

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

**Seventy-Sixth Session  
February 9, 2011**

The Committee on Education was called to order by Chair David P. Bobzien at 3:17 p.m. on Wednesday, February 9, 2011, in Room 3142 of the Legislative Building, 401 South Carson Street, Carson City, 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/76th2011/committees/](http://www.leg.state.nv.us/76th2011/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](mailto:publications@lcb.state.nv.us); telephone: 775-684-6835).

**COMMITTEE MEMBERS PRESENT:**

Assemblyman David P. Bobzien, Chair  
Assemblywoman Marilyn Dondero Loop, Vice Chair  
Assemblyman Paul Aizley  
Assemblyman Elliot T. Anderson  
Assemblywoman Olivia Diaz  
Assemblywoman Lucy Flores  
Assemblyman Ira Hansen  
Assemblyman Randy Kirner  
Assemblywoman April Mastroluca  
Assemblyman Richard McArthur  
Assemblyman Harvey J. Munford  
Assemblywoman Dina Neal  
Assemblyman Lynn D. Stewart  
Assemblywoman Melissa Woodbury

**COMMITTEE MEMBERS ABSENT:**

None

**GUEST LEGISLATORS PRESENT:**

None

**STAFF MEMBERS PRESENT:**

Mindy Martini, Committee Policy Analyst  
Kristin Roberts, Committee Counsel  
Taylor Anderson, Committee Manager  
Ashley Massey, Personal Attache  
Sharon McCallen, Committee Secretary  
Sherwood Howard, Committee Assistant  
Victoria Hinder, Proofreader

**OTHERS PRESENT:**

Jason Shipman, Coordinator, Science, Technology, Engineering, and Mathematics (STEM) Program, Glenn Duncan Elementary School  
Efrain Delarosa, Fifth-Grade Student, Glenn Duncan Elementary School  
Tierra Laupua, Fifth-Grade Student, Glenn Duncan Elementary School  
Michael Higgins, Fifth-Grade Student, Glenn Duncan Elementary School  
Lyssandra Barron, Fifth-Grade Student, Glenn Duncan Elementary School  
Mark Perez, Fifth-Grade Student, Glenn Duncan Elementary School  
Jamileith Moreno, Fifth-Grade Student, Glenn Duncan Elementary School  
Daniel Enriquez, Fifth-Grade Student, Glenn Duncan Elementary School  
Araceli Salazar, Fifth-Grade Student, Glenn Duncan Elementary School  
Oscar Lopez, Fifth-Grade Student, Glenn Duncan Elementary School  
Johnadan Manriquez, Fifth-Grade Student, Glenn Duncan Elementary School  
James L. Pfrommer, President, Board of Directors, Education Alliance of Washoe County  
Ginny Jackson, Officer, Education Alliance of Washoe County  
Anne Loring, Past Board of Directors Member, Education Alliance of Washoe County  
Gloria P. Dopf, Deputy Superintendent, Instructional, Research, and Evaluation Services, Department of Education  
Ray Bacon, representing Nevada Manufacturers Association  
Randell S. Hynes, Marketing Director, Nevada Solar Authority, Ltd.  
Frank Brittain, Parent Leaders for Education

**Chair Bobzien:**

[Roll called. Marked members present as they arrived. Overflow was to be held in Room 2135.] We will begin introductions to my left with my Vice Chair.

**Assemblywoman Dondero Loop:**

I represent District 5 in Clark County. This is my second legislative session as well as my second session serving on the Assembly Committee on Education.

I am a retired 30-year veteran teacher. I now work as a consultant with teachers and educators around the state of Nevada.

**Assemblyman Stewart:**

I represent District 22 in southern Nevada, the south part of Las Vegas Valley. I was a teacher for 34 years at Boulder City High School.

**Assemblywoman Woodbury:**

This is my second term in the Assembly and my second on the Assembly Committee on Education. I represent District 23 in Henderson. I have taught elementary school for 16 years in Clark County, both in special education and regular, most of those years in special education.

**Assemblyman Aizley:**

I am from District 41 in Clark County. I taught for 40 years at the University of Nevada, Las Vegas.

**Assemblyman McArthur:**

I represent Assembly District 4 which is in northwest Clark County. This is my second session as well as my second on the Assembly Committee on Education. I am very interested in education although I was never a teacher; I was a Federal Bureau of Investigation (FBI) Agent. I am very happy to be on this Committee.

**Assemblywoman Flores:**

I represent the northeast portion of Las Vegas, District 28. It is a very special honor to be on the Assembly side because in 2009, I was on the Senate side. I feel I have created some very special bonds in this Committee because of it.

**Assemblyman Kirner:**

I am the representative for Assembly District 26, Washoe County, which is mostly the western side of Highway 395. I have never taught, but I do understand about school. Only a very few years ago I finished my doctorate degree in Education. I know what it is like to go back to school.

**Assemblywoman Neal:**

I am representing Assembly District 7. I have also been in education for approximately five years and I like the fact that I am actually on the Assembly Committee on Education and have input.

**Assemblyman Anderson:**

I am from eastern, unincorporated Las Vegas, District 15. I am not a teacher, but I have a parent who is a counselor in high school and a mother who has

been a teacher her entire life. She was a principal for a while, but wanted to go back to teaching. I am looking forward to being on the Assembly Committee on Education.

**Assemblywoman Diaz:**

I am representing District 11, northeast Las Vegas with a little bit of North Las Vegas thrown in. I have been a school teacher for nine years in the Clark County School District. I am very excited to be on this Committee.

**Assemblyman Hansen:**

I represent District 32 in Washoe County, including parts of Battle Mountain and Winnemucca. My mother is a teacher at Truckee Meadows Community College. My sister teaches in the Clark County public schools. I have eight children, five which have graduated from Bishop Manogue High School, four are in college, (three in the Nevada system), two at Manogue, and one at Little Flower. I have been very involved on the ground in education. I am looking forward to serving.

**Assemblyman Munford:**

I represent District 6. This is my fourth session and my fourth on the Assembly Committee on Education. I taught school for 36 years, some in Clark County public schools, and 25 years at the Community College of Southern Nevada. Personally, I feel education is of the utmost importance. I look for an interesting session for my colleagues and everyone else.

**Assemblywoman Mastroluca:**

I am from District 29 in Henderson. This is my second term in the Legislature and my second term on the Assembly Committee on Education. My interest in education began as a Mom—I have two high school students at Green Valley High School—and my day job is with the National Parent Teacher Association (PTA) as a paid staff member. I work with twelve states across the country to help them teach parents how to be better advocates for their children.

**Chair Bobzien:**

I represent Assembly District 24 in old northwest/northeast Reno, parts of the north valleys, including the University of Nevada, Reno as well as Glenn Duncan Elementary School. I am very excited to have all of the students here today.

This is my third session on this Committee. I have also served on the Nevada Council to Establish Academic Standards. Before I was a legislator I was involved with Washoe County School District's Career & Technical Education advisory group. My previous professional life was working in the administration at the University of Nevada, Reno (UNR) in Information Technology. I have a technology focus. While I am not a teacher, I did grow up the son of a public

school teacher and I remember very fondly. Many evenings she had a big stack of tests to grade on the kitchen table while I was eating dinner. Education has been a part of my life for a long time.

Fast forwarding to the present, I am the father of twin two-year-old little guys. I look forward to them being part of the education system that we are all working together to improve. Mr. Munford was correct on how important this Committee is. This is the major reason we run and why we serve—for our kids, for our future, and for our education. I look forward to working with everyone on this very important set of issues. We have a lot of room for great discussions.

I do want to briefly call attention to the Committee gift that each of the members has by way of a welcome to this Committee. Although it may be unorthodox, in trying to think of something appropriate, I remembered a book that was required reading for every freshman that entered UNR in 2007 when Milton Glick became the president of that institution. That book is Robert Laxalt's, *Sweet Promised Land: A Place to Come To*. As Nevadans, you really need to read the book. It is a wonderful celebration of the literary tradition we have in this state that is a product of our education. It is a story of our past, our heritage, our Nevada family if you will, and frankly where we are going in looking ahead to the future.

I would now like to introduce our staff.

Our Committee legal counsel for this session is Kristin Roberts. You won't see her every day, but she will be in and out and most certainly watching.

Our Committee policy analyst is Mindy Martini. Many of you know her if you have worked on Education for a while.

Taylor Anderson is our Committee manager. He will be the one to ride herd on everyone to make sure you get your exhibits in to him on time so that we can have them as part of our new Nevada Electronic Legislative Information System (NELIS). That will enable those on the Internet to follow along with the exhibits that are submitted. Taylor is not new to the building as he was my intern last session and a recent graduate of UNR.

We have Sharon McCallen as one of our Committee secretaries. This is Ms. McCallen's fourth session. She worked for 20 years at the Department of Education.

We also have Janel Davis who will divide her time between our Committee and the Assembly Committee on Transportation. Ms. Davis is also a recent graduate of UNR and this is her first session.

Our Committee assistant is Sherwood (Woody) Howard. You all probably remember him from the last session.

Our main proofreader for the Committee is Torry Hinder. This is her first session and before coming here she was a substitute teacher and worked at Intel. It is always good to have a technology background.

Of course, my personal attaché is Ashley Massey. This is her second session with me and she is also a graduate of UNR.

We have Committee Policies to review ([Exhibit C](#)). They will be similar to those you have seen in other committees. You will also be able to access them on NELIS. Some of the components that I think are important begin with number three as a big one. See ([Exhibit C](#)). I heard something from former Speaker Andrew Romanoff of Colorado. He thought it was very important that all of us as Committee members remember, the guests we have here to testify or watch our proceedings are not the guests in the room. We upon the dais, on the Committee, we are the guests of the people. It is very important to remember that we are doing the people's work here. Everything that we communicate and exude is in alignment with that thought.

I have talked about the new NELIS. For it to be effective and of value I ask that everyone adhere to the policies regarding getting their attachments and exhibits to us on time so we may get them on-line and make sure that the public has full access to them. I would also say that it is important we strike the right balance in the use of technology while we are here on the Committee. We all have laptops and we are moving to this paperless system so the use of those laptops becomes even more critical in reviewing the exhibits and the bills. It is also very important to extend courtesy to the members of the public that come to share their views with us as they testify. I would ask that all members keep their laptop and electronic device use focused on their legislative responsibilities.

If there are no questions regarding the policies, I would accept the motion to adopt the Committee policies.

ASSEMBLYWOMAN MASTROLUCA MOVED TO ADOPT THE  
ASSEMBLY COMMITTEE ON EDUCATION COMMITTEE POLICIES.

ASSEMBLYWOMAN DONDERO LOOP SECONDED THE MOTION.

THE MOTION WAS ADOPTED UNANIMOUSLY.

**Chair Bobzien:**

Housekeeping items include the following:

- The Committee will begin promptly at 3:15 p.m. on Mondays and Wednesdays.
- Now and then we will have joint meetings with the Senate Committee on Education.
- When that occurs those meetings will be in a different room and begin at 3:30 p.m. to accommodate the Senate schedule.
- I would ask that all members be in attendance at all meetings from the time the meeting begins until the meeting is adjourned unless excused in advance by me. If you have a conflict, let me know.
- For anyone in the room who may have an electronic device that might make noise, please turn the noise off.
- Persons wishing to testify today or any day, please sign in at the table by the door.
- Before beginning testimony, give the secretary a business card and state your name clearly when you are testifying.
- If you have a handout, please provide 20 copies for the Committee in addition to submitting your handout in an electronic format to be put on NELIS.

This is a learning process but by the end of the session we will all appreciate the steps we have taken for transparency with this new system.

I want to emphasize, again, courtesy in dealing with other members of the Committee, staff, and all persons who testify before us. We will have some contentious discussions and debates. That is my intention and I think the importance of this issue requires nothing less. We can conduct those conversations by being respectful of other people's points of view, always being open, and always continuing the dialogue in a respectful manner.

In many ways this is one of the most public committees of all of the committees and that respect for the public is something that is the highest goal and should be held in the highest regard by all members of this Committee. I hope you will share this belief with me.

I have asked our Committee Policy Analyst, Ms. Martini, to provide a refresher on all of the different aspects of our work including deadlines, and a brief summary of the topics and activity of this Committee.

**Mindy Martini, Committee Policy Analyst:**

As indicated, I will be your Committee policy analyst. This is my first time on the Assembly Committee side. You will hear me say this many times that as Legislative staff, I can neither advocate nor oppose any of the proposals that come before you. I will definitely be able to assist you with any policy questions you may have.

You should all have a copy of the Committee Brief ([Exhibit D](#)). This is also on NELIS. I would like to go over some of the sections that might be helpful to you.

First, Committee jurisdiction for the Assembly Committee on Education is education in Nevada, both public and private. It is the whole range of education from Pre-K all the way to higher education. In previous sessions this Committee looked at issues concerning academic standards, assessments, charter schools, textbooks, curriculum, and more—a whole range of possibilities.

I want to point out some of the national and state issues that might come to you this session. If you will turn to pages 2 and 3 of your brief, you will see a listing of major national issues. These are compiled by the Council of State Governments and the American Association of State Colleges and Universities. As you will note, financing is a very hot topic both nationally and in Nevada. If you look at the issues specifically toward higher education, you will see that most of them are linked to the economic downturn, issues including regional workforce needs, the effective increased enrollment in times of economic downturn, and tuition prices due to aid programs. When I looked at the listing of bill draft requests (BDRs) that came forward and have been submitted, one topic that really stood out is Governor Guinn's Millennium Scholarship Program.

For public K-12 schools, federal programs such as Race to the Top call for common academic standards, increased accountability, and teacher quality. They look at many things for students going to college or into the workforce. In Nevada during the 2009–2010 Interim, the Legislative Committee on Education spent the entire interim primarily focusing on the components of Race to the Top. Issues relating to Nevada's goals for reaching those components will more than likely come to you in some form during this session.

The other major issue in Nevada concerning K-12 education is the governance structure of the entire system of education. In 2009, the Legislature approved Assembly Concurrent Resolution No. 2 of the 75th Session. It called for the Legislative Commission to do a study of education government. That study occurred during the interim and was chaired by former



Assemblywoman Bonnie Parnell. During that interim, several other groups also looked at education governance.

At the end of all of the interim studies, staff compiles a bulletin. The bulletin is important because it gives you the background on why a committee submitted a bill or a study recommended a bill to you. They are available on the web, and for education, the interim Legislative Committee on Education has a bulletin as well as the interim study on education governance.

On page 5 of the brief, you will see all of the interim committees and reports dedicated to education in Nevada.

Regarding the workload of your Committee, I looked up all the BDRs that were submitted for the 2011 Session. There were 960 and of those, about ten percent, 96, are actually dedicated to education. There are many committees that deal with education, so not all of those 96 may come to you. It gives you the sense that at ten percent, education is a very hot issue this session as it has been in previous sessions.

Page 4 of your brief will show you what this Committee did last session. They reviewed 56 bills. Of those, 41 were moved out and of those 41 about 57 percent, or 32, were actually approved by the overall Legislature and then moved on to the Governor.

Based upon the number of bills you receive, the workload becomes very big and deadlines become very important. I am sure you have all seen the large sheet of all-important calendar dates. March 21 is the date by which all of the bills requested by a legislator must be introduced. March 28 is the date by which all of the bills requested by a standing committee must be introduced. All of those bills must be out of the committee of reference and the house of origin by April 15. What that means is, depending on the number of bills that are introduced to you by March 21 and 28, you could have a very busy time by April 15.

The rest of the brief is mostly with regard to resources. On page 7 you will see all of the various reports. There are class-size reduction reports, and charter school reports compiled mainly by the staff of the Legislative Counsel Bureau's Research Division to provide you with history on these studies.

You may have another copy of the *2011 Nevada Education Data Book* ([Exhibit E](#)) at your seats. This particular document provides history about each of the programs as well as a ranking of how Nevada compares to other states, primarily the western states.

The last thing I would like to point out is page 9. There are three pages of acronyms for education covering K-12 through higher education.

Contacts are the last couple of pages of that brief. It is limited, but if you want information regarding all 17 school districts, I will be happy to get that to you.

**Chair Bobzien:**

You will find that Ms. Martini is a great resource and any questions you may have on the concepts, acronyms, or stats, she can point you in the right direction. Do not hesitate to call her for assistance.

I would like to move to the highlight of today's meeting and that is a presentation from the Glenn Duncan Dolphins, a fifth-grade class taught by Mr. Jason Shipman. I had the honor of being a principal for a day at Glenn Duncan Elementary School in the district I am privileged to represent. I had a great day shadowing the principal there and getting a close view of what goes on in our elementary schools. Mr. Shipman is a Science, Technology, Engineering, and Mathematics (STEM) Program Coordinator under a School Improvement Grant (SIG) that Glenn Duncan Elementary School received from the federal government. Mr. Shipman's job is to create an academy for STEM education at his school and expose his students to different aspects of curriculum that enhance the learning that goes on there.

**Jason Shipman, Coordinator, Science, Technology, Engineering, and Mathematics (STEM) Program, Glenn Duncan Elementary School:**

By the federal initiative we are turning our site through the School Improvement Grant (SIG) into a STEM Academy. These ten students would like to advocate for themselves on behalf of their own education today and share with you their opinions about what their dreams and aspirations in education are, and where they feel they fit into the picture right now.

They would like to give this presentation themselves, so they will step forward to read sentences in the PowerPoint presentation. There is a video clip within the PowerPoint presentation where they are presenting something to you. They would like to begin by presenting themselves by name.

**Oscar Lopez, Michael Higgins, Johnadan Manriquez, Daniel Enriquez, Efrain Delarosa, Tierra Laupua, Araceli Salazar, Lyssandra Barron, Jamileith Moreno, Mark Perez, Fifth-Grade Students, Glenn Duncan Elementary School:**

[Students introduced themselves. Presentation began ([Exhibit F](#)).]

**Tierra Laupua:**

This slide shows the population of students at Glen Duncan and Caughlin Ranch Elementary School. The purple bars represent Glen Duncan and the green bars represent Caughlin Ranch.

**Jason Shipman:**

This slide is used to give a brief picture of our population.

**Daniel Enriquez:**

Duncan Elementary has 300 more Hispanic students than Caughlin Ranch Elementary.

**Oscar Lopez:**

Caughlin Ranch Elementary has 356 more white students than Duncan Elementary.

**Jamileth Mareno:**

The population of Hispanic students at Duncan and the population of white students at Caughlin Ranch are opposite.

**Lyssandra Barron:**

Our schools are in different neighborhoods in the same city but why such different results?

**Michael Higgins:**

This is the Criterion Referenced Test (CRT) results of Duncan and Caughlin Ranch Elementary School. The green bar represents Caughlin Ranch and the purple bars represent Duncan.

**Johnadan Manriquez:**

Caughlin Ranch Elementary student performance scores are twice the student scores at Duncan Elementary School.

**Araceli Salazar:**

When asked why, we said Glen Duncan students need to work harder. But, that is not the case. Glen Duncan students are applying themselves diligently to their education.

**Efrain Delarosa:**

Consider the following growth chart.

**Mark Perez:**

This chart is the Duncan CRT growth. The purple bars represent 2008-2009 and the green bars represent 2008-2010. As you can see, we have grown a lot over the year.

[Presentation continued from video clip.]

**Jason Shipman:**

As we were putting together this presentation, each student read the quote they had made themselves from research that they had done from educational articles by Dr. Morrison and Mr. James Rogers. Young Mr. Daniel asked me if it would be all right if he did not read it during the video. I asked him what he was going to do with his statement. He responded that he would really like to read it straight to the legislators if he could.

**Daniel Enriquez:**

[Read prepared statement from video clip in presentation ([Exhibit F](#)).]

We cannot cut our way out of this. This is an endless cycle unless we change the budget cuts so that we do not make anything in the budgets go up. Why can we not be the highest? It is because we do not put the right amount on schools that support technology. A group of kids should be put in the right class. For example, students should be leveled and instructed based on their abilities. We should take good tests to determine what five classes we are going to be taking depending on what level we are at. The level should be low, below average, average, above average, and high. Only one out of every two students pass high school right now—four if we change things. Things must be done differently. I hope that our school will be highest in everything that our state wants to be first in.

**Jason Shipman:**

Thank you very much for allowing us to be here today.

**Chair Bobzien:**

I would like to remind the committee members as well as the audience that this is a policy committee. The money issues, which are very important, are handled by the Committee on Ways and Means. That said, a lot of the issues we will be discussing this session here in the policy Committee are inextricably tied to those money and resource issues. That of course is going to be the toughest conversation of the whole session. Thank you for sharing your perspectives.

Do we have any questions from the Committee for any of the students that are here with us? Thank you for what you are doing and keep studying hard and I especially want to thank the parents that are here for taking the time to bring your children to Carson City. Thank you Mr. Shipman, for supporting your students.

Our next presentation is in keeping with the theme that the policy and the money are definitely tied.

The Education Alliance of Washoe County is an organization that we are all very grateful to have. The business community is working with our Washoe County School District to support our schools and students. They have moved into a new realm of looking from a policy analysis perspective on just what is going on with our education system and what it means for our Nevada economy. I would like to call them to the table so we can receive their presentation from the report that they have given out ([Exhibit G](#)).

**James L. Pfrommer, President, Board of Directors, Education Alliance of Washoe County:**

You should all have a hard copy of the *Crisis in Nevada, Education and the Economy, Nevada Economic and Education Analysis* white paper ([Exhibit G](#)). You should also have a hard copy of the full PowerPoint presentation *Nevada Economic & Education Analysis* ([Exhibit H](#)) that you will see here today.

Briefly, for those who may not know about the Educational Alliance, we are a nonprofit in Washoe County. We have been in existence since the mid-eighties. I originally started with Partners in Education and have developed into a multifaceted organization with 25 board members, 5 of whom represent K-16 education in Washoe County and about 20 to 22 members that are business people from a variety of backgrounds such as the three of us.

We felt the need to put together a factual story in this presentation of the realities of education and the economy in this state and how it relates to the rest of the country. The data you will see for Nevada is statewide and is based upon independent sources such as CNBC, *Wall Street Journal*, *Forbes Magazine*, *Entrepreneur magazine*, *Chief Executive* magazine as well as the Tax Foundation, another entity that has been around since the 1930s. On almost every slide you will see a citation at the bottom for reference to help guide you through the presentation.

We talk about economic development, but we do not think you can do economic development without really building a good educational foundation. That is the basis for our analysis.

**Ginny Jackson, Officer, Education Alliance of Washoe County:**

I will begin by introducing the six areas that we will talk about today. They are the visions for Nevada's economic future. We are going to talk about Nevada's current state of economy, the impact of education on Nevada's economy, the current state of Nevada's educational system, models for Nevada's economic recovery, and we will then talk about the mandate for a strong economy and educational system.

When we started this, the first thing we did was look for what Nevada's vision was for its economy. What we found was that there is not a unified vision, but there are a number of groups that have done some work to try to determine what the vision for Nevada's economy should be. While we did not find one vision, we did find some common themes running through most of these groups: a strong, flexible, educated workforce; economic diversification (all of them call for a dramatically improved education system); better access to capital; a strong support for innovation and technology infrastructure; a sustained and vibrant business climate; and last, a short- and long-term plan to accomplish those goals.

What is happening to Nevada's economy? Nevada's current economy is really struggling. The November unemployment rate was 14.3 percent which is the worst in the nation. The December rate was 14.5 percent. We are still the worst in the nation for unemployment. We are also 50th in nonfarm job growth if you look from August 2009 to 2010. Job growth is not occurring either.

Nevada's gross domestic product (GDP) is falling. In 2008, our GDP fell by 0.6 percent. Recently, data was released that in 2009 Nevada's GDP fell by 6.4 percent, a ten-fold decrease in only one year.

If you look at the kinds of businesses and jobs Nevada has, we are disproportionately dependent on leisure and hospitality at the top as well as construction. In every other job category we are behind the national average. This leaves the state susceptible to economic downturns because we do not have many stable industries to support us during these bad times.

Yet, Nevada has always prided itself on being a low business tax state in order to promote economic development. According to the Tax Foundation, Nevada has the fourth best business tax climate as well as the second lowest personal tax burden.

Nevada also has above average per capita income, but it taxes itself less. We rank 49th in state and local taxes as of 2008, with a 6.6 percent state and local

tax burden compared to a national average of 9.7 percent. [Referred to slide "Nevada has above average resources but taxes less" per a CNBC study ([Exhibit H](#)).] The tax rates vary from 8.4 percent to a high of 9.8 percent in those five states.

If a low tax burden, in and of itself, is not enough to make Nevada one of the best states for business, what does make it a best state for business? We started looking for models and found three different states for business rankings; *Forbes Magazine*, *Chief Executive* magazine and then a CNBC Special Report. All of the rankings were done a little differently, but basically they used the same categories and rated the states similarly. Focusing on the slide "Multiple factors affect state economic health" ([Exhibit H](#)) you will note that the top third of the states are green, the middle third in the rankings are yellow, and the bottom third are red. This chart compares Nevada to the top five states for business: Texas, Virginia, Colorado, North Carolina, and Massachusetts. You can see Nevada ranks 47th overall. Virginia, Colorado, and North Carolina are going to keep coming up, as those states are demographically similar to Nevada's K-12 population.

Nevada ranks fourth in business tax climate. That is not enough to get us into the top rankings for business states. For cost of business, we rank 37th—that includes tax burden, utilities, cost of wages—where the other states rank considerably higher.

We rank 19th in workforce. Part of that ranking included having the workforce suited to the kinds of jobs you have. Nevada has a lot of low education jobs, so we came out fairly well in that ranking.

We rank 50th in education, 40th in access to capital, and 37th in technology and innovation.

The educational level of Nevada's workforce is not competitive. Only 21.8 percent of our population over 25 has a bachelor's degree or higher, which ranks 43rd in the country. That is well below the national average in the number of workers. We have well below the national average in the number of workers in high education jobs.

What about our future workforce? The Georgetown University Center on Education and the Workforce looked at all of the states, took the 2008 job level, and predicted now many jobs we would have at the various levels in 2018. According to this study, Nevada will have 219,000 more jobs than it currently has, with some postsecondary training. That is 53 percent of the total jobs and a 30 percent increase overall in the number of jobs. What this study assumes is

that there is no growth in the number of postsecondary jobs. The study takes the number of postsecondary jobs we have currently and multiplying it by 30 percent to get to 219,000.

At the same time we are going to have 59,000 new jobs available for high school dropouts. If our economy does not change we will rank 48th in jobs requiring postsecondary education in the country, and third in jobs for high school dropouts.

How does K-12 education affect economic development? A strong K-12 educational system improves workforce and productivity, elevates home values—a good educational system is a driver anytime anybody wants to buy houses, increases personal income, and reduces social costs. Many times people do not take into account the social costs of a poorly educated population. Crime statistics are inversely related to education. The less education, the higher the crime rate. The need for public assistance decreases with the level of education. Welfare and food stamps decrease as the population becomes more educated. Less educated workers earn less. They pay less in taxes and often have a higher rate of health care problems that cost more compared with more well-educated individuals.

It is no surprise that 58 percent of inmates do not have a high school diploma. The cost of incarcerating a teenage male for four years is \$80,000. It costs approximately \$31,000, using Nevada's per-pupil expenditures, to educate. Education is a bargain.

We are going to address the slide "How higher education affects economic development." The programs and activities listed on this slide are the building blocks that help create the outcome. Higher education is a big part of creating new and better paying jobs, increases in wealth, and improved quality of life.

**Anne Loring, Past Board of Directors Member, Education Alliance of Washoe County:**

The slide "Nevada's student achievement lags the nation" ([Exhibit H](#)) shows the best states for business. When we saw that education in Nevada ranked 50th, we were stunned. We felt we had to pursue that to see if that was really the story. Unfortunately, we believe that ranking is justified.

We began by looking at the National Assessment of Educational Progress (NAEP) which is the only test given in all 50 states. It is the only way you can compare performance from one state to another. In looking at eighth-grade reading scores for all students, there are no states performing less well than Nevada in reading.



We have had explosive growth in our state over the past 20 years and we have certainly seen it in our schools. That growth has been accompanied by a dramatic shift in our demographics. We have a far higher percentage of students for whom English is not their first language than we did 20 years ago. We have a far higher percentage of students in poverty and our ethnic distribution has changed dramatically. It is not surprising many people seeing these slides say it is a function of the dramatic shift that Nevadan's have had to deal with in their educational system due to the changing demographics. That is a reasonable conclusion to draw until you see the slide "Nevada's white students perform poorly." Now you are looking at only white students in Nevada in eighth-grade and how they perform in reading compared to only white students in other states. Here you will see that West Virginia's white students perform less well than Nevada's in reading.

When you look at Nevada's non-poor students, those students who are not eligible for free and reduced lunch, the story is a bit worse. All of the states, except Hawaii's non-poor students perform better than Nevada's eighth-graders in reading.

What this series of slides is saying to us is that Nevada's problems with education are not rooted in its changing demographics, but are systemic. That is not to say we do not have achievement gaps in our state as do all of the other states.

Our African American and Hispanic students reach proficiency in eighth-grade reading and math at levels that are only about a third of our white and Asian students. The real story, what you do not see, is that 90 percent of our black students, and almost 90 percent of our Hispanic students are not reaching proficiency in reading and math by eighth-grade; 60 to 70 percent of our white and Asian students are not. That has a huge impact on economic development in our future workforce.

A similar achievement gap exists for our students economically—those eligible for free and reduced lunch—our poorer, low-income students, versus non-eligible students. Our students eligible for free and reduced lunch reach proficiency at only half the rate of our non-poor students.

As we were developing this study, people asked if we had any international comparisons. Others said we were quoting averages, but our best students are competitive. A study came out by researchers at Harvard University that actually addressed both of those issues and the story is equally grim.

Due to the difficulty of reading the slide "Nevada suffers in international comparisons.", I will describe briefly what this study was about. It looked at eighth and ninth graders and what percentage of the students in each country reached advanced levels of mathematics. They looked at mathematics because that is the international language of the twenty-first century, and mathematics has a direct relationship to economic development in countries as well as in communities. The blue designates the percentage of students in each country who has reached advanced levels in mathematics and the red designates the percentage for each of the 50 states. Massachusetts is the highest performing in the United States in both reading and mathematics and it ranks at about 14th if you rank it with these 56 countries. Nevada's performance of high-achieving mathematic students is about the same as Turkey's. We are a bit better than Uruguay.

The conclusion of this study is that most of the states, including Nevada, are producing high-achieving mathematics students at the same rate as developing countries worldwide—developing, not the industrialized nations.

Given that this is the view of eighth-grade performance in reading and mathematics, it is not surprising that it carries forward, in comparing Nevada data with United States data. Of the students who start as high school freshmen we only graduate about half in Nevada in four years. Of those students, only a little more than half go on to college in the fall immediately after high school graduation. That ranks us 44th in the nation. Of those students who do go on to college in Nevada we are graduating them at far lower rates than the rest of the country, both from community colleges with certificates or Associate of Arts degrees and from four-year universities. Out of every 100 high school freshmen in Nevada, only 10 will earn a degree—meaning a certificate or Associate of Arts, or a bachelor's degree—within ten years. That is half the national average.

By 2018, 53 percent of our students will have to have had some postsecondary education, not a degree, but some postsecondary education. Nevada will be producing about 26 percent of its freshman graduates having had some postsecondary education. We are clearly not on track to meet this state's needs for its workforce by 2018.

Although this was pretty dismal, we had to start looking for answers and explanations. Therefore, we did the obvious and compared student achievement to investment in education.

Referring to the slide "Funding contributes to student performance.", each dot represents a state. The horizontal axis along the bottom is the per-pupil

expenditure, state and local, for K-12 education and it increases to the right. The vertical bar represents student performance as measured by combined reading and mathematics NAEP scores for eighth graders.

The place your state wants to be is in the upper left dark green quadrant where you are spending less than average and you are getting better-than-average performance. If you have to be second best, you go to the upper right quadrant where you are getting better-than-average performance, but spending more to get it. The place you do not want to be is in the bottom right quadrant. You are spending lots and getting below average performance. The bottom left quadrant shows you are not spending much and you are not getting much in the way of results.

There are 21 states on this slide because we have filtered it by state whose demographics resemble those of Nevada. Nevada had about 48 percent combined Hispanic, African American, and Native American students, so we looked at only those states with a demographic ranging between 30 and 60 percent of combined Hispanic, African American, and Native American students.

There are four major stories depicted here. It is obvious there is a direct correlation between per-pupil expenditure and student achievement. There is another equally important story here. If you look at several of the expenditure levels, you see that there is an unusually wide range of achievement levels among states that spend basically the same amount of money. What that is saying is that there are other factors that matter too that are not about money. They would be education policy, instructional practices, governance, how all of those relate to how states spend their money, as well as other factors such as the educational level of the adults in those states.

The tipping point on this slide is where the lines cross and the colors change. In the middle just above the horizontal line, you will see Illinois spending approximately \$9,600 per year per student. For every state that spends more than that you will see scores above average. If you look to the left, states that spend \$9,100 per year or less, only 15 percent of the states score above average. We call somewhere between \$9,100 and \$9,600 the tipping point which is roughly \$2,000 more than Nevada spends. Remember that tipping point. It will be mentioned again in the recommendations.

The fourth thing to look at is Nevada. We spend the fourth lowest amount and we get the fourth lowest amount in terms of performance. There are two states who spend less than we do, but perform better than we do, Oklahoma and Arizona, but frankly their results are not enough either. The states you

want to look at are North Carolina, who does not actually spend that much more than Nevada, and Colorado, who is spending somewhat more but scoring above average.

Someone is going to say you handpicked these 21 states to make the story come out right, so just to prove that the story holds for everyone, here are all 50 states: same scheme, same axes, same upper right quadrant/upper left quadrant, same story. There is a direct correlation between per-pupil expenditure and achievement. There is a tremendous range at any given level of expenditure reflecting, in this case, not just those things I talked about, but the demographics of your state.

For higher education there is a similar graph available. We did not create this one. Expenditure increases to the right, including both state and local appropriations and tuition, which together, account for almost all of the per-pupil cost in higher education. The performance level shown on the left-hand bar is not a test score; it is the weighted percentage of degrees per 100 full-time equivalent students. Again, you will see that Nevada is in the bottom left. We spend just barely below the average and definitely get below average performance. Clearly there is a huge range in performance at given levels of expenditure. Nevada needs to award more degrees, though other western states have very similar and even somewhat less per-pupil expenditures and are performing better.

We have been discussing end results, but we want to share the slide from ACT, "Nevada: The Condition of College and Career Readiness Class of 2010" entitled "Students are not pursuing high-growth careers."

Notice the right-hand side. When students are taking the ACT, they get to indicate their career aspirations. You see what these students have indicated they plan to do: education, management, marketing, computer, and health care. The colored bars show you what percent of those students are scoring at college levels in the various subject areas. Not only do we have issues with how many students are completing, we have issues with how well the students who are completing are prepared.

With that, we asked, "Where are we going?" This was the question we were faced with.

**James Pfrommer:**

In decades past there were comparisons that we did not like to think about regarding Nevada and Mississippi. CNBC is telling us that economically and educationally speaking we are now, once again, being compared to Mississippi.

It is not where we want to be. Now we want to focus on tying the economy back to education. Nevada's ranking of 15th on the bottom of the slide looks pretty good. Mississippi is 47th. In reality, 15th ties in with low taxes which CNBC feels is not that important in the overall development of economic development.

The next slide deals with the models for Nevada's economic recovery. These are states with similar demographics to Nevada. Virginia, Colorado, North Carolina tells us that they are doing a lot of the right things. But it is made up of several factors, all for which Nevada is in the red zone: per-pupil spending, educational attainment, freshman graduation rates, and NAEP scores. The range of the scores on Nevada's and Virginia's NAEP scores seems very close, but a point or two is huge.

CNBC quoted in their study "Education and business go hand-in-hand. Not only do companies want to draw from an educated pool of workers, they want to offer their employees a great place to raise a family and educate the family."

Again, similar demographics dealing with higher education; we are hearing discussion about using Utah Science Technology and Research (USTAR) as an example of how higher education can really catapult our educational production and our economic development. But if you look at the rankings of how CNBC views us based upon the statistics, we are in the red zone all the way across. You can see the best states in which to do business are in the green and yellow areas. We are just trying to say this is what the best states do as a contrast. But throughout this, no one is trying to say we should shoot to be number three or four. Realistically, we would love to just be somewhere in the middle.

Two days ago, a compilation of 30 National Governors Association speeches, such as Governor Sandoval's, on February 7, 2011, said this, "Governors view their higher education system as a critical foundation for future prosperity." That is what our story is about.

Finally, from CNBC "The best states for business invest in R&D." slide compared with states with similar demographics, Nevada is in the red zone again. The right-hand column is the best because it does take in the per capita spending. Some of the other states are skewed a little because they have more universities such as Virginia, North Carolina, and probably Colorado as well. On the per capita on research and development spending, we are incredibly poor and that dovetails into economic development.

With that we would like to focus on the positive of what we can do, designated by the red up arrow. Unfortunately, we are at the bottom in the unemployment

and other red factors, but the evidence from the other states that we have seen does indicate that the best states or even the better states for business do things differently as far as funding education from K-12. That has a way of spurring their economic development. We want to focus starting on balancing our tax burden, putting everything on the table, with a stable investment in our economic infrastructure including education, workforce, energy, and capital. In the short term, we need to focus on educational accountability and reform. They all have to go together. In going back to the scattergram of the 21 states that are demographically similar, you can see that it is both funding, and accountability and reforms. Colorado can be a poster child, but there are also states that spend more and do better. It is both things.

We have put together a list of items advocating what we think should be considered by the Legislature in the coming months. The first bullet deals with focus groups such as Governor Sandoval has indicated, Nevada Jobs Unlimited, that basically coordinate all the economic development activities in the state so that it is cohesive, focused, accountable, and has a terminable life if certain functions are not working properly.

The third bullet we are advocating, is keeping the funding the same as it is today, even though it is not great. But by keeping it the same you can get some jump in performance with reforms, with accountability, and transparency. We believe you have to maintain funding to allow the proposed changes in Washoe County School District and Clark County School District to occur.

Looking at Washoe County from an accounting standpoint, it is a \$500 million business with 63,000 students, and 6,000 to 7,000 employees. You have to keep moving forward to educate the kids at the same time as trying to allow the reforms to occur.

We do have four suggestions for no-cost initiatives, because we are all cognizant of the budget issues. The first three are contained in the *Washoe County School District Strategic Plan*. Dr. Jones in Clark County seems to be on a similar path with significant pushes within these operational entities to reform things and make them run more like our businesses. That is a good thing. Teachers should be held accountable for mutually-agreed upon achievement targets. We need to support development of a system of evaluation—basically, anything we would do in our normal business—coupled with stable funding to allow them to do that.

Looking at the last bullet, I see a horrible schematic of the Department of Education at the state level. Certainly one of our ideas is to support the

flattening of that management so that there are not so many layers, tripping over everything; a basic concept to make it more efficient.

Increased investment is the tipping point in the future, as it is unrealistic today. Stabilize funding today to allow these changes to occur. The future may be two years or four years. As Anne explained, there is a clear indication that with reforms and increased accountability and funding you start moving up to at least the U.S. average and hopefully above the U.S. average.

We have to invest in programs to increase instructional time for struggling and at-risk students. We have to support these kids.

We must adequately fund Nevada's System of Higher Education in research and development investment. It is vitally important. We know the multiplier effect when you have a professor who is doing a great job at the medical school. It can bring in \$800,000 or \$900,000 more in grant monies which produces economic development.

Our final slide is "Solutions exist (continued): Workforce and Funding Initiatives." Education improvement, reform, and funding will not, by themselves, fix our crisis.

Finally, you can click on the Education Alliance website and the links are there to send it out to whomever you want. We are a nonprofit organization.

**Chair Bobzien:**

Thank you very much for your work on this and for your role as volunteers in the community facilitating a very important conversation between business and education in Washoe County. I know there was a lot of research that went into it. Do we have any questions from the members about the report?

**Assemblyman Anderson:**

What are your thoughts on behavior inside the classroom and being able to control a classroom? Do you think that has any impact on test scores in a general way? Is there anything we can do to improve that so that a teacher does not have to feel like a babysitter?

**James Pfrommer:**

I think so, and although my thoughts are anecdotal, it does get back to the Washoe County's strategic plan and properly funding the implementation. We know there is a direct correlation as a part of our study, but certainly a child's behavior, the parents involvement, or lack thereof, does have an impact on it. There are so many challenges at these schools and part of the Washoe County's

strategic plan—and I am sure Clark County will follow—is to properly fund parent facilitators at each of the schools so they can be the conduit between the teacher, and hopefully get the parent more engaged. But, it is a long process. It is subjective, it is dealing with people, but built into our study is the fact that we have to properly fund the reforms that are going on in our major school districts.

**Assemblywoman Neal:**

North Carolina, on slide 27, was achieving. On slide 28, getting into the award of degrees, they were in the lower quadrant. I would like to know why there was a deviation in student achievement once they reached higher education. Did you research that at all?

**Anne Loring:**

Wonderful question. No, I am sorry we did not have time to follow up and to do the obvious to see what exactly these benchmark states were doing that we are not.

**Assemblyman Hansen:**

If you were to add \$2,000 per pupil, but you still had the same teaching staff and the same students, what is it you would do with that money that is going to make a significant bump up in overall student achievement?

**James Pfrommer:**

That is probably why we said future investment. We need to hold the line on funding to allow for the reforms to address exactly what you are talking about because there does need to be improvement in that area. You are absolutely correct. Parent involvement, teacher performance, administration accountability, all of those issues must be addressed first. Then, in the long term, once we address these issues, from a business standpoint you may say you will invest in it, because it is a better product. That is why we put it out into the future for the additional \$1,000 to \$2,000. Budget wise, it is a future issue in any case, but it also reflects the fact that we want these reforms to occur with good management shifts that are in progress. It will take a few years for that to improve. I agree I would not invest until you see a better product.

**Assemblyman Hansen:**

Where was Nevada ranked 20 or 25 years ago? Have we always been 50th? Obviously we have seen dramatic demographic changes, but have we seen any period of time in Nevada where we had substantially better performance than we see today where we are 50th in the nation?



**Anne Loring:**

Unfortunately, we do not know. The NAEP scores have been administered for maybe 20 years, but until 2002, all of the states were not required to participate and within the states there was not the same focus on the sampling as there is with No Child Left Behind (NCLB).

In terms of graduation rate data, the high school graduation rate data, even as we speak, is not comparable from state to state. It will be next year when all of the states will have to adopt the same formula. There really is no good comparable data that goes back 20 years.

Your white paper has all but two of the slides that you have seen here today, but there is more detail on the opposite pages on each of the different areas. The one thing we do know from looking at the NAEP scores for the state of Nevada, is that Nevada has had significant improvement, particularly in fourth-grade mathematics, over the last ten years. Also there has been improvement in eighth-grade mathematics. The reading improvement has not been as dramatic as it has been in mathematics, so there is good news that there has been improvement, but the bad news from the standpoint of where we rank is that everybody else is running the same race and they are improving, apparently, at faster rates. The bottom line is, were we 50th 20 years ago? I do not know.

**Assemblyman Hansen:**

I am looking forward to the discussions we are going to have in this Committee. There are a lot of unanswered questions that we will need to get to before we just say let us throw more money at the problem.

**Assemblywoman Diaz:**

Being an educator, we do have a lot of data, but we do not have substance behind the data. I am looking at the numbers and I am seeing that we are not spending, that we need reform, but have we actually gone out of our way to research Colorado or North Carolina? What are things that they are doing differently in their classroom, in their communities that we could emulate here in Nevada? Do we have anything in terms of what we have seen and what is being using in Nevada?

**Anne Loring:**

In terms of the Education Alliance, we have anecdotal stories because of the groups we have participated in as an organization. Your Committee has a unique opportunity in the next 118 days. You have a brand new Superintendent in your state who comes out of Colorado, one of the higher achieving states, where you want to be. Certainly, he would be the one to have

discussions with since he worked at the state level. You also have a newer Superintendent from Washoe County School District, Dr. Morrison, who comes out of Maryland, also one of the above average high-achieving states. You have the Governor's Blue Ribbon Committee that did the research for the Race to the Top grant, in which they looked at high-achieving states and states that had already made accomplishments in reform. Rather than us sharing anecdotal information with you, those would be the people from whom you would get wonderful evidence concerning your questions.

**Chair Bobzien:**

Those questions as well as Mr. Hansen's comments were an excellent setting for much of the material we will be taking in on this Committee. We will be hearing from Dr. Jones about his experience in Colorado.

Do we have any other questions?

I would like to return to the scattergram "Funding contributes to student performance." ([Exhibit G](#)). To move further along the question about the experience of other states, Colorado, the outlier, if you will, if the Majority Leader were a member of this Committee, he would be quick to point out that this is a "snapshot in time" and we are seeing a set of data points converging at one point and you need to understand there might be limitations in the connections between those.

Colorado could be experiencing the beginning of an echo effect. My concern regarding the cuts we have had to make at the Legislature with some of the innovative programs in education is that we have yet to see the achievement responses. I have to ask about the Colorado situation where we are looking at a lower per-pupil spending figure as a result of their experience with Taxpayer Bill of Rights (TABOR). I saw that similar effect with both the ranking for higher education as with K-12. I do not know if they are potentially at the top of a dip that will occur because of the impacts of TABOR. I do not know if you have considered that at all.

**Anne Loring:**

We had not considered that, although we are certainly aware of that in terms of Colorado. You are absolutely correct. It is a snapshot in time and our hope is that when the new data on spending comes out within the next six months, we will be able to do an updated version of this graph with the new spending and new achievement levels and see.

**Chair Bobzien:**

I also appreciate your including the information regarding our international rankings because we no longer have to say thank goodness for Alabama. We can now say thank goodness for Bulgaria.

Do we have any further questions for the Alliance?

We will introduce Assembly Bill 39.

**Assembly Bill 39:** Revises provisions governing educational personnel.  
(BDR 34-439)

**Gloria P. Dopf, Deputy Superintendent, Instructional, Research and Evaluation Services, Department of Education:**

[Announced retirement from Department of Education effective this month.]

I would like to provide a bit of background on A. B. 39. The Department of Education, through the State Board of Education, has requested a few bill drafts and this is a bill draft that we are requesting. This is a bill draft that is intended to eliminate a notification requirement for teacher licenses relative to expiration of licenses. The Legislature has previously required that the Department of Education Teacher Licensure office to send out a written notice via first-class mail to all licensees, six months to one year prior to the expiration. This process is labor intensive, there are costs attached to the mailing process, and it is currently, in our estimation, an ineffective way to communicate. Approximately one-third of the mailings are returned because of an invalid address. In the interim, as the statute required us to do this kind of notification, the Department of Education has developed a website—[www.doe.nv.gov](http://www.doe.nv.gov)—and on that website, on the top bar there is an area called "Plans/Programs." If you scroll down to "Teacher Licensure," you will see a link that is "Find a Teacher (Lookup)." You will be able to find any teacher or educator who is licensed in Nevada and will be able to determine what licenses they have, what areas of endorsement they have, and when it expires. This site is maintained on a daily basis. The ability of an individual who has a license to go into this site and refresh their memory is readily available. Therefore, the process of mailing out the notifications is not effective. In addition, the cost attached to it, approximately \$2,100 one-third of which is money wasted because it comes back undeliverable, does not even count staff time relative to creating the letter and developing the correspondence, et cetera.

We respectfully request your consideration of this amendment. It does not do any disservice and it does improve the efficiency of the operation and is now

warranted given the new website available through the Department of Education.

**Chair Bobzien:**

I would remind the members of the Committee that this is a hearing. We will likely do a work session later on this bill. I would encourage all of the members to acknowledge the difference between a hearing and work session. If you have questions, this is the time to ask. I would like to have them on the record and a chance to work through any issues or differences and have them resolved ahead of a work session.

Do we have any questions for Ms. Dopf?

**Assemblyman Kirner:**

At this point, you are reminding people that their licenses are about to expire, and as the Department of Education, you take on a certain level of responsibility. Now you are shifting that responsibility over to the individual. What are the consequences if a license expires and someone does not discover it until two months later?

**Gloria Dopf:**

Assembly Bill No. 432 of the 74th Session set an enabling legislation. If an individual's license expires during the school year, that individual will receive notification from the school district regarding that expiration. If the individual is working in the school system during the year, they will be able to continue working for the balance of that school year. It is not equivalent to losing a job because you are no longer licensed. We are not suggesting a change in the process. If that individual then applies for the license renewal from the Department of Education during the year, that renewal will exist.

Should an individual let a license lapse and is not currently working or it is not during the school year, that individual would have to relicense based upon the current requirements rather than the requirements under which that license may have originally been provided. They can relicense, but it would be under the endorsement and standards that exist at that time.

With regard to the responsibility, we understand the sensitivity of that issue. Had we had a successful notification process where individuals who need to know would receive the notice had we had the appropriate mailing address, then perhaps this bill would have looked differently. However, what happens in reality is one-third of the individuals are expecting a notification and they do not receive it because they do not provide us with their updated address. Consequently, they are lulled into a false sense of security because they do not

receive the notice. In terms of responsibility, the expiration of the license is only one component. It is their responsibility to remove any provisions that are attached to the license. The notification would not nullify that circumstance. It is best that they stay current with the requirement, the provisions that they have, and provide enough time to remove the provisions. Six months is often not enough. The website enables them to have access on a daily basis and to put the responsibility for access on the professional.

**Assemblywoman Flores:**

How will you go about notifying the teachers that the process is changing and they should no longer be expecting the notification?

**Gloria Dopf:**

One way is to put information in the license itself informing them and emphasizing the website. We will be doing that. The other way is that under statute, the Superintendent of Public Instruction must notify the education community of all bills that are passed that impact education. July 1, information changes would be highlighted, and school districts would carry that information to their staff and parents as well.

**Assemblyman Stewart:**

Does the state department have the information of where the teacher teaches, what school or school district they teach at?

**Gloria Dopf:**

There is a database that links the teacher to a particular district and school that is updated by us for reporting purposes. We know where the teacher is teaching, what courses they are teaching, the relationship to the licensure, but that database does not link to the teacher's demographical personal information.

**Assemblyman Stewart:**

But you do know what school they are teaching at?

**Gloria Dopf:**

We know in what district they are teaching, but I would have to verify whether it is down to a specific school within the district. I will make that information available to you.

**Assemblyman Stewart:**

The most efficient person in education is the principal's secretary. I would suggest that you send an email to the principal's secretary of the people who are going to lose their accreditation and she will take care of it.

**Gloria Dopf:**

That is certainly an option we can look at as this proceeds. Generally, that type of information flow from us to an individual school is done through the district.

**Assemblyman Stewart:**

Or you could send an email to a certain person in the district and have that person contact the principal's secretary and have them respond back that they have received it. That way you would have an email record. I recommend that you put that in the bill somewhere.

**Gloria Dopf:**

I appreciate that information. We are talking about approximately 6,000 communications per year. That would be the magnitude of responding back to an individual school to get the school to give us the information to respond back to, just create a context of the amount of renewals that occur in a given year. The information that I responded to previously was based upon the cost was based upon approximately 6,000 letters going out of which one-third comes back.

**Assemblyman Stewart:**

My recommendation would be 17 emails.

**Gloria Dopf:**

I am just giving you the context of the individuals that are in the process.

**Assemblywoman Dondero Loop:**

I would like you to outline what it costs to get a license, and what it costs to get it renewed.

**Gloria Dopf:**

I did not bring that information, but I can certainly provide that back in written form to you.

**Assemblywoman Woodbury:**

How much do you estimate saving in discontinuing the mailing?

**Gloria Dopf:**

The actual cost for the postage is approximately \$2,200 per year. We have not cost out the amount of staff time for the processing of the 6,000 letters.

**Assemblyman Anderson:**

Would you consider the email option? Giving people that option, you could send out a notice saying this process is going to change. Also, can you sign

them up to receive an email through the website alerting them that their license is going to expire? Could that possibly work?

**Gloria Dopf:**

We would be willing to consider any recommendations coming out of the Committee relative to email. We do not have email addresses for teachers. That discussion would have to come from some mechanism that would be through the school district and their communication link rather than the Department of Education. The same problem with keeping addresses current would exist keeping emails current, and we do not have email addresses for teachers at all.

We would be willing to look at any way to make this more acceptable to the Committee, and that would also make it a more efficient process. Any recommendations that do not shift the burden to a school district or create additional cost or resources we would certainly be willing to listen to.

**Assemblywoman Diaz:**

I never received the notice that my license was going to expire and then had to go through the very stressful and chaotic process of renewing. I went in and found my license information quickly and easily. I think we just need to focus on working with the school district and making sure that teachers are educated on the process, that they receive some kind of staff development, and that there is awareness about it. We are self-sufficient. Modern technology is something we are used to, at least using the Internet. It saves money on the postage and brings it to the forefront of the teachers that they need to keep an eye on their teaching licensure requirements because you may not be able to accomplish those requirements in a six-month period.

**Chair Bobzien:**

Is there anyone wishing to speak for or against A.B. 39? Knowing that there is possibly more conversation on this bill, I would ask that Mr. Anderson connect and have more conversation regarding his idea. We will likely be bringing this back at a future work session.

I will close the hearing on A.B. 39.

We have two bill draft request (BDR) introductions to do. One of them is lengthy. You are probably aware that a vote to introduce is by no means an expression of support. It is just to move the process along. We will have a chance to bring these bills back and have full hearings on them.

**BDR 34-113**—Revises provisions governing pupils. (Later introduced as [Assembly Bill 138](#).)

Do we have a motion to introduce this BDR?

ASSEMBLYWOMAN MASTROLUCA MOVED TO INTRODUCE  
BDR 34-113.

ASSEMBLYMAN ANDERSON SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

**BDR 34-191**—Revises provisions governing programs of nutrition in public schools. (Later introduced as [Assembly Bill 137](#).)

This BDR was requested by the interim Legislative Committee on Health Care, dealing with school breakfast programs. Do we have a motion to introduce this BDR?

ASSEMBLYWOMAN DONDERO LOOP MOVED TO INTRODUCE  
BDR 34-191.

ASSEMBLYWOMAN MASTROLUCA SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

**Ray Bacon, representing Nevada Manufacturers Association:**

I served on the Education Reform Blue Ribbon Task Force and the Washoe County presentation was very well done. We covered a lot of the same territory on a statewide level on the Blue Ribbon Task Force and I will tell you that their data matches the data we found; different sources, multiple sources, and it all gets to the same level.

With regard to Mr. Hansen's question, the only piece of data I am aware of that looks back 20 years or so was an independent study that was done by a school board member somewhere in Ohio. The school district told him that all of the students were doing at or above the national average. He got upset about that and began looking around. He wrote a personal check for about \$15,000 to the people who provide the SATs. He got, by class standing, the data that they had, SAT scores for the students in the top 10 percent, to the 20th percent and on down, by state and by class standing. Is it a perfect measure? It is not, but what it did do is sorted out the fact that we are a low SAT participation state.



You are now looking at the best and brightest in Nevada versus the best and brightest in every other state.

The first study was done in the late '80s, and it showed us at about 35th and over the course of 10 or 12 years of the study, we dropped down to 42nd or 43rd. It appears that around 20 plus years ago, we began losing some level of ground. At that time our SAT participation was at a pretty low number. I am not sure whether it is valid, but there is at least some level that we have not improved.

Two additional things that you need to keep in mind are that on the list that Washoe County has in their scattergram, you will see that Florida is very close to the line. Florida is a state to watch from this standpoint. Florida has made substantially more progress on their NAEP scores than any other state. The Florida story is interesting in that they did several things which made a difference. Their spending was about the same as ours and they are still in that low-spending quadrant. However, their performance is dramatically improved and on a trajectory that is scary. Black children, poor children, and Hispanic children, in Florida now surpass all of the children in Nevada on their NAEP scores. They were in pretty much the same place we were in 2000.

What are they doing? Probably the thing that has made as much difference as any, is that they were the first state that really put a bullet in the issue of social promotion. They said, "You do not go to fourth grade if you cannot read." The first year they held back approximately 23,000 kids. The second year that number was cut in half. The third year the number was cut in half again. Now the message is out in the Florida schools. They did a lot of improvements in what they were doing for reading systems and found out what worked and what did not work. They dramatically enhanced what worked and took some suppliers off the list because the programs were not working.

In approximately 1997 or 1998, they completely rewrote their statutes for the State of Florida. I believe that is the only state that has completely rewritten their education statutes since 1963 or 1964.

They did some other things with a virtual academy they have. Any school or any student in the state can access their virtual academy. They have something like 80,000 students taking at least one class in it in any one given year. It is an amazing number. Do I believe we could do that in this state with this budget restraint? We absolutely could not.

Let me suggest what we could do. We have two very good virtual schools that are national and have national curriculums: Nevada Connections Academy and

Nevada Virtual Academy. Right now, the option is that you are either in the charter school or in your traditional school and there is a void in the middle. I think it would be possible for the Department of Education to cut a contract that says, give us a set price in the computer requirements so you could have any course for any student in the state at the same rate. Create that middle ground. It would create more class participation from virtual charters and simultaneously allow the things we put in Nevada's promises—excellence, rigor, and equity. That would certainly work on the equity portion. If you are a student in White Pine County and you want to take Advanced Placement Chemistry, the odds that there is a teacher there that can teach that is probably slim to none. This would give us that option.

I do not believe it would cost a lot of money. Will it have a cost? Yes, it will, but simultaneously it does a huge thing from the equity standpoint and the cost would be a decision made between the parents and the school district. Further, if the parents wanted to write the check, I do not think we should say no.

A lot of the things in Florida worked reasonably well. Some of them did not. But what they did as a package worked and it is worth taking a look at what they did. They have good data to show what did and did not work. We can use that as a base for future discussions. There are people in this state that have done some decent studies. The Nevada Policy Research Institute (NPRI) study in this particular case, on that particular subject, was well done.

**Assemblyman Hansen:**

Our earlier presentation stated that roughly 26 percent of Nevada students who graduate from high school go on to college. Of that 26 percent, my understanding is that almost one-third of them require remedial courses. Is that something the Blue Ribbon Task Force addressed?

**Ray Bacon:**

We looked at the data. It varied somewhat by institution. I also sit on the P-16 Advisory Council, and we have an issue in this state that has not been addressed. We have an output expectation that is here, and a higher education input expectation that is here, and until we get to the point where those two are lined up, I do not think we know what we are doing. Frankly, in a small state such as this, for us to recognize that we have an alignment problem and not having fixed the problem for over a decade means that is one of our problems.

We believe that the governance piece of Nevada's promise has to be dealt with. If I were to ask Ms. Diaz, as a teacher, to tell me the person in Nevada who is in charge of the K-12 quality in this state, I can see her shaking her head right

now. She does not know. I have been working on education issues for 30 years and I do not know. Part of the governance issue is to fix that, make someone absolutely, totally responsible. A lot of it is a systems issue. Across the board, the problem is that we have a system that is leaderless.

**Assemblyman Hansen:**

How big is the gap? Is it 30 percent, 5 percent?

**Ray Bacon:**

I do not believe we have done an adequate job of measuring that gap. My impression is that one of our institutions had a remedial rate of 42 percent. We have a problem.

**Chair Bobzien:**

We will have a full discussion regarding the Blue Ribbon Task Force and Nevada's promise. We will have another opportunity to delve into those issues and recommendations in the future. The higher education, K-12 alignment issue is definitely an issue. That was the wonderful thing about the Task Force, because you did have the Chancellor on that Task Force at the same time you had the K-12 community.

**Randell S. Hynes, Marketing Director, Nevada Solar Authority, Ltd.:**

In this environment where we are looking for every possible dollar, all of the school districts in the entire state are eligible to buy electricity from alternate sources. They have choices. There are independent power producers that are very interested in coming in and building solar plants to sell that electricity to the school districts for less than the current utility can. That would save millions of dollars. We have talked to principals that say anything they can do to save money in their schools is dollars that come back to use to buy more materials and to teach children. We are talking about millions of dollars over just a few years.

**Chair Bobzien:**

As someone who has legislated on the incentive programs for that particular set of technologies, it is certainly something to keep track of, particularly this session, and certainly in the Committee on Commerce and Labor.

**Randell Hynes:**

I am very aware of your efforts and especially the BDRs that you have out now that we would like to see cultivated.

**Chair Bobzien:**

Do we have any other issues to be brought up by the Committee? Do we have any other members of the public who wish to speak?

**Frank Brittain, Parent Leaders for Education:**

We are very concerned about the proposed cuts to education and seek funding for education at the current level or the level of the last biennium. It seems clear that the proposed cuts are going to seriously damage students and our education system and hence, our economy. The damage done is going to extend beyond this biennium. We cannot magically turn the switch back on to fix everything at the end of the biennium.

I ask the question. Can we afford anything other than the same level of funding for education this biennium?

**Chair Bobzien:**

The meeting adjourned at [5:25 p.m.].

RESPECTFULLY SUBMITTED:

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Sharon McCallen  
Committee Secretary

APPROVED BY:

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Assemblyman David P. Bobzien, Chair

DATE: \_\_\_\_\_

**EXHIBITS**

**Committee Name:** Committee on Education

**Date:** February 9, 2011

**Time of Meeting:** 3:17 p.m.

Bill	Exhibit	Witness / Agency	Description
	A		Agenda
	B		Attendance Roster
	C	Mindy Martini	Committee Policies
	D	Mindy Martini	Committee Brief
	E	Mindy Martini	<i>2011 Nevada Education Data Book</i>
	F	Jason Shipman, Glenn Duncan Elementary School	Duncan Elementary School PowerPoint presentation
	G	James L. Pfrommer, Education Alliance of Washoe County	<i>Crisis in Nevada,: Education and the Economy, Nevada Economic and Education Analysis</i>
	H	James L. Pfrommer	<i>Nevada Economic &amp; Education Analysis</i> (PowerPoint presentation)