concerns that have led up to A.B. 48. The second will be going over the bill with you. Third, there will be amendments. I have met with the representatives from Clark County and Washoe County, and we have come up with an agreement where we can amend the bill, and hopefully, it will be acceptable to all concerned.

My first concern is diversification. This is an issue that I campaigned on when I was running for the Assembly. Economic diversification is dependent on a skilled workforce. We need not only an educated work force, but we need a skilled and educated workforce. The *Reno-Sparks Chamber of Commerce* newspaper edition ([Exhibit B](#))—this was the December 15, 2004 edition—contained a poll. The very first question was asked to the business community: what was their biggest challenge facing business? The number one concern for the year 2004 was a qualified workforce.

That is an area that my bill addresses, because career and technical education needs to come up with the skilled workers that are needed out there in the economy. I have a letter here (in [Exhibit B](#)), and I'd like to read the first sentence. It's from Glen Adair, who is a former principal in Carson City and Elko County. He was a counselor, and now he's president of the Nevada Center for Vocational Education and Research in Minden. He wasn't able to make it today.

[Read from [Exhibit B](#).]

My absence from the state prevents me from being in attendance and personally rising in support of your career and technical education bill, A.B. 48. The importance of this bill to the future employment opportunities of our youth and continuing Nevada's vibrant economy cannot be overstated.

He goes on to state strong arguments why this bill is important. The second concern is that Nevada has the highest dropout rate in the nation.

[Assemblyman Holcomb read from [Exhibit B](#).]

Build programs that are relevant to student need and interest, and watch the dropout rate fall. Similarly, watch the importance of more traditional classes rise as vocational students see the relevance of math, English, and the sciences. How often do we hear, “Why do I need to know that stuff?” Build classes that combine the two worlds of school—the traditional academic and the more “hands on” career oriented. I believe you will see a positive change in student attitude and achievement.

I have some graphs here ([Exhibit B](#)); there are six graphs. I would like you to take a look at numbers 4, 5, and 6—it is a demographic graph. This one has to do with dropout rates. It shows African-American, Hispanic, and Caucasian. We’ll look at the first two—African-American.

They have a breakdown for the state, Clark County School District (CCSD), and for those enrolled in Southern Nevada’s Vocational Technical Center (SNVTC):

- Dropout rate for African-Americans:
 - In the state, 7.9 percent
 - In CCSD, 8.4 percent
 - In SNVTC, 0.8 percent
- Dropout rate for Hispanics:
 - In the state, 8.6 percent
 - In CCSD, 9.8 percent
 - In SNVTC, 1.3 percent
- Dropout rate for Caucasians:
 - In the state, 4.7 percent
 - In CCSD, 6.4 percent
 - In SNVTC, 1.8 percent

Graduation, with the same breakdown:

- Graduation rate for African-Americans:
 - In the state, 59.6 percent
 - In CCSD, 59.1 percent
 - In SNVTC, 92.9 percent
- Graduation rate for Hispanics:
 - In the state, 62.8 percent
 - In CCSD, 62.1 percent
 - In SNVTC, 90.1 percent
- Graduation rate for Caucasians:
 - In the state, 80.6 percent
 - In CCSD, 77.5 percent
 - In SNVTC, 84 percent

[Assemblyman Holcomb, continued.] We are talking about NCLB [No Child Left Behind Act of 2001] and the standards that we are going to have to meet, which the government has mandated. We have, on the next graph ([Exhibit B](#)), reading, writing, and mathematics. Science won't likely be available until the session is over.

For reading:

- African-Americans:
 - In the state, 65.9 percent
 - In SNVTC, 90.6 percent
- Hispanics:
 - In the state, 62 percent
 - In SNVTC, 91.1 percent
- Overall:
 - In the state, 77.2 percent
 - In SNVTC, 91 percent

For writing:

- African-Americans:
 - In the state, 75.4 percent
 - In SNVTC, 86.9 percent
- Hispanics:
 - In the state, 72.1 percent
 - In SNVTC, 96.8 percent
- Overall:
 - In the state, 83.4 percent
 - In SNVTC, 92.9 percent

For mathematics:

- African-Americans:
 - In the state, 35.5 percent
 - In SNVTC, 57.8 percent
- Hispanics:
 - In the state, 38.9 percent
 - In SNVTC, 67.3 percent
- Overall:
 - In the state, 57.7 percent
 - In SNVTC, 68.3 percent

I can surmise that the science will show the same. As you might say, "the taste is in the pudding." The third concern is our prisons. We are expending, right now, \$500 million on maintaining prisons. It was announced at the correctional presentation that we are going to be building prisons at the rate of one every two years. Basically, they gave us this handout, which is part of your file ([Exhibit B](#)).

[Assemblyman Holcomb, continued.] They said that the inmate populations have three things in common:

- Eighty-five percent are from Nevada, or they have residency here.
- Literacy rate of an eighth grader.
- No marketable skills.

Carol Stonefield, at my request, did research ([Exhibit C](#)). I asked her, "What are we talking, percentage-wise, of the inmates that lack marketable skills?" She said that more than 80 percent of the inmates in the institutions have no marketable job skills when incarcerated. I invited Jackie Crawford, who is the director of the prisons, to come to the meeting. She wasn't able to, but she did send a letter, which you have in your file ([Exhibit B](#)). I'd like to read the first paragraph; it's an eye-opening letter.

[Read from Jackie Crawford's letter in [Exhibit B](#).]

Nevada Department of Corrections urges you to support A.B. 48. We believe that Assemblyman Holcomb has identified an element of public education that is long overdue in the high school curriculum. Since all students are not college bound, many are better served with career-oriented courses. Our interest in Career and Technical Education programs is to provide academic and job skills training for inmates through existing adult high school programs.

They are providing now, because of the recidivism, marketable skills for the inmates, so that when they get out, they stay out and become employed. The fourth concern is the State of Nevada Division of Mental Health. We are expending approximately \$100 million on mental health clients. We do have a representative from the Division of Mental Health, and he will be speaking this afternoon. They have a chart here that is an eye-opener. He will be providing you with that copy.

We have a chart here that says that 92 percent of the recipients earn less than \$16,000 per year. I asked Mr. Carlos Brandenburg if a number of those recipients were without marketable skills. He said, "Absolutely." I asked him if he would be able to testify. He wasn't able to, but he does have a representative here.

With that, I would like to walk you through A.B. 48. You have a bill summary of A.B. 48 ([Exhibit B](#)). It consists of three parts. One is the Career in Technical Education Advanced Diploma program. The other is accountability, and the third is appropriation. The appropriation will be heard by the Ways and Means

Committee. The ones that I will be dealing with you on are the advanced diploma and the accountability.

[Assemblyman Holcomb, continued.] It is 24 pages. The accountability section is already part of the law, and that is pages 1 to 22. If you look on page 2, Section 1, it says, "The State Board shall prepare an annual report of accountability that includes..." I'm talking about lines 3 and 4; this is already part of the law. Then you turn to page 5, lines 33 down to 37. They are required to include "the number and percentage of pupils who received..." Number one is a standard high school diploma, and what is added here is "a Career and Technical Education Advancement Diploma."

Then on page 7, you have similar requirements. It is Section 2, lines 22, 23, and 24. It says, "The board of trustees of each school district shall, on or before August 15 of each year, prepare an annual report..." That is already law. Then, you skip over to page 11. Line 26 includes "a Career and Technical Education Advanced Diploma."

Where we really get to the heart of the bill, there are three sections. On page 13, line 37, Section 7, they have changed the date of reporting from April 1 to August 15. If you turn to page 15, this is the Advanced Diploma program. It starts with Section 1: "1. The State Board for Occupational Education shall adopt regulations that prescribe a program of career and technical education for pupils enrolled in grades 9 to 12, inclusive."

It basically gives the requirements that are listed on here. The one that really stands out is that the student has to maintain a 3.0 cumulative grade point average (GPA). It's an Advanced Career Diploma. The reason for this is that it will require the student's application, and we've already seen by the graphs that the students in the program do apply themselves. It will instill a sense of pride. Career and technical education has always been kind of putdown: "It's college prep first, and if you can't make it in college prep, you can always opt out into career and technical education." That mindset really needs to change.

It opens economic and educational opportunities. Under my program, the student has three options. I have businessmen here with me today that will be commenting on the bill. Basically, they are looking for skilled workers. When a student graduates from high school, he will have a job waiting for him. If he decides to go on to the community college to get additional skills, that will be available for him. If he takes the right courses, he can transfer right into the university. All he needs to get into the program is the parents' approval and the counselor's approval. If he drops below 3.0 GPA, then he would be awarded a standard diploma.

[Assemblyman Holcomb, continued.] On page 15, in concession with Clark and Washoe Counties, I've made a couple of amendments. The first amendment would be Section 4 on page 15, subsection 2(b). I have deleted "submit to the board of trustees of the school district in which the pupil is enrolled or the governing body of the charter school in which the pupil is enrolled, written..." What we are going to have is, "obtain approval for the pupil to participate in the program from the: (1) Pupil's parent or legal guardian..."

Drop down to subparagraph 3: "A pupil who successfully completes the program may be awarded a diploma designated as a Career and Technical Education Advanced Diploma." Clark County said they would prefer "may" rather than "must" because they have five diplomas already. They have an honors diploma and an advanced diploma, and they may not choose to do another. For their coming aboard, we are amenable to that change.

The last change on Section 4, subsection 4(a) would read: "Satisfactorily complete at least 6 credits in a sequence or combination of sequences of courses..." We have eliminated "the" and put an "a" in place of that and put "or combination of" at the request of both Washoe and Clark Counties.

Turn to page 17; this was a bone of contention. It was law already. The only change that was made was on Section 8; it says, in subsection 1: "Except as otherwise provided in subsection 2, the board of trustees of each school district..." Before, it was "in a county whose population is 100,000 or more shall..." We've agreed to put "may establish and maintain, in accordance..." Again, it is a compromise to have Clark and Washoe Counties to support this bill.

Chairwoman Parnell:

On the proposed amendments, on the sheet I have, the one that you referred to on page 17 is not shown. Do you intend for it to be?

Assemblyman Holcomb:

This is something we, at the last minute, compromised to.

Chairwoman Parnell:

We can just pencil that in?

Assemblyman Holcomb:

Yes, please. Just scratch out "shall" and put "may," and that would be the compromise. Also, in subsection 2, it says: "The board of trustees of a school district may submit to the Executive Office of the State Board of Occupational Education a request for a waiver from the requirements of subsection 1." They

can request and be granted a waiver from that requirement. It's not inflexible. Basically, in Section 7, it says the money for Occupational Career and Technical Education must be provided for and raised in the manner verified. That deals with the money that is to go for Section 4, which is the advanced diploma. In other words, it has to be funded.

[Assemblyman Holcomb, continued.] Then lastly—this is insignificant—Section 14, which has to do with HSPE [High School Proficiency Examination], states: "if the pupil fails the examination, he is not eligible to receive a standard high school diploma," and then we added, "or a Career and Technical Education Advanced Diploma." We are asking for funding, but that will be taken up by the Ways and Means Committee for funding. The funding is \$6 million per year, or \$12 million per biennium. In your packet ([Exhibit B](#)), you have a breakdown for the various areas of the program. Each of you has a program.

This [holds up the program sheet from [Exhibit B](#)] is Career and Technical Education. This is the program that they use throughout the state, and these are the various areas. It's a wonderful program, and they break it down for each one of those different areas, how the money would go towards those counties, and the amount for each particular program. That is basically it. At this point, I'd like to thank Phyllis Dryden and Keith Rheault, because they were the ones that really were extremely helpful in drafting this bill, and they have been my main support on this bill.

Assemblywoman Smith:

I was going back to the reporting, and maybe Dr. Rheault or Phyllis Dryden could answer why the date is changing. Is that something we are doing across the board?

Assemblyman Holcomb:

They will be up here next.

Chairwoman Parnell:

Before you go, I'd like to compliment you on all of the work that you have put into this bill. I've been there at your side all the way through, and it has been a pleasure working with you on this. I compliment you on your passion and for all of the hours and organization that you put into your presentation.

Assemblyman Holcomb:

I'd like to thank you, because you really have been there for this program, and I can't thank you enough. I have five bills pending, and to me, this is, without question, the most important bill that I have before the Legislature.

Keith W. Rheault, Ph.D., Superintendent of Public Instruction, Department of Education, State of Nevada:

I'm here to fully support A.B. 48. As superintendent, I try to keep myself on an even keel and not be too biased on certain programs, although in this case, I find myself being a little biased. I was a student who tolerated academic subjects so I could go to my vocational classes. I was a former state FFA [Future Farmers of America] officer. I taught vocational or career educational classes at two different schools. I was hired by the State to be an agriculture consultant. I served as director of occupational education and have all three degrees in career and technical. I'm a little bit biased, but please tolerate that.

I do want to say that I have seen first-hand the benefits that you can get from career and technical. It keeps students in schools, and it gives them high-paying jobs when they leave. We've spent countless hundreds of hours the last three years trying to match the academic standards. We've been developing career and technical standards in all the areas. We wanted to speak the same language that is being discussed around the country, and that is high-quality standards. We are not just talking rope weaving and croquet bending. These are high-quality standards that, if followed, will produce a student that can be hired out in the job market. We spend hundreds of hours doing that. We've tied them and aligned them to the academic skills in English, math, and science they will pick up as a result of the class.

Those are things that Phyllis can comment in more detail on. I did have the one concern that was addressed. We agree with all the amendments. The one concern on Section 8, which had to do with changing the "may provide a program" to "shall," my comments were going to be that it really was a moot point. When you look at even the smallest districts, like Eureka and Lander County, they all already provided at least two program areas. The law said, "shall provide a program," so I think either way, if you go back to "may," they are still going to be there. It's not going to change what is currently being offered.

We also support the amendments. When we look at the big picture, we know NCLB is putting pressure on the academic areas, because if you don't score well in English and math, you get on the AYP [Adequate Yearly Progress] list. What happens is that we might hit the target with the achievement levels in English and math, but I think we are missing the bull's-eye if we don't look at funding this bill, because what the students need and want for the elective courses won't be there. I think this bill helps address that.

**Phyllis Dryden, Director, Office of Career, Technical, and Adult Education,
Department of Education, State of Nevada:**

I would like to say that I enthusiastically support this bill. I come from teaching high school English and also the Career and Technical Education (CTE) world. I've been in both worlds and work with the students and find that in CTE, there is an application. The students learn their academics in the classroom and then they apply them within the CTE, so there is a reason to come to school. No wonder those proficiency scores are high. They learn the theory in the classroom, and then they go into the application arena and they apply it. They get both hits. It's just common sense that it works.

I also want to say that I think this bill will provide the recognition and support that CTE has earned and, more importantly, the recognition to the Nevada CTE students. Those students need this recognition, and they deserve it. They work very hard. I would like to go into the program areas very briefly ([Exhibit D](#)), just to say what CTE is. It is six program areas. Don't let that be deceiving; those are very broad areas:

- Agriculture and natural resource education
- Business and marketing education
- Family and consumer sciences
- Health occupations
- Information technology education
- Trade, industrial, and technical education

This is based on 16 national clusters. We have 16 national clusters that branch down to these six areas. These are not courses. For example, agriculture doesn't mean you are going to be teaching how to plant seeds. It goes into biotechnology and biochemistry, so what we try to do is get a handle on it and narrow it down to six programs. This bill is for secondary, but Career and Technical Education serves both secondary and post-secondary. One of the best programs in CTE is that articulation between secondary and post-secondary. About 46 percent of our high school students take CTE classes, and they can graduate with up to 15 college credits by taking a class that is articulated with the high school CTE course and the community college.

This is one of the best supporters of NCLB, because we had that transition between secondary and post-secondary in place. It is a beautiful program. It is low cost to the students and parents, too; \$10 for an application fee, and your daughter or son can graduate from high school with 15 college credits in their pocket. That helps that transition. It allows those students who wouldn't even think about going to college to say, "I'm in college already." There was a question from Assemblywoman Smith about the change in dates.

Keith Rheault:

I'll respond to the August 15, and Kristin [Roberts] could probably tell you better than I, but I think that August 15 date on page 13 was just a change that didn't get corrected during the last legislative session. This is tied to the accountability reports from schools. I think maybe it was an oversight or didn't get corrected last time, so it's getting corrected now.

**Jim Barbee, Supervisor, Office of Career, Technical, and Adult Education,
Department of Education, State of Nevada:**

I would like to shadow Dr. Rheault's statements, although I was a student in CTE at Douglas High School, and Dr. Rheault was my state FFA advisor. I can give a definite boost of support from the Nevada angle. With that, I'm going to briefly talk about the accountability portion of the bill itself. Specifically, it refers to quality criteria. The quality criteria that we are referring to is the CTE Skills for Employment and Lifelong Learning Initiative, which was passed in January 2004 by the State Board of Education. Specifically, this gives a broad state plan or vision for CTE across the state of Nevada. It is also cross-walked with NCLB. It specifically addressed 10 areas of quality criteria in all CTE programs.

It's at the bottom of the summary (in [Exhibit B](#)). It specifically addresses:

- Standards and instruction in CTE, and also that our programs are supporting the academic standards.
- Leadership and citizenship, referring to our career student organizations that are involved in our programs.
- Practical application of skill.
- Qualified and competent teaching personnel and staff.
- Facilities, equipment, and materials adequate enough to teach at the high level that is required by the industry.
- Community, business, and industry involvement: that is an important link; I believe that you have another bill that refers to that. Supporting our CTE programs and that our businesses are linked to those programs.
- Career guidance: that the guidance programs are aware of what we're doing; they are integral in helping students identify and see what it is that our programs have to offer.
- Program promotion and marketing in the community: that they are all aware of what the programs have to offer—specifically, in the communities.
- Accountability and planning, which specifically addresses the accountability, or this piece.
- Student-teacher ratios: that those ratios are to a certain level—specifically, in a lot of our shops—and those areas that are safe.

Chairwoman Parnell:

Are there any questions for any of the three? I don't see any. At this time, I would like to let everyone know that for the last year, prior to running again for office, I did serve as a tech prep coordinator, working for Truckee Meadows Community College and Washoe County School District. I had the pleasure of going in and telling the students that if they were taking those classes and getting a B or better, they were, in fact, getting the free credit. It was a wonderful experience to see the faces of some of those kids light up. Students, who probably had never even given college a thought, all of a sudden had six or nine college credits. It was a great feeling.

Kevin Crowe, Ed.D., Chief of Planning and Evaluation, Department of Human Resources, State of Nevada:

I've been asked to provide information relating to the impact of CTE on an individual who may have a mental illness later in life. I have prepared a packet of materials ([Exhibit E](#)), which provides us evidence that these types of programs do have a very positive impact with individuals who may have a mental illness later in life. The packet that you have there looks at differential passing rates for the IEPs [Individualized Education Programs]. Those individuals passed in the career and technical programs at a much higher rate than in the general school population.

Those individuals are also likely to develop needs through our division later in life, as adults. I might also mention that your packet includes information about national studies that have been done, which attest to the effectiveness of these types of programs, with the resolution of mental problems in adults, such as emotional difficulties, employment, loss of jobs, and other mental illnesses that may cause them to become unemployable.

A second consideration for you is that our programs concentrate on providing something called "evidence-based practices," clinical programs. There are seven or eight of those. We are also very proud to focus on preparing individuals with mental illness to succeed in the workplace. Those are supportive employment and psycho-social rehabilitation. Those two programs make strong use of individuals who come through programs in the public schools that have emphasized CTE.

I would like to close this brief presentation by indicating to the Committee that we do have evidence that these programs may, in fact, make a very positive impact on individuals who both receive services through our division and suffer from mental illnesses that don't warrant treatment from our programs, later in life.

Dr. Mary Pierczynski, Superintendent, Carson City School District, Carson City, Nevada:

The Carson City School District, in light of the amendments that have been presented, is in support of A.B. 48. We have a lot of students who are involved in CTE courses in our school. We are concerned about the continuing funding of them, especially in light of Carl Perkins [Carl D. Perkins Vocational and Applied Technology Act of 1984] money and the possibility of that disappearing. We know we have it in fiscal year 2006; we don't know about 2007 yet. I am very pleased to see that there is money attached to this. We would ask that, if this bill is pushed forward, our boards of trustees have some flexibilities in the areas in which they would spend those monies.

Chairwoman Parnell:

I would let the Committee members know something about Carson High School's culinary program, which is probably one of the finest culinary arts programs in the country.

Antoinette Cavanaugh, Superintendent, Elko County School District, Elko, Nevada:

In light of the amendments made to A.B. 48, Elko County School District is in support of this bill. It is critical to our programs in Elko County to maintain a high level of course offerings to our students. Currently, in review of our course offerings in vocational and CTE areas, we offer 173 courses ([Exhibit F](#)) throughout our district. They cover five of the six areas that you see on your sheet ([Exhibit D](#)). The one area that we do not offer any courses in is the health careers area. The reason for that is that we currently do not have enough programmatic development to sustain this type of a development, in the vocational areas.

I think if you look into the future, and even if you look at our availability now for people in the health career fields, we are falling severely short. I reviewed this particular document, which was published in 2003, on occupational outlooks ([Exhibit G](#)). There is information in there about the health fields and other areas. When you look at those career fields, more and more, technology is becoming a part of every arena in CTE. I think this bill is critical to the future of Nevada's children, as it will create opportunities for students across the state to not only enter or transition into college, but also to explore opportunities.

In high school, I endeavored to be a legal secretary, and somewhere, I got transferred into English, became an English teacher for a number of years, and then went into administration. It's a little disconcerting when I can't find people to read my shorthand or to transcribe my thoughts into writing. It's imperative to the operations of what we do in America, not only in business and office

management, but in areas of electrical services, civil engineering, and all areas upon which all of our society is based. With that, I think part of this bill is to support the framework upon which Nevada's society is based. I commend you for presenting this bill, and Elko County is looking forward to you supporting and pushing this bill forward.

Chairwoman Parnell:

I agree that the health occupations area is really one that, when I was going around to the high schools, the students really want to see more of at that level. We have some at Truckee Meadows and some of the other community colleges. Those high school students are really ready now to start delving into some of those health occupations. It's an exciting area of CTE.

Antoinette Cavanaugh:

If I might expound on that a little bit. As we know, sciences are critical to the health profession, and when kids can apply their science and math skills, it becomes relevant, as stated earlier. We are in the process, and we have established a partnership with the OIE [Office of Indian Education] community health facility to offer some opportunities for our students, but we lack the funding available to really go forward and make that a strong program. We are looking forward to this bill—or a form of this bill—passing, so that we can move forward and make sure that Nevada has a strong work force.

Norman L. Dianda, President, Q & D Construction, Reno, Nevada:

I'd like to congratulate Mr. Holcomb on the effort he has put in to getting a bill that I have been a proponent of for many years. I have said for many years that not every student is a college bound student. This is a time to address it. I'm probably one of the largest employers in the construction industry today, as far as self-performed work. I have a very diverse group of craftsmen. In my business, I hire operating engineers, laborers, carpenters, cement finishers, project administrators, project managers, superintendents for all of our trades, and office staff for support of all of those. I also employ mechanics that help support my construction business, welders, and body and paint people. I also have an in-house cabinet and mill shop, where I have cabinetmakers, detailers, and machinists.

I want to tell you a story, because I think it is an opportune time to get something out. I started out with a partner, with him and myself doing the work. At the peak of last summer, I employed 931 people. I was never a college-bound student, and I knew it. I loved to build, no matter what it was. The first thing I did when I went to high school was get involved in woodshop, mechanics, machine shop, welding, and drafting. When I was a junior in high school, I went into the trade and learned the trade as a cabinetmaker. After I

finished my apprenticeship as a cabinetmaker, I went out in the field and learned the trade as a carpenter out in the field.

[Norman Dianda, continued.] I started my own business in 1964 and grew it to what it is today. We will probably rank in the top 200 in the nation this year. I think there are so many opportunities for kids in high school, if counselors, teachers, and their principals will bring forward the opportunities that are there. I don't think the opportunities are being brought forward. I've had discussion recently with Truckee Meadows Community College, and trying to tie in to get qualified construction workers in our field of work, we are having a major problem. We cannot find them; we will end up turning work away this year, because we cannot find a qualified workforce.

On top of that, I told Truckee Meadows that I would fund, and go out and get other contractors to fund, two-year scholarships after these students graduate from high school, so they say they've got a degree after high school. To me, that is something important. Our children today are not failures if they don't go to college. What is being portrayed out there today? If you don't go to college, you are a failure. I don't believe that. I believe there are more opportunities in the programs that you are setting forth in here than anything else out there.

I can tell you one thing: probably the lowest starting pay that we have in our organization is probably about \$32,000 per year, and there are people that work for me today that are making \$160,000 to \$175,000 per year. A mechanic working some overtime will make \$95,000 per year. I'm totally in support of this program, and I encourage you not to let it fail. We have to get this program in place, because the workforce that we have in place today are all getting older like me. We are faced with the fact that we don't have people to fill those work spots anymore. Mr. Holcomb, again, thank you for your proposal, and I encourage you all to get behind this thing and don't let it fail.

John Madole, Executive Director, Associated General Contractors of America (AGCA), Nevada Chapter, Reno, Nevada:

Mr. Dianda pretty much stated our position, so I won't belabor that. I might just say that the jobs are there. We need this education so that we can train those people. I might just say, as a parent, I raised four sons in this school district, and they were not going to Mensa meetings and things. Two of them didn't find out whether they were going to graduate until the graduation. When I look at this program, all kidding aside, two of my sons should have been in a program like this. One of them got into some of this type of thing at Reno High; that was probably the happiest moment of his life. It has taken him forward. We also support this and urge you to pass this bill.

Chairwoman Parnell:

I've had the pleasure of visiting the Ace Charter School and seeing the tech prep presentation that happened at Ace, and I'm thinking about your scholarships for the Ace students. Could you share with the members, briefly, what the students do at Ace?

John Madole:

Actually, Mark Sullivan is better qualified than I am for that. I'll defer to him.

Mark Sullivan, Assistant Executive Director, Associated General Contractors of America (AGCA), Nevada Chapter, Reno, Nevada:

I think it is very important that we train people for the business and industry that is available here in northern Nevada and the state as a whole. I think that we are often looking at training people for careers that aren't necessarily available here. I think that has to be a focus. I think we pushed a lot for academics. You always hear the argument for academics. I don't think that is the argument. People put CTE up against academics. CTE is academics. That is what it is about. The difference is that the one you teach in the classroom, a lot of the times, is theory, and the applied is in a shop class. Both of those are key elements.

Dr. Hardy, when they said doctors, a very important part of your training is applied academics, right? Your residency is a long portion of your training. We think that it's very important that we're training people and giving them the skills that they would be able to use in our industry in northern Nevada, southern Nevada, or throughout the state. I think this bill will open the door for students and make them eligible for jobs and post-secondary education. Certainly, you've heard Mr. Dianda say that the supply of skilled, educated workers is outstripped by the demand. We think this bill may help solve some of that problem.

Ace is a construction engineering high school. It's in its third year now, and I think the numbers you heard from Assemblyman Holcomb are very true with the students there. You also heard Mr. Dianda say that kids were failing, falling to the wayside, and they are not into going to these classes where all the teachers do is talk about theory. Those kids have an outlet now, where they can go to this school, and they teach the theory, but it's all applied. The kids will go out on the job site; they'll construct a house every year. Every year, they build a new house, so every kid gets to participate in all facets of the construction: the dirt work, concrete, framing, electrical, and all of that.

That is what those kids come to school for. They are actually grasping this stuff. When they are talking about math, which may be the same day that they

are rolling trusses on the job site, they are talking about geometry, why they have braces, why this displaces load, why you have steeper roofs in Tahoe, and those types of things. The school has been a wonderful outlet for a lot of kids that otherwise would have fallen off to the wayside of education, and it's creating a wonderful opportunity for students in northern Nevada. I don't know if you had specific questions about it.

Chairwoman Parnell:

That is great, I think everybody just needed to know that this was in Sparks and alive and well. When I was there, I think there was only one girl participating. Hopefully, the numbers of those young girls get into the trades as well. I thought it was wonderful. I enjoyed being there and seeing what the kids were learning. They were going out in the afternoon, actually building homes, and learning how to be project managers; I thought was fascinating. I congratulate you for all of the work you've put into starting that charter school.

Assemblyman Holcomb:

I also want to comment about Ace Charter School, because I had an opportunity to visit it. I also visited your construction site. I have an insurance claims business, and I've been to many construction sites. That was one of the finest construction operations that I've seen. When I left there, I was a little envious. I have a college degree and a law degree, but I was envious that I didn't have some of those skills. I can say that I was immensely impressed with what I saw at Ace Charter School.

Norman Dianda:

I'd like to stress one thing that everybody should hear. We still need people that have good writing skills, computer skills, math skills, and have a sense of business English, because to me, those are the people that are going to shine. I don't think we are taking anything away from a student when they go to a careers program, because those are all things they are going to learn, and they can carry those wherever they go in their life with whatever they do.

Assemblywoman Smith:

I think that is one of the strong points of this bill, talking about the academic standards and the HSPE. I think, sometimes, there is a sense out there that we're going to dump something down for the CTE students, and it's really just the opposite. There's an opportunity for them to meet the academic standards and more. Then, because of the application process, in applying those standards it becomes even more valuable. I think that is a very important point of the bill. We are really elevating everyone.

Chairwoman Parnell:

I would echo that, and I'd also say that it's important to remember, no matter what programs you are in—as far as extracurricular activities in high school—you are still bound by the core subjects that all high school students have to be taking. That is just important for all of us to keep in mind.

Michael F. Dillon, Jr., Government Affairs Director, Builders Association of Northern Nevada, Reno, Nevada:

I want to preface my statement by saying that I'm a former teacher at McQueen High School. The only reason I say that is that I have been in a classroom, and I've seen what great students we have. I want to reiterate some of the points that were just made. I'm not going to go into them in-depth. I think this bill is important, not only to education, but it's important to our industry. A lot of parents want their kids to go to college, but there are probably somewhere in the neighborhood of 80 percent of kids who don't graduate from college. What do we do with those kids? Let's give these kids some other opportunities for success, whatever those opportunities may be.

They can be in various things—not always in the building industry—but this is a great opportunity to provide one more opportunity there. The qualified workforce—there are so many jobs that kids can come right out of high school and get paid much more than a graduate from college. One other thing that was mentioned: Paul Dugan, who's the recently appointed superintendent for Washoe County School District, has actually said that this is one of his primary goals. He thinks that we need one of these schools and that we are doing a disservice to our students in Washoe County.

Alexis Miller, Manager of Government Affairs and Community Relations, Nevada Mining Association, Reno, Nevada:

We are here in support of this bill. One of the biggest challenges we are facing right now is a shortage of skilled workers out at the mine sites. This is an opportunity to cultivate some workers and introduce them to our industry as well. I think this is something that is absolutely worthwhile.

Daniel J. Klaich, Vice Chancellor of Legal Affairs, University and Community College System of Nevada (UCCSN), Reno, Nevada:

Although this is primarily a school district bill, we are enthusiastically in support of this, and at the UCCSN, we recognize CTE as a critical part of our mission to the state of Nevada and the people of the state of Nevada. When I was on the Board of Regents, then-president of TMCC [Truckee Meadows Community College], John Gwaltney, currently a member of the State Board of Education, looked at me and told me that I would never be an effective representative for higher education in this state until I was just as excited about a welding class as

I was about a Ph.D. in physics. I hope we are coming to that point in the UCCSN, where we see that these technical career paths are so critical for so many people in our state. We hope that we can be a partner with this bill; we applaud Assemblyman Holcomb for his leadership here. We pledge to this Committee and the state any efforts that we can to be a part of helping Nevada in this technical and career area.

Assemblyman Manendo:

That made me think of something. I work at the Community College of Southern Nevada (CCSN), and for the listening public to know, we have a waiting list every semester of about 400 students to get into the auto tech program. That is a shame, because we hear about how prosperous that students can be after even a year of schooling, to go out and make \$50,000 to \$60,000 per year. That we have to turn away 400 students every semester breaks my heart. I know that there is a bill out there to build a building at CCSN at the Cheyenne campus. I'm wondering if that is something that maybe the sponsor of that bill and the sponsor of this bill could work on, because I can envision that if that building is built, they could use that in partnership with the school district on that campus. I wonder if that is something that they can do, and that way we are taking two bites at one apple.

Daniel Klaich:

I know this particular program is near and dear both to you and to Mr. McCleary. I almost mentioned it in my remarks, because we've spoken about this before and the pent-up need for this particular area of technical and career workforce in Clark County and throughout the state. It, simply, is just an example of why this is not college. College is not Ph.Ds, English, and these other degrees. It is exactly the type of programs that Mr. Manendo is referring to and that this bill talks to so eloquently. We hope to be a significant part of this and form partnerships with school districts throughout the state to do the kind of seamless learning that I think you were talking to, Mr. Manendo. We appreciate the support.

**Joyce Haldeman, Executive Director, Community and Government Relations,
Clark County School District (CCSD), Las Vegas, Nevada:**

I need to take a minute to thank Mr. Holcomb for his willingness to work with the districts and his graciousness as we reached a compromise. We appreciate that very much. I'd like to point out that career and technical programs are so important that it is a part of iNVEST [Investing in Nevada's Education, Students, and Teachers], representing those 17 superintendents who put together the iNVEST Program. That is one of the attachments in the dollar amount that is in iNVEST; it is \$12 million, which was mirrored by Mr. Holcomb in his request for funding. The superintendents are very supportive of this program.

[Joyce Haldeman, continued.] Speaking on behalf of Clark County, I will tell you that in Clark County, CTEs are extremely important to us. In fact, our schools that offer them—we have some that offer programs in schools that are dedicated completely to current CTE programs—are so successful, and the waiting lists are so long to get into these programs, that we currently have three CTE high schools on the drawing board so that we can expand those offerings. We feel that everything in this bill is supportive of those programs. They perused our most successful students, from attendance rates and passage of the HSPE, to graduation rates. With those remarks, I'd like to tell you that we are completely supportive of this bill with the amendments as they have been proposed.

Anne K. Loring, Legislative Advocate, representing Washoe County School District (WCSD), Reno, Nevada:

I would also like to extend my congratulations and thanks to Assemblyman Holcomb for his support of CTE and his willingness to work with the districts—specifically, with our district from almost day one, right up until a few minutes ago. Our board of trustees strongly supports CTE and is always seeking ways to encourage students to participate in this valuable experience. Our district, our board, and our superintendent are supportive of iNVest, which has part of it—\$12 million—also for CTE.

I think it's important to realize that this a very expensive elective program, and this kind of financial support is critical to making it successful, as well as—with so many Washoe County business folks here today—the support of the business communities within each of our school districts. Our board, however, also supports local control of curriculum and budget. That led us to some concerns with three parts of this bill—two of which have been pretty much addressed by one of the amendments that Mr. Holcomb mentioned earlier.

In Section 4, there appears to be a new and almost unprecedented prescription of curriculum through this bill. If you think about math, English, and other areas, we have standards for what you should accomplish. How you get there, the program of education that you get there, is entirely up to the discretion of local boards. This section had led to concern by our board of trustees, especially when you looked at Section 8, which, up until the introduction of this bill today, indicated that school districts had to conform with the program outlined in Section 4. Now that it has been changed to "may," we are far more comfortable and appreciate your making that change on behalf of the school districts.

The remaining concern that we have relates to Section 16. That is the money part. It's not the money part of the money part that we want to talk to you

about, but the policy part of the money part. Although Section 8 now says a district “may” adopt the curriculum prescribed in Section 4, in order to access the money, you have to demonstrate that, in fact, you have adopted that program. The concern that we have can be exemplified by the fact that if you think of the six career areas that we are talking about—as I look around at the age of most of us in the room, except the young people—there is one on here that didn’t even exist when we were in school.

[Anne Loring, continued.] I hesitate to say this; the same one is one which may not have existed when some of our children were in school. What I’m getting at is the flexibility for local districts to respond to the needs of the business community and the workforce in their own community. There may be areas that we can’t even envision right now. As written, there would not be the flexibility to use the money toward that, until it had been prescribed at the district level. In addition, as we understand the plan for distribution of the money, part of it is for start-up for programs, which we think is a great idea. Part of it is then in proportion to the enrollment of students in the programs or anticipated enrollment, which is also a good idea. That is supply and demand.

The money is broken out by district, by each one of the six programs. We believe, on behalf of our board of trustees, that it should be at the board level to decide how to allocate that portion of the money that the district would have access to within their own district, rather than prescribing that so much had to go to the agriculture program, so much to the trade, and so much to IT [Information Technology]. One reason for that: for instance, if you happen to have strong support in your own community for one of those programs, you may want to expand another one, but you don’t have the flexibility to use the money in this bill to that program.

With the caveat that we would like to see flexibility on how the money is spent, we otherwise are very supportive of this bill.

Chairwoman Parnell:

I have a question that pertains to your comments. Currently, the school districts seem to have quite a bit of flexibility in their programs. I know in going from high school to high school, we have some high schools that have culinary and others that don’t. We have some with an auto class and other campuses that don’t. It seems to me that flexibility is already built in with current language, and I don’t see this bill changing that flexibility, unless I’m missing something.

Anne Loring:

Our interpretation of the way the bill is now written, compared to the current statute—which does allow that flexibility, particularly in the distribution of the

money, as was explained at a meeting on Monday at the Department—is that there would not be the level of flexibility that there is now, or that could be possible, should the \$12 million be allocated the way it was described in iNVEST, whereas, based on the pupil count, but not within each individual program itself.

Chairwoman Parnell:

Since this ties in with the money part of the bill, which we don't deal with in this Committee, would you be all right with waiting to bring that issue up in Ways and Means, so that we wouldn't have that interfere with any action today?

Anne Loring:

Yes.

Frank Brusa, Legislative Advocate, representing Nevada Association of School Administrators (NASA):

In my other life, I served for a time as a director of the Southern Nevada Vocational Technical Center. I want you to know that I would have hoped that we had a Career and Technical Advanced Diploma at that time; every one of our kids would have qualified for it. That's something that is really big. I also want to let you know that this bill provides respectability for career and technical programs, and it raises the bar for students. NASA supports it with the amendments.

Chairwoman Parnell:

It's amazing to see how many of you had a background in vocational technology or occupational technology. We've called it so many things in the last 20 or 30 years. Thank you for those comments.

Dorothy Nash Holmes, Correctional Programs Administrator, Department of Corrections, State of Nevada:

We got a Nevada Works Grant for two years, and we are training inmates in construction trades to help address some of the problems raised here today. In fact, I raced out in the hallway to thank Mr. Dianda and Mr. Sullivan, because Q & D and Clark & Sullivan are two of the companies that have hired our ex-offenders. Members of the Builders Association of Northern and Western Nevada have also hired our ex-offenders. Today, for the first time, one of the inmates mailed us in a copy of his paycheck, to prove to us that he is making \$15 per hour. This is a man in his thirties who has never held down a real job in his life before.

[Dorothy Nash-Holmes, continued.] The recidivism rate in this country is driven by males ages 18 to 25. There is a direct correlation between employment or employability and incarceration and recidivism. If they can get or keep jobs, they don't often come to prison. If they do come to prison, they don't come back very often. The national statistics bear that out. Our Nevada statistics are going to bear that out. We only have two years in our construction trades program. We have really made an effort through our prison industry and now through grants to address this field.

We've partnered with a company in Las Vegas, and we started an HVAC [heating, ventilation, and air conditioning] training program for women at our Jean [Conservation] Camp down in Las Vegas. We have culinary, computers, plumbing, and several other programs going that we have just started in the last few years. We are trying to get this going. We are finding out that the inmates who are getting out and are getting jobs, so far, aren't coming back. We support this program wholeheartedly, and we also want to thank Assemblyman Holcomb for bringing it up.

**Barbara Clark, Member-at-Large, Nevada Parent Teacher Association (PTA),
Carson City, Nevada:**

We do support A.B. 48. I can't begin to tell you—in conversations across many years on this issue in Nevada PTA—how parents, when they know what the skills of their child are, know where they would be able to succeed. Often, it is not purely academics and going on to higher education. It is in an arena in which they can use their hands and brains in other areas that are more creative and hands-on. As parents, you realize that your children could be very successful in that area and be very successful in school. As indicated in previous testimony, the wait list is so long, there are fewer opportunities for children to be able to have seats in those types of classrooms or even be able to use up-to-date equipment.

The other big issue is that often—even if there is a class—antiquated equipment is what they are learning on. I don't have statistics in front of me, but I believe that it would affect the dropout rate as well and allow children all the way across the board to be successful. Other than trying to find by going out in different areas—of vouchers, et cetera—let's put the dollars into an area where we know the need is there. The numbers speak for themselves and help our children be successful in every career, whichever they choose.

**John Wagner, Legislative Advocate, representing The Burke Consortium of
Carson City:**

I was glad to hear, just recently, the testimony from the prisons. That is an interest that I have as well, to get people who are in prison out of there and into

productive jobs. I think this is a very big plus. I am also a firm believer in race—human race, one race—ethnic backgrounds who are not achieving as well as they should be and are dropping out faster, as the statistics say. I think this bill will help these people stay in. I spent 40 years in the broadcast industry and in broadcast engineering. There are very few women and minorities in there. There are a lot more there now than there was before. I just retired from a company whose letters are up here. I won't say what they are, but it stands for Southern New York. I was very fortunate to train a lot of minority and women in broadcast and maintenance. They are just as good as the men are, and in some cases, they are better. I support the bill.

Ricci Rodriguez-Elkins, Executive Director, Center for Charter School Development, Sparks, Nevada:

I'd like to thank Assemblyman Holcomb for his hard work on this bill. I think it is very much needed. It gives us a chance to allow students the chance to be able to showcase their natural talents and to be able to go on to careers that will be very beneficial to them. The Center for Charter School Development is in favor of this bill with the amendments that are proposed. We especially want to thank Assemblyman Holcomb for working so hard to make sure that charter schools were represented in the bill.

Casey W. Bieroth, Member, Future Farmers of America (FFA) Association, Carson City, Nevada:

I am a product of CTE. I graduated from Elko High School in 2003, where I was a member of the FFA chapter there. I'd like to say that CTE serves two purposes for high school students. It does prepare them to go straight out of high school into a career. Also, there are students like me who are going to go on to college and possibly even get a master's or a doctorate. It really serves two purposes. Not only does it do that, but it also gives you a ton of skills—communication and social skills through these different activities—that you can partake in through associations like FFA, which really will prepare you for everyday activities—not only in careers, but in your life as a whole. I'd like to say that I would really support this bill. I would like to thank you all for hearing this.

Chairwoman Parnell:

I wanted to share that my youngest son was a student at Northern Arizona University and they have a program—a bachelor's degree—in project management. He had a roommate for a period of time who actually was in that program. These kids can go on to four-year programs and end up being the head honcho in some of these projects. I'm glad you brought that up.

ASSEMBLYMAN HOLCOMB MOVED TO AMEND AND DO PASS
ASSEMBLY BILL 48.

ASSEMBLYMAN McCLEARY SECONDED THE MOTION.

Kristin Roberts, Principal Deputy Legislative Counsel, Legislative Counsel Bureau:

I wanted to clarify on the amendment to Section 8, changing the language to "may." Does that mean that we are now getting rid of subsection 2, with the waiver?

Assemblyman Holcomb:

No. I'll let Keith Rheault answer that question.

Keith Rheault:

I would suggest it be deleted, only because it is "may." You really don't need a waiver, because they have the option to decide to do it. It would be a useless piece to the legislation.

Kristin Roberts:

That's the way that I would read, if switching the "shall" to a "may." I just wanted to be clear.

THE MOTION CARRIED UNANIMOUSLY.

Assembly Bill 294: Requires Clark County School District to construct vocational-technical high school. (BDR S-1125)

Not heard.

Assembly Bill 388: Revises provisions regarding occupational education. (BDR 34-935)

Not heard.

Chairwoman Parnell:

I don't think we have time for any additional business. The Education Committee is adjourned [at 4:42 p.m.].

RESPECTFULLY SUBMITTED:

Paul Partida
Committee Attaché

APPROVED BY:

Assemblywoman Bonnie Parnell, Chairwoman

DATE: _____

EXHIBITS

Committee Name: Committee on Education

Date: March 30, 2005

Time of Meeting: 3:19 p.m.

Bill	Exhibit	Witness / Agency	Description
<u>A.B.</u> <u>48</u>	A	*****	Agenda
<u>A.B.</u> <u>48</u>	B	Assemblyman Holcomb	Packet of information in Career and Technical Education
<u>A.B.</u> <u>48</u>	C	Assemblyman Holcomb	Memo from Carol Stonefield
<u>A.B.</u> <u>48</u>	D	Phyllis Dryden / NDOE	Talking points
<u>A.B.</u> <u>48</u>	E	Kevin Crowe / Nevada Department of Human Resources	Packet on mental health
<u>A.B.</u> <u>48</u>	F	Antoinette Cavanaugh / Elko County School District	Course information
<u>A.B.</u> <u>48</u>	G	Antoinette Cavanaugh / Elko County School District	Occupational Outlook Report