

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

**Seventy-Fourth Session
February 28, 2007**

The Committee on Education was called to order by Chair Bonnie Parnell at 3:47 p.m., on Wednesday, February 28, 2007, in Room 3142 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. The meeting was videoconferenced to Room 4406 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. Copies of the minutes, including the Agenda ([Exhibit A](#)), the Attendance Roster ([Exhibit B](#)), and other substantive exhibits are available and on file in the Research Library of the Legislative Counsel Bureau and on the Nevada Legislature's website at www.leg.state.nv.us/74th/committees/. In addition, copies of the audio record may be purchased through the Legislative Counsel Bureau's Publications Office (email: publications@lcb.state.nv.us; telephone: 775-684-6835).

COMMITTEE MEMBERS PRESENT:

Assemblywoman Bonnie Parnell, Chair
Assemblywoman Debbie Smith, Vice Chair
Assemblyman Bob Beers
Assemblyman David Bobzien
Assemblyman Mo Denis
Assemblyman Joseph P. (Joe) Hardy
Assemblyman Ruben Kihuen
Assemblyman Garn Mabey
Assemblyman Harvey J. Munford
Assemblyman Tick Segerblom
Assemblyman Lynn D. Stewart

STAFF MEMBERS PRESENT:

Kristin Roberts, Committee Counsel
Carol M. Stonefield, Committee Policy Analyst
Denise Dunning, Committee Secretary
Rachel Pilliod, Committee Manager
Kelly Troescher, Committee Secretary
Trisha Moore, Committee Assistant



OTHERS PRESENT:

R. Keith Schwer, PhD, Executive Director, Nevada Kids Count, Center for Business & Economic Research, University of Nevada, Las Vegas
Phyllis Dryden, Director, Office of Career, Technical, and Adult Education, Department of Education, Carson City
Jim Barbee, Agriculture Education Consultant, Office of Career, Technical, and Adult Education, Department of Education, Carson City
Alejandra Melgarejo, Student, Carson High School, Carson City
Amanda Vesco, Student, Future Farmers of America, Reno
Keith Rheault, Superintendent of Public Instruction, Department of Education, Carson City
Craig Kadlub, Director of Government Affairs, Clark County School District, Las Vegas
Kathleen Frosini, Director, Career and Technical Education, Clark County School District, Las Vegas
Heather Dye, Foundation/Association Executive Secretary, Nevada Association for Career and Technical Education, Carson City
Bryn Lapenta, Interim Assistant Superintendent, Washoe County School District, Reno
John Wagner, Representative, The Burke Consortium, Carson City
Leigh Berdrow, Principal, Academy for Career Education (ACE) High School, Reno
Barbara Clark, President, Nevada State Education Association, Las Vegas
Ray Bacon, Representative, Nevada Manufacturers Association, Carson City
Dotty Merrill, Executive Director, Nevada Association of School Boards, Reno

Chair Parnell:

[Meeting was called to order at 3:47 p.m. Roll called.] The first order of business will be the Bill Draft Request (BDR) Introductions. We will introduce BDR S-423.

BDR S-423 — Requires the development and implementation of a pilot program for mentor teachers. (Later introduced as [Assembly Bill 229](#).)

ASSEMBLYMAN BEERS MOVED TO INTRODUCE BDR S-423.

ASSEMBLYMAN DENIS SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

R. Keith Schwer, Executive Director, Nevada Kids Count, Director, Center for Business & Economic Research, University of Nevada, Las Vegas:

We are rolling out the 2007 issue of *Nevada Kids Count*. It is our effort to monitor the status of children and youth across our State regarding issues from health to education. We have been doing this annually for Nevada for a while. It gives us a record by which we can look at our successes and our shortfalls. The data that we are presenting ([Exhibit C](#)) is a smaller report than usual and focuses primarily on the key indicators and information available. The information from this year, as compared to last year, shows gains on five indicators, a decline on two indicators, and one indicator unchanged. This is Nevada data for all of the Nevada counties. In the even years we give a more detailed report. There are two books that are presented — the *Nevada Kids Count* book that has eight indicators and the national book that will come out in June, which is a state-by-state comparison. We use the *Nevada Kids Count* to measure changes over time and within our State. We use the national book to bench-mark our State with other states to see how well we are doing. The conclusion is that Nevada typically is in the bottom half of the average indicators. We are typically in the high thirties, ranking from one being the best to fifty being the worst. On some indicators Nevada has done very poorly. In particular, the teen birth rate and high school drop-out rate. From that, we conclude the following: generally when we look at children's indicators, Nevada does better than average; when we look at youth indicators, we do worse than average. We continue to believe that by monitoring the information we will be making better decisions in our State.

Children inherit the future and it is critically important to continue working in the policy arena and to focus on their successes. I will follow-up on some information from a PowerPoint presentation ([Exhibit D](#)). I will share information about investing early in children. I would like to note the key indicators in our State, which show that over 15 percent of the children in our State live below the official poverty line. Another key problem for Nevada is the high percent of children living in single parent households. That is also related to the income in a household as well as the number of adults that help to raise a child. Those are some of the factors of our society that are important to keep in mind as we go forward. Our future work force is being raised in a disadvantaged environment. National studies have shown this.

In a recent address in Omaha, the Chairman of the Federal Reserve, Chairman Bernanke, pinpointed the critical importance for us as a nation to educate our work force and to have a dynamic environment where opportunity is available to all. The research that has been done by Professor Heckman at the University of Chicago pursued issues in investing in our young people. The key point made by this research is by investing in education we open up opportunities of the

American Dream. It also results in a great well being for ourselves. We see increased worker productivity, decreased crime rates, and higher economic payoffs. We have identified, on slide 6 ([Exhibit D](#)), what this "gold plated" study shows us the cost-benefit calculations. There are some significant challenges to using the information available from other places. The study may not have been conducted in Nevada and there will always be the issues of design and implementation. The funding levels for early childhood programs in our State are on slide 8. The conclusion is that we need to start early and that there is a significant payoff to investing in children. The return to the investment in education is higher than other economic programs. We need to look at education expenditures from the perspective of investing in economic development of our future. *Nevada Kids Count's* contribution is to measure what we value and value what we measure.

Assemblyman Munford:

When you talk about investment in terms of economic development, do you mean in our disadvantaged communities? What is your plan to work on this? The district I represent is at an extremely high needs level. What do you mean by economic development?

R. Keith Schwer:

What I am referring to are the studies that were done by the Minneapolis Fed (Federal Reserve Bank of Minneapolis). They were looking at a \$1.5 billion investment in the State of Minnesota for athletic stadiums, arguing the point that economic development would be much stronger if they had invested that \$1.5 billion in education.

Assemblyman Munford:

Is this community-based aid to improve education?

R. Keith Schwer:

The study that they are referring to is comprised of programs to attract business into a community. Often those expenditures are very expensive for the small number of jobs that are created. We need to focus our investment for the biggest payoff and then evaluate those payoffs.

Assemblyman Segerblom:

Is this program to identify underperformers early and to provide remediation to them in order to keep them making progress?

R. Keith Schwer:

Kids Count is not in the position of evaluating the trade offs and designing policies. That is not what we do. We try to measure where we are and identify

what other research has shown us. It would be up to the Legislature to evaluate the trade offs and to judge the value of it.

Assemblyman Segerblom:

Are you aware of a program where schools actually focus on underperformers and provides specific support for those individuals to make sure they do not fall through the cracks?

R. Keith Schwer:

There are various studies to go back and look at. What I have tried to identify here in the handout are three studies that are identified as "gold standard." These are the ones that have been done well and that show that benefits are greater than the costs. These studies will show you that the biggest payoffs are from those investments that come from the greatest disadvantages. The reason for that is the cost of remedial education. There is a lesser chance that you will have to pay the costs of imprisonment. These are the studies that I gave to you.

Assemblyman Mabey:

What do you mean by a deteriorating environment?

R. Keith Schwer:

I would point to one statistic, which is the rise in the number of children that are being reared in one parent households. As part of the deterioration, I would also point to poverty levels.

Assemblyman Mabey:

I hope that one of our focuses is on family. All of these other negative issues are a result of not having a strong family.

R. Keith Schwer:

We need to look at programs that are out there and the clear focus of parenting skills. Children do not come with a manual. We can spend money and develop programs that pique the children's interests. We can start education early so that there is a lower risk of the kids going in the wrong direction. It pays off in economics to invest in children in terms of parenting skills, for the adults, and cognitive and non-cognitive skills for the children.

Assemblywoman Smith:

I want to talk about parent involvement. If we could solve the parent involvement issues within our system, we would solve a lot of our problems. Parent involvement is important to education.

Assemblyman Beers:

You have to have it both ways, the parents being involved in the child's education and the schools need to keep in touch with the parents.

R. Keith Schwer:

The numbers are based on averages. There are exceptions to those statistics. The founder of the United Parcel Service (UPS) grew up in a single parent household and was very successful.

Chair Parnell:

The rest of the afternoon will be dedicated to matters relating to Career and Technical Education (CTE). As I served on the subcommittee on CTE, I will turn the gavel over to Vice Chair Smith and come down to the table. [Short recess called.]

Vice Chair Smith:

[Meeting is called back to order at 4:17 p.m.] Assemblywoman Parnell will give us an overview of the subcommittee's work.

Assemblywoman Bonnie Parnell, Assembly District No. 40:

[Referred to the "Subcommittee to Study the Effectiveness of Career and Technical High Schools" document ([Exhibit E](#)).] The members of the subcommittee were Senator Cegavske, Senator Mathews and Assemblyman Christensen. We worked closely with the Office of Career, Technical, and Adult Education. They were at every meeting and provided us with everything we needed. Clark County School District (CCSD) and Washoe County School District (WCSD) worked with us. I asked the committee to be a hands-on type of committee, so we took the subcommittee members to a CTE school class. We also visited the Academy for Career Education (ACE) Charter School, which is a building and trade school in Washoe County. We worked with the Southern Nevada and Truckee Meadows Community Colleges to view their tech prep classes. Business leaders have been involved as they have an interest in the student being prepared to enter into the workforce. One of the populations that we found that we need to work with a little closer is the teenage population in Nevada. We need to get them on the right track. More than 50 percent of all high school students enroll in at least one CTE course. Only two school districts, Clark and Washoe County, have career and technical high schools. Clark County established the Southern Nevada Vocational Technical Center (SNVTC) in 1966. It currently enrolls 750 students. We visited the campus and found that the campus has really grown. Washoe County currently enrolls about 500 11th and 12th graders at the Regional Technical Institute. Some of the students are part-time and some are full-time students. CTE classes seem to keep kids in school. The dropout rate among CTE students was less than

2 percent in the year 2003-2004, while the overall State dropout rate was just under 6 percent. The students enrolled full time in a CTE school have less than a one percent dropout rate. The more involved the students are in career and technical classes, the less likely they are to drop out. Career and technical classes also appear to be effective in helping students pass the high school proficiency examination. At SNVTC, and in all of the demographic groups, students achieve proficiency at a rate higher than the State overall rate. In some instances, the pass rate might have been 20-30 points higher than the State average rate.

Funding has always been a concern. There was legislation last session — a bill that asked for \$10 million to expand and create new programs. We ended up getting \$2 million of that. It is a program that we can see has advantages and successes. We discussed issues such as school counselors. We need guidance counselors to help these kids through school. We found out that our high school counselors are so busy with test administration that they do not have the time to navigate the kids through the system. One of the recommendations was to figure out how to relieve the counselors from having to count test booklets. Two of the bills that are coming out of the recommendations will be presented today.

Assemblyman Stewart:

I hear that we need a balance between early education and high school education because these are the two critical areas, yet on these reports, I have calculated that the proposed spending is thirteen times greater for the early education than it is for the career education. Can we do something to try to balance this? We have \$14 million going for career education under the iNVEST program. To me that is a travesty.

Assemblywoman Parnell:

I have looked at the policy that has been in place since the onset of No Child Left Behind (NCLB). The focus was on the primary grades in our elementary schools. We focused on getting kids up to par with reading, math, and critical skills. For about a 5 or 6 year period, that was the focus: closing the gap and getting the kids up to the level they should be at. I introduced the bill on high school reform on the floor today. We are starting to recognize that we do need to give everyone the best start that we can, but we also need to have things in place to keep those kids in school.

Assemblywoman Smith:

A lot of what we missed over the last few bienniums is to continue to enhance the career and technical programs with funding to keep equipment modernized and to allow existing programs to be able to stay current.

Assemblyman Beers:

The funding that you get, compared to what is asked for, is a travesty. We have statistics that show that less than a third of high school seniors will go into a four year college. Of those, less than a third will complete their program, and yet, our focus is on this small percentage and we are ignoring the massive percentage that is in there. We have proof that CTE boosts up the core subjects and that the graduation percentages outpace anything else that has ever been done.

Assemblywoman Parnell:

We can have students that are excited in high school and may want to go on to get a masters in project management and carry that on to do something else with it. We have students now that are also in advanced placement core classes. We need to bring it together and give the kids the opportunity to be everything, not one or the other.

Assemblyman Bobzien:

The success at the CTE schools in our State will be driven by the focus on future levels of learning, even beyond the students' experience in higher education. The technologies change every five years or so, or maybe even every year. I think that is important for this committee to keep in mind.

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

Last year over 77,000 high school students enrolled in CTE courses across the State. Those students have something extra in their lives. They have value added. As they graduate they will have both academic and technical skills. They will be prepared to go into postsecondary education or straight into a career or both. We know that CTE is effective. To support this claim, Jim Barbee will give a presentation on the effectiveness of CTE. In the brochure you have ([Exhibit F](#)), Assembly Bill No. 388 of the 73rd Session mandated the Nevada Department of Education to promote CTE and this is one of the products of that.

**Jim Barbee, Agriculture Education Consultant, Office of Career, Technical, and
Adult Education, Department of Education, Carson City:**

The information I am presenting was prepared by Dr. David Smith who is in charge of our Occupational Reporting System ([Exhibit G](#)). We have identified that CTE serves many high school students and helps them to stay in school. Our programs offer CTE with programs that allow the students academic credits, university admission credit, graduation credit and postsecondary credit all at the same time through the Tech Prep Program. We have a variety of programs and opportunities for students. Since 2002, enrollment has been

increasing. CTE students do much better on the high school proficiency test, reading, writing, and mathematics. There is a break-down of the six different areas of CTE; agriculture, business marketing, family consumer science, health science, information technology, and trade and industrial education. Their performance in those groups is reflected on the proficiency test. We help students obtain occupational skills. The graduation rate is noted. It compares students with and without CTE. CTE students graduated at a rate of 89.09 percent, while those who did not take CTE courses were at 79.96 percent. Juniors and seniors have the opportunity to complete up to 15 credits through the Tech Prep Program. As they graduate from high school, they could have 15 units waiting for them at a community college. Of the students enrolled in CTE courses, 52.6 percent were enrolled in Tech Prep courses. Over 50 percent of the students that are taking advantage of CTE are also taking advantage of the opportunities for postsecondary course work. During the fiscal year 2006, over 58,000 students were enrolled in CTE courses—30,964 of those students were enrolled in tech courses where they gain tech prep credits or have the ability to gain credits.

Assemblyman Stewart:

Was this shown to the seventeen superintendents and the seventeen school boards?

Jim Barbee:

The State Superintendent of Public Instruction is aware of it.

Assemblyman Stewart:

Did they still vote for \$14 million dollars for you guys?

Vice Chair Smith:

Your request last year was what amount?

Jim Barbee:

It was \$14 million.

Vice Chair Smith:

That was the Department's request?

Assemblyman Stewart:

I would like to make a suggestion that you ask for more.

Assemblyman Beers:

I would like to know what type of private partnership arrangements there are. Where there is a business need, there is a potential pool of people for these

businesses. I have heard mention of some type of contract with students, that once they graduate they work on an internship with a business and that business grants money into the CTE programs. Is any of this being explored?

Jim Barbee:

We have a strong relationship with Business and Industry, partly due to the legislation that was passed last session, A.B. No. 388 of the 73rd Session, regarding advisory technical skills committees. That legislation led us to increasing those, which is part of what A.B. No. 580 of the 73rd Session funds were used for. We have seen great increases in involvement by business and industry, including their evaluating the grants that the local CTE programs are getting through the State, and even private monies.

Assemblyman Bobzien:

Could you comment on your perspective of the effectiveness between the different trades?

Jim Barbee:

The committees from the last session required business and industry involvement from those areas that have CTE programs. Parents, teachers, students, and district staff were all included. There is a difference between Clark County, which has specific programs that feed into one large program, as compared to Eureka County, which is much smaller and has fewer resources; they have one advisory technical skills committee that represents their CTE programs.

Assemblyman Munford:

Do you have any problem acquiring instructors/teachers? Are the criteria for teachers in teaching in CTE different?

Jim Barbee:

We do have a shortage of teachers. We offer opportunities for people in business and industry to come into the CTE system to teach. We have traditional credentialing programs, which are the secondary endorsements. We also have people who have higher degrees who can come in to CTE and take more training to be certified to teach CTE courses. There is also a program that business and industry endorses in which people show five years experience in a certain industry, apply through the licensing department, and have up to three years to take 12 additional units in teacher methodology, entrepreneurship, and the kinds of things that prepare them to teach the CTE classes.

Phyllis Dryden:

We are looking at the future because of the shortage. We are working with the Nevada State Colleges and the two universities. We are trying to set up new teacher training programs. Our teacher training programs have also dwindled down and have almost disappeared.

Vice Chair Smith:

I would like to open the hearing on Assembly Bill 131.

Assembly Bill 131: Revises provisions governing career and technical education. (BDR 34-439).

Alejandra Melgarejo, Student, Carson High School:

I am here to address the two bills being considered which involve the CTE classes at the high schools. As a student I am offered the opportunity to broaden my knowledge and to participate in occupational classes, such as web design, auto body, culinary, video production, and digital photography, to name a few. I personally have taken video production. I took it in my first two years of high school. Through that course I was able to experience many different activities that will benefit me in the future. I am currently involved in digital photography as a first year student. We are being taught programs, such as Adobe Photoshop, that teach us the skills to be successful photographers. If, for example, we wanted to pursue a career as a photojournalist, it helps us to do that. Both of these classes have provided great opportunities for high school students involved in the CTE classes. It has helped me to discover what my future will hold. As a junior in high school, I am undecided on what career to pursue. These classes have given me insight into a suitable career. CTE can benefit all high school students in the State of Nevada to pursue careers in the different fields offered in these classes. In several of the classes, the students participate in a national organization called Skills U.S.A., which is an organization that is specifically for CTE students. It has competitions in particular subjects and it teaches leadership skills. At Carson High School, five students have become national medalists and have received full-ride scholarships.

Amanda Vesco, Student, Future Farmers of America, Reno:

[Read from prepared testimony ([Exhibit H](#)).]

Assemblyman Denis:

Do you think that these CTE classes are easy classes and that kids take the classes because they think they are easy, or because they like the class and work harder at them?

Amanda Vesco:

In my freshman course a lot of students did just that. They thought that they had gotten into an easy class. It was more of an introductory class. Once they were there they found they were interested in the class and moved on to the advanced classes. They found that they enjoyed the class and were more willing to try.

Assemblyman Denis:

I have found that the kids take the classes thinking that they might be easy, but then found out that they enjoy it and that it takes work. This might help kids that are not so motivated.

Assemblywoman Parnell:

A.B. 131 addresses two issues within CTE. The first one is providing information. For a few years there has been a statewide accountability report. The accountability report can be accessed on the web—one from the Department of Education (NDE) and one from the school district. During the subcommittee meetings we realized that neither the State report nor the school district report covered any information about the career and education classes, programs, graduation rates, or anything within that district that involves CTE. Sections 1 and 2 in the bill reference adding the information regarding CTE into the state accountability report and the school district's report. Section 3 of the bill provides a way for school districts to join together for the purpose of building regional technical high schools. If you consider what we have heard from the young ladies from Carson High School, the cost of equipment, not just the construction of a facility, is expensive. This would allow for some of the Carson City and surrounding districts to join together to serve the interests of all of them. The idea was to put a bill in, outlining the governing of that. Section 4 includes language allowing for the acceptance of gifts and grants from any source. This could be a local business or a regional development authority.

Assemblyman Stewart:

Do you have a figure on the cost of this?

Assemblywoman Parnell:

This bill does not have a fiscal note and is going to Ways and Means. There will likely be a small fiscal note in order to get the information onto the accountability reports.

Assemblyman Stewart:

Will this be in addition to the \$14 million?

Assemblywoman Parnell:

Yes, and that is in the next bill.

**Keith Rheault, Superintendent of Public Instruction, Department of Education,
Carson City, Nevada:**

I am here to support both bills. I think that we should have the information in our reports that has been requested in A.B. 131. I also support the building of more CTE facilities and having school districts come together to do that. South Dakota has done this and it works there. We did get caught last session when additional requirements were added to the State report card; we have a maintenance agreement with our contractor and any new requirements that change the system will cost us money. I strongly support the funding in A.B. 151.

Assemblyman Denis:

You mentioned South Dakota. How many students were in the school that was a combination of several school districts?

Keith Rheault:

There were ten programs at the vocational center. The student enrollment was limited to sixteen students per class and we had three two-hour blocks. Each of the schools that sent students got a proportionate share based on their size. There were ten programs with a waiting list. We had 480 students at the school each day.

Assemblyman Beers:

We have seen the iNVEST report and the dollar amount requested. Then we had all-day-kindergarten with a proposed budget that was well beyond what is being proposed for CTE. Is there any possibility of moving some of that money into this?

Keith Rheault:

That is not a decision I get to make.

Craig Kadlub, Director of Government Affairs, Clark County School District, Las Vegas:

We are committed to increasing and enhancing CTE programs, so I am in support of A.B. 151 as well as A.B. 131. There is a small cost, but that cost would be willingly absorbed, as we believe in these programs.

Kathleen Frosini, Director Career and Technical Education, Clark County School District, Nevada:

I support both A.B. 131 and A.B. 151. We expect accountability. Our board and our superintendent are very much in support of CTE. We are working to build additional schools and welcome the idea of having partners from businesses to help ensure that we have state-of-the-art equipment and instructional facilities to deliver the programs.

Heather Dye, Foundation/Association Executive Secretary, Nevada Association for Career and Technical Education:

We support both bills. They both create opportunities for CTE students, and that is what we are here for. CTE does good things for our future and the State as well. A.B. 151 is something that will help all CTE programs.

Bryn Lapenta, Interim Assistant Superintendent, Washoe County School District, Reno:

We support both bills.

John Wagner, Representative, The Burke Consortium, Carson City, Nevada:

I would like to see this money going towards the high schools. We support this bill.

Vice Chair Smith:

Who is the group that you represent?

John Wagner:

We are a group called the Burke Consortium. We are a local group with members in three counties. We are a think-tank of sorts. We like to take two sides of an argument and try to generate an interest within the community.

Leigh Berdrow, Principal, Academy for Career Education (ACE) High School, Reno:

ACE is a CTE school in Washoe County. We support both of these bills. We are a living example of the success that students experience through these programs. What is important about CTE is that it is math, science and action. That is why you see the great results.

Barbara Clark, President, Nevada State Education Association, Las Vegas:

We are in favor of A.B. 131 and A.B. 151. As educators, and with me being a high school counselor, we have long recognized the benefits of CTE. We have a shortage of programs and we support starting additional programs in Nevada.

Vice Chair Smith:

I will close the hearing on A.B. 131. Now I will open the hearing on A.B. 151.

Assembly Bill 151: Revises provisions relating to career and technical education. (BDR 34-441)

Assemblywoman Parnell:

This is the bill that creates the fund authorizing the Superintendent of Public Instruction to make grants of money available to establish, maintain, or expand career and technical programs and for expenses related to the Advisory Technical Skills Committee. The Advisory Technical Skills Committee was established in the 2005 Legislative Session. Sections 3 and 4 reference the conditions considered for receiving the grant money. I want to make note of two sections within this area. When authorizing the grants of money, one of the things the State would look at is whether the school had a tech prep program. Another area is Section 4, subsection 3, which lists the consideration of matching funds for the grant. This was added as encouragement for the schools to partner with our business and industry community. It is not a mandate to have matching funds from the business community. The most important section is Section 9, which calls for appropriation of \$10 million for the establishment, maintenance, and expansion of career and technical programs.

Assemblyman Mabey:

Section 6 refers to the money in the fund being invested as other state funds are invested. Who makes the investment decisions?

Assemblywoman Parnell:

If you look in Section 2, it identifies what the fund means. I believe it is given to the officer at the State Board for CTE, which goes through the NDE. The Superintendent is identified as the person who would make the decisions. The fund reverts back to the definition in Sections 1 and 2 and the operation of that would be through the Superintendent of Public Instruction.

Assemblyman Mabey:

I am concerned that people investing in these funds will not know if these funds are being administered correctly.

Assemblywoman Parnell:

The difference is that they want to expend that money over a biennium period. You are not looking at the same numbers as you would if you had money to invest.

Keith Rheault:

When we get an appropriation from the State it stays in the account and, until it is drawn out, the State Treasurer can invest that as part of the general pool whether it is this fund or any other one. If there is any interest drawn, this bill says that the interest will go back to this account and not to the General Fund.

Assemblyman Mabey:

So, this means that at the end of the year there should not be much money left as you should have spent it all.

Assemblyman Stewart:

If we vote in favor of this, then you have found a way to provide enough money for CTE. I congratulate you.

Assemblyman Beers:

I would suggest that we boost the \$10 million to a higher amount so that we get enough to provide for this program.

Vice Chair Smith:

This bill will, if it passes, go to Ways and Means.

Ray Bacon, Representative, Nevada Manufacturers Association, Carson City:

From a business standpoint we support both of these bills. During the time that the school-to-work program was actively being supported with federal, as well as State money, we could not seem to move that number. I think funding is part of the issue. That means that we have to look at extended periods of time to get the maximum utilization out of equipment. I have been advocating for more than a decade about doing programs over the county boundaries. Now we are talking about doing this and it is not restricted to just CTE academies because there are many times that we could work with other counties.

Dotty Merrill, Executive Director, Nevada Association of School Boards, Reno:

In the iNVEST proposal, the Superintendents and the School Board members unanimously concurred with the recommendations of the subcommittee chaired by Assemblywoman Parnell. These two bills arise out of the recommendations of that subcommittee. On behalf of the Association of School Boards and the Association of School Superintendents, we strongly support both of these bills.

Vice Chair Smith:

I will close the hearing on A.B. 151. Since we have obvious support for both of these bills, we will go ahead and take action on both bills. I will entertain a motion on A.B. 131.

Assembly Bill 131: Revises provisions governing Career and Technical Education. (BDR 34-439)

ASSEMBLYMAN SEGERBLOM MOVED TO PASS ASSEMBLY BILL 131.

ASSEMBLYMAN BEERS SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

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Assembly Bill 151: Revises provisions relating to Career and Technical Education. (BDR 34-441)

ASSEMBLYMAN DENIS MOVED TO PASS ASSEMBLY BILL 151.

ASSEMBLYMAN MUNFORD SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

Vice Chair Smith:

Meeting adjourned [at 5:45 p.m.]

RESPECTFULLY SUBMITTED:

Denise Dunning
Committee Secretary

APPROVED BY:

Assemblywoman Bonnie Parnell, Chair

DATE: _____

EXHIBITS

Committee Name: Committee on Education

Date: February 28, 2007

Time of Meeting: 3:45 p.m.

Bill	Exhibit	Witness / Agency	Description
	A	Assembly Education Committee	Assembly Agenda
	B	Assembly Education Committee	Attendance Roster
	C	R. Keith Schwer, Center for Business & Economic Research, University of Nevada Las Vegas (UNLV)	<i>Nevada Kids Count</i> folder
	D	Dr. R. Keith Schwer	<i>Nevada Kids Count</i> Power Point
	E	Assemblywoman Bonnie Parnell, Assembly District No. 40	Subcommittee to Study the Effectiveness of Career and Technical High Schools
	F	Phyllis Dryden, Director, Office of Career, Technical, and Adult Education, Department of Education, Carson City	Career & Technical Education brochure
	G	Jim Barbee, Agriculture Education Consultant, Office of Career, Technical, and Adult Education, Department of Education, Carson City	Nevada Department of Education – Office of Career, Technical, and Adult Education (PowerPoint)
	H	Amanda Vesco, Student, Nevada Future Farmers of America, Carson City	Written Testimony