

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

**Seventy-Sixth Session
March 7, 2011**

The Committee on Education was called to order by Chair David P. Bobzien at 3:19 p.m. on Monday, March 7, 2011, 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/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; 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:

Assemblyman John Ocegüera, Clark County Assembly District No.16
Assemblywoman Debbie Smith, Washoe County Assembly District
No. 30

STAFF MEMBERS PRESENT:

Mindy Martini, Committee Policy Analyst
Kristin Roberts, Committee Counsel
Taylor Anderson, Committee Manager
Sharon McCallen, Committee Secretary
Sherwood Howard, Committee Assistant

OTHERS PRESENT:

Keith Rheault, Ph.D., Superintendent of Public Instruction, Department of
Education
Dylan Shaver, representing Wynn Las Vegas
Fred Licon, Director of Community and Government Affairs, Wynn
Las Vegas
Nicole Rourke, Executive Director, Government Affairs, Community and
Government Relations, Clark County School District
Craig Hulse, Director, Department of Government Affairs, Washoe County
School District
Mary Pierczynski, representing Nevada Association of School
Superintendents
Ray Bacon, Executive Director, Nevada Manufacturers Association
Samuel P. McMullen, representing Las Vegas Chamber of Commerce
Bart Mangino, Legislative Representative, Community and Government
Relations, Clark County School District

Chair Bobzien:

[Roll was called. Opening comments regarding the Nevada Electronic Legislative
Information System (NELIS), housekeeping, and meeting protocol were stated.]

Today we will be considering a measure that would provide for an accelerated
alternative route to licensure for teachers and administrators. Then, following
the bill hearing, we will be conducting a work session on the previously heard
Assembly Bill 39.

[Meeting was turned over to Vice Chair Dondero Loop.]

Vice Chair Dondero Loop:

We will open the hearing on Assembly Bill 230.

Assembly Bill 230: Authorizes an alternative route to licensure for teachers and administrators. (BDR 34-738)

Assemblyman David P, Bobzien, Washoe County Assembly District No. 24:

Following last week's presentation from Mrs. Wynn and Dan Klaich regarding *Nevada's Promise* and the State of Nevada Education Reform Blue Ribbon Task Force findings, we have heard a series of bills implementing a number of those recommendations. This is another one of those bills.

Assembly Bill 230 puts into place an enhanced alternative route to licensure beyond what we already have in the state. As part of the federal Race to the Top application, states were asked to provide information concerning the pathways to licensure available for teachers and administrators. Specifically, the state was asked to describe the extent to which the state has statutory or regulatory provisions allowing for alternative routes to certification for teachers and principals.

You will see a number of exhibits that we have on NELIS to support this bill presentation. The first I would direct you to is the *Federal Register* definition of alternative routes to certification (Exhibit C). That definition indicates that there are pathways that allow the establishment and operation of teacher and administration preparation programs which have the following characteristics:

1. They can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education. (We are opening up the playing field of who can train teachers.)
2. They are selective in accepting candidates.
3. They provide supervised school-based experiences and ongoing support such as effective mentoring and coaching.
4. They significantly limit the amount of coursework required, or have options to test out of courses. (That is a very key element of this as we are trying to get more people that may be coming with life experiences and professional experiences and get them into the classroom.)
5. Upon completion, award the same level of certification that traditional preparation programs award upon completion. (That would be a departure from what we currently have in place in Nevada.)

Based on these guidelines, the Blue Ribbon Task Force made a recommendation in *Nevada's Promise* to revise *Nevada Revised Statutes* (NRS) to develop an accelerated alternative route to licensure for teachers and administrators.

The provisions outlined in the *Federal Register* are contained in section 1 of A.B. 230. The Commission on Professional Standards in Education would be required to adopt the regulations to support the revisions by December 31, 2011.

The goal is clear; I want to provide an opportunity for other very qualified, knowledgeable people who could provide tremendous benefit and value to our children and to our schools—and to give them an alternative route into the profession.

Vice Chair Dondero Loop:

Are there any questions from the Committee?

Assemblywoman Diaz:

You said it will open the playing field as far as the training goes for these candidates—people who want to come into the teaching field, who did something else prior. I know the districts have been undergoing the feat of carrying out these programs, so who else might come into the picture as far as providing these trainings for the alternative route to licensure trainees or candidates?

Assemblyman Bobzien:

I would defer to Dr. Rheault to describe what we currently have in place and what will change.

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

Currently, the only authorized groups are institutions of higher education that can provide a transcript. What this is saying, is that it would not necessarily have to be a course of instruction or program through a transcript. There are a number of national groups like Teach for America that would probably qualify. There is an American Board for Certification of Teacher Excellence (ABCTE), a national group that provides instruction to individuals, as well as certificates if they have a bachelor's and go through a training program. In some states, such as California, they authorize the Los Angeles Unified School District to be a provider. An alternative route provider could be a school district that petitioned; we could consider that as well. Clark County School District could establish its own program. All of those could be available options. It would be a matter of

the Commission on Professional Standards looking at what is available, then providing criteria that if met, it could be an authorized alternative route provider.

Assemblyman Kirner:

This particular bill has a fiscal note that has not come out yet, but do you have a sense of what that would include? I cannot imagine that there would be a big fiscal impact.

Assemblyman Bobzien:

I have not seen the fiscal note yet. Certainly these are new regulations, new things to be adopted and a new way of doing things; I would hope that it would be minimal, but I will defer to Dr. Rheault.

Keith Rheault:

There will not be a fiscal note from the Department of Education (NDE). The Commission's job is to develop regulations, so it would be a normal, routine program. There would not be a fiscal cost to that. Currently, if a district hires a teacher under the alternative route, it is required to provide a mentor or teacher for the three years of the current license—so there is a fiscal cost there, but it is a district's option to hire that individual. I do not see that as an added cost to this bill. It is already in place.

Assemblywoman Flores:

What is the incentive to go through the regular licensing procedure? Why would they not just take the shortcut?

Assemblyman Bobzien:

The scenario contemplated is for someone who has already completed their schooling, has experience, and can meet these requirements. They still have to learn about pedagogy, instruction, classroom practices, and everything else. It is not like they are going through school because probably they have already done that.

Vice Chair Dondero Loop:

I sponsored Assembly Bill No. 425 of the 75th Session and we had a similar piece in that bill regarding those that had degrees and had worked in the field.

A perfect example is a young lady who had a nutrition degree, and had worked at many hospitals and could not get a position as a nutrition expert at a school in Reno because she did not have a teaching degree. That piece of A.B. No. 425 of the 75th Session allowed the school to hire an excellent nutritionist, someone who had worked in the field and knew her curriculum, to

be a teacher. The school allowed someone to mentor her and allowed her to take pedagogy classes for the following two years.

Assemblywoman Flores:

Yes, that did clarify it. Basically, it is just a nonteaching degree that would be allowed into the system.

Keith Rheault:

I think it is really designed to catch individuals who have been in a career in another field that want to come back into education, but do not have time to take two or three years off work to get into the education system. The way the current system works, we are able to issue an alternative-route license. The school district agrees to provide a mentor, and during the three-year period that is currently authorized, the candidate is required to take the pedagogy training. Courses for an elementary teacher might be reading, math, science, and teaching methods. At the end of the three years, the candidate has taken all of the currently required pedagogy courses for a regular license. If he completes all of that and has five successful evaluations during the three-year period, then we issue him a regular license after that period because he has met every other requirement.

Assemblyman Stewart:

I really like the flexibility of this bill. I would even like to do away with the classes if they had successful evaluations. I am very much in favor of this kind of legislation.

Assemblyman Munford:

Is there something like that in place for charter schools? They are permitted to have a certain percentage of noncertified teachers on their staff. Would this apply to them in some way?

Keith Rheault:

The charter schools have to hire licensed teachers just like all of the other public schools. The only difference that you noted is that charter schools can get by with 70 percent of their staff being licensed. The other 30 percent might be an art teacher, or a technology teacher who does not have to be licensed. These teachers would not have to be alternative route; they would not have to be regular. Charter schools could hire them based on just their experience. That is a provision in the charter school law that says that 30 percent of their staff does not have to be licensed.

Assemblywoman Diaz:

I am aware that currently schools do have the ability to hire Teach for America candidates. I was wondering how this bill is going to make that process different, if at all.

Keith Rheault:

The only difference is that we make the Teach for America candidates go through our current Alternative Route to Licensing (ARL) program, which is a three-year program. What would be different here is there are some things in the bill that the Commission on Professional Standards is going to have to look at differently. One is finishing the license in two years or less; currently, it is three years. Second is that NDE requires them to take all of the pedagogy courses. This bill will require that they have a reduced number of courses. I do not know what those will be, but that is what the Commission is going to have to fill out. There will be changes to the ARL program, but they will still go through Teach for America. Currently, when a candidate comes to the state, we require him to take courses through institutions that give him a transcript. Right now, Teach for America programs and their training would probably qualify for a lot of the instruction instead of making a candidate take a course through a higher education institution.

Assemblywoman Diaz:

The ARL program came up to supply teachers because we were going through such a boom, especially in Clark County, and were not able to fill the vacancies that were being generated so quickly. Now, times are different. Do you foresee a huge need for ARL especially in the times we are living in right now?

Keith Rheault:

We still have a need for some hard-to-fill positions, particularly secondary math, secondary science, English as a Second Language (ESL), and special education. I did see a decrease in the need, and, regardless of the provisions that are in the bill, it is still a district's decision of whom it hires—whether it is an individual who has gone through a four-year teacher education program from a higher education institution, or an alternative route person. They will have to base who it hires on the qualifications when they interview him. I do not see the demand as it was in 2007 when districts hired 3,300 teachers. This past year it was 1,000. You have 2,300 fewer teachers hired this current year, so I would say the demand is down for the alternative route candidates.

Assemblyman Bobzien:

It is an excellent point that there was a different set of pressures in place when this was first put into place. Certainly this was the labor shortage aspect. As we heard last week, in Assemblywoman Smith's bill dealing with post

probationary status and all of the other issues, in a lot of ways, we are making adjustments to how we did things in Nevada ten years ago in a period of record boom to how we are doing things now.

You are right. We are not so much motivated by a labor shortage, but we are, again, motivated in response to the Race to the Top experience and the feedback we got from the reviewers of that application. This was an area that was called out for Nevada to look at. It really is about providing a richer educational experience. It is all about highly qualified teachers and this is recognition that there are people out there who would be of great benefit to the profession. This is about finding other paths for them to benefit our students.

Assemblyman Stewart:

At Rancho High School in Clark County we have specialty programs, such as an aviation program and a forensics program. Also at our career and technical education schools in Clark County we have medical and design programs that are not traditional subject matter that this would apply to and be very helpful with.

Assemblywoman Flores:

My concern is possibly one of the unintended consequences of this and how we could avoid those who perhaps are not looking at staying in teaching long-term. This could be a temporary thing they could get into and then impact our urban children because they tend to be ones that get the least experienced teachers, the ones who do not have that classroom experience.

Of course we know that the quality of education goes down even though you may have a degree in something else. That degree does not mean that you know how to teach or can handle a classroom.

That has happened with Teach for America as well because a lot of those placements are just there for a few years and then they go on to grad school or whatever else they may be doing.

It is just a concern about how we could avoid that.

Assemblyman Bobzien:

That is a perfectly valid concern and good one to put out there. As I read this, and consider scenarios of people who I know who might be able to do this, it is still a fairly significant investment of time. This is not something you are just going to do in the fall and go on to some other job. I would think that most people who would embark upon this path would know what they were getting into, and have some level of commitment in their desires to be teachers.

Keith Rheault:

We have had the ARL program in Nevada since the late 1990s. I do not know if there is a difference between the ARL teachers or the regular four-year trained teachers as far as length of service. Once they get into the profession, they find they either like it, or they do not and they leave. We have noticed over the years, the departure rate is about the same for both, whether they went through the ARL program or not.

I do know the primary mission of the Teach for America programs is to place teachers in the hardest to fill schools. A lot of them do leave in two years, but it is probably no different than the four-year trained teachers who are serving in at-risk schools.

Vice Chair Dondero Loop:

I would just add that someone going into the ARL is making a commitment because they have already been working in some other position, so they are looking to change their profession. I think we are looking for teachers who do not necessarily have a four-year degree or an ARL license, but who are going to be the quality teachers for our children.

Assemblyman Aizley:

I have been looking at this issue for a long time. I taught mathematics for 50 years at four or five different universities. I have also taught mathematics teachers and, under these conditions, I am still not qualified to teach high school.

Vice Chair Dondero Loop:

You are absolutely right. That is why we are looking at this.

Dylan Shaver, representing Wynn Las Vegas:

This Committee, in particular, has heard from me, our clients at Wynn Las Vegas, as well as Mrs. Wynn herself and their involvement in the Race to the Top and the Blue Ribbon Task Force process. The Wynn appreciates this bill and the Committee for the leadership in bringing this bill forward. I am here to offer support in anything that we need to do to make sure that this bill makes it through the Legislature.

Part of the dubious honor that Mrs. Wynn had in chairing this committee was being able to select who staffed it from her own employees, one of whom was Fred Licon, who staffed the Blue Ribbon Task Force itself and can go into more detail.

Fred Licon, Director of Community and Government Affairs, Wynn Las Vegas:

This was a tremendous opportunity for us to explore, as Mrs. Wynn said, comprehensive education reform. Alternative route to licensure is a central tenet of our entire report and our recommendation. Once again, we would like to thank you for the opportunity to testify and express our support on behalf of A.B. 230 which proposes to adopt regulations prescribing the qualifications for licensing teachers and administrators pursuant to an alternative route to licensure.

As was stated by Dr. Rheault and Chair Bobzien, revised requirements for alternative routes to licensure, an accelerated pathway to licensure from the current three-year requirement, and compliance with all five of the features of the exemplary alternative route to licensure program are critical policy reforms as were articulated by the Blue Ribbon Task Force and enshrined in their report, *Nevada's Promise*.

The Wynn wholeheartedly endorses the recommendations put forth by the task force and contained in *Nevada's Promise*. The Wynn believes that in order to produce excellent teachers and principals, Nevada must transform the way teachers and principals are recruited and prepared to serve, especially in high-poverty schools and high-need areas such as science, technology, engineering, and mathematics (STEM), special education, and ESL. To do this, Nevada must revise and augment the current alternative paths to licensure which will lead to the establishment of a robust pipeline of talent. High Praxis scores will count as the high quality bar for entering the classroom.

As evidenced by the reviewer comments from the NDE, Nevada complies with only three of the five elements required to constitute an exemplary Alternative Route to Licensure program. Assembly Bill 230, however, effectively addresses these deficiencies and prescribes the remaining two elements as well as allows for an accelerated pathway for candidates to receive full teacher or administrative credentials within two years.

Leveraging changes in ARL will drive the redesign of traditional teacher and principal preparation programs and fuel the will for further improvement of student performance. This is a systemic reform focused on the expectations of student achievement, the improvement of instruction in the classroom, and the leadership of principals at every campus.

Consequently, The Wynn strongly supports the concepts proposed in A.B. 230 because the bill contains proposed requirements for alternative routes that are wholly consistent with the statutory language recommended by the Blue Ribbon Task Force and enshrined in the *Nevada's Promise* report.

The Wynn is grateful to the Chairman and members of the Committee for their leadership on A.B. 230 and feels strongly that the statutory language will positively advance education reform in Nevada in a direction where every school will be led by an effective principal, every classroom by an effective teacher, and every student will graduate.

Vice Chair Dondero Loop:

Are there any questions for Mr. Licon? [There were none.]

Nicole Rourke, Executive Director, Government Affairs, Community and Government Relations, Clark County School District:

We support A.B. 230. We currently have a very robust ARL program with institutions of the Nevada System of Higher Education and are certainly open to other alternative routes to licensure.

The ARL program has assisted us in hiring teachers in high-needs areas and we are still seeking teachers in secondary math and science. We have also received teachers from ARL programs in special education and other high-need areas. We appreciate the efforts of *Nevada's Promise* and the Race to the Top application to bring this forward.

Craig Hulse, Director, Department of Government Affairs, Washoe County School District:

For many of the reasons you have heard prior, we lend our full support for this measure as well and appreciate Chairman Bobzien for pushing it forward.

The Blue Ribbon Task Force did a lot of great work and came up with a lot of great recommendations, and the Washoe County School District was well represented on that committee and helped assist in the creation of that report. We fully support A.B. 230 as a part of those recommendations.

Mary Pierczynski, representing Nevada Association of School Superintendents:

We are in support of A.B. 230 and would like to thank Chair Bobzien for bringing this forward.

Ray Bacon, Executive Director, Nevada Manufacturers Association:

Most of this Committee knows that I was on the Blue Ribbon Task Force and I would like to touch on a couple of points that were not covered by others.

On the average, when we were hiring in the neighborhood of 3,300 teachers, we were hiring people from between 250 and 350 different institutions around the countryside. In theory, the National Council for Accreditation of Teacher Education (NCATE) does a wonderful job on maintaining great quality programs

in every place. The reality is, that is not true. Consequently as we pare this down and begin to take the ARL approach, we start to put Nevadans to work in Nevada classrooms which probably means lower turnovers and also provides a better level to make sure we have consistency; a lot of those people are already going to be known, they are already going to have some experience with schools and students.

One of the things that has happened in other states is vigorous ARL programs have had a strong tendency to get minority teachers into the at-risk schools. Those are the people who are truly committed to turning around those communities. If we can find a way to get people that came out of our school program without any inkling that they wanted to go to college, but they have gone through whatever they started in their first career, they have gotten that base degree. That allows us to get those people into the classrooms where they really know that they need to be, so they can turn around other kids as they turned around their own lives.

The third point that I would like to make is that in addition to the Career and Technical Education (CTE) program mentioned by Mr. Stewart, we also have many people that get out of the United States Air Force. We have a shortage of math and science teachers we talk about a lot. Most of those guys that fly jets have a pretty solid background in math and science. Without too much work, we can make some real great math and science teachers.

If you take a look at practice, where we have long-term substitutes in schools in Las Vegas, several of those people that do an outstanding job—even though they have to teach as long-term substitutes—are former Air Force folks.

I think that this is a viable program and we fully support it.

Samuel P. McMullen, representing Las Vegas Chamber of Commerce:

We have been very supportive of alternative certification for a long time. In fact, we actually testified in 2003 on the concept. We are glad to see some progress has been made, and frankly, you are looking at a lot more progress with respect to A.B. 230.

There are a lot of qualified, interested individuals who would like to teach but have not gotten all of the coursework. That is one of the things this bill does, limit that and allow them to get in and stay in the classroom and not have to renew it in three years which I think is an excellent improvement. We support this wholeheartedly.

Vice Chair Dondero Loop:

Are there any questions or comments from the Committee? With that being said, is there anyone in opposition? Is there anyone neutral? [There was no one.] I will close the hearing on Assembly Bill 230.

Assemblyman McArthur:

Just one point for clarification: everyone going through this alternate route has to have at least a bachelor's? Someone mentioned that they may not, but I think everyone does, do they not?

Keith Rheault:

The current ARL requires a minimum of a bachelor's. I would say we are not talking about anything less.

Vice Chair Dondero Loop:

Now I will close the hearing on Assembly Bill 230.

[Assemblyman Bobzien reassumed the chair.]

Chair Bobzien:

We are now going to begin our work session. We have one bill that was previously heard that we are going to consider this afternoon. That is Assembly Bill 39 ([Exhibit D](#)).

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

Following the original hearing, there was some question whether or not there was another way to make sure that teachers who have a license about to expire could be communicated with.

[Chair Bobzien recognized his mother and father, David Sr. and Catherine Bobzien who are here from Virginia.]

Following those concerns, Dr. Rheault worked on an amendment.

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

It was a Department of Education bill that requested we be allowed not to require a first-class letter to teachers whose licenses were about to expire—primarily because 38 percent of them were returned undeliverable. We thought there was a better way. We currently have the "Find a Teacher" page on our website where you can look 24 hours a day and see when a teacher's license is

going to expire. All you need is the name of the teacher and anyone can look this up, the public or the teachers themselves.

At the encouragement of Assemblyman Stewart and my concurrence, we agreed that it is still nice to get a notification even though the website lookup is available. We did work on an amendment, and it is at the bottom of the page on the amendment proposed by the Department of Education ([Exhibit E](#)) to address that concern.

The amendment reads, the Department shall ". . . provide an electronic file, on a monthly basis, to each school district that includes a listing of licensed employees within the school district whose license will be expiring within 9 months."

We have already programmed our teacher database to do this and it is available to districts and we can provide this on a monthly basis. That will not be a problem as we can do it now.

The second piece to the amendment reads, "School districts are required to notify the licensed employee the date of the license will expire no later than 6 months prior to the expiration date."

Most of the districts, if not all of them, do this already. It is to their advantage to keep their teachers licensed so that they can stay in the classroom. They have been doing it as a backup because most of our letters were coming back and were not getting to the teachers anyway. Clark and Washoe Counties were at the meeting with Mr. Stewart and they concur; the Nevada State Education Association agrees with this as well. We will notify the districts within three months once the database is available. We do not stipulate whether it could be done electronically through the school districts' email systems; it could be done through electronic notification to the school principals and they could notify the teachers, but it will be a requirement to notify the teachers within six months.

Bart Mangino, Legislative Representative, Community and Government Relations, Clark County School District:

We are in agreement with the amendment.

Assemblyman Aizley:

I am hearing a solution, but I do not understand the problem. What is being corrected?

Keith Rheault:

The original draft of the bill required that we were going to stop the hard-copy notification by normal mail service, and that we were only going to make it available on our website. This amendment, in addition to having it available on the website, would provide an electronic notification to the school districts as a double check for the teachers before their license expires.

Assemblyman Aizley:

They did not know their license was expiring?

Keith Rheault:

Surprisingly, no. Most licenses are issued on a five-year basis and a lot of times, they forget. If you have a Ph.D., it is a ten-year license which is even more problematic in some cases. A little notification as a backup is probably worth the effort.

Assemblyman Kirner:

It seems to me that in an adult world, people should be able to keep track of their own responsibilities. This is an administrative task that someone has to do in each district.

Keith Rheault:

After the initial license, we do issue them on their birthday. That is when they expire. I believe I do get notification when my driver's license is going to expire.

Assemblyman Stewart:

I appreciate the reminder very much.

Assemblyman Munford:

Also, in that recertification, are you not required to take some additional coursework? You have to have six credits as part of the renewal process as well. Time is of the essence because you have to allot some time to take those classes.

Keith Rheault:

It is, and hopefully you have not waited until the six-month notice to start working on those six credits. That is where we run into trouble. It can be done, but with difficulty.

Chair Bobzien:

I would entertain a motion at this point.

ASSEMBLYWOMAN DONDERO LOOP MOVED TO AMEND AND
DO PASS ASSEMBLY BILL 39.

ASSEMBLYMAN STEWART SECONDED THE MOTION.

Assemblyman McArthur:

I just want to make sure that this is the motion with the amendment?

Chair Bobzien:

Yes, amend and do pass.

THE MOTION PASSED UNANIMOUSLY.

Chair Bobzien:

Mr. Stewart, would you be willing to take the floor statement on this?

Assemblyman Stewart:

Yes.

Chair Bobzien:

Do we have any public comment today? [There was none.]

The meeting adjourned [at 4:09 p.m.].

RESPECTFULLY SUBMITTED:

Sharon McCallen
Committee Secretary

APPROVED BY:

Assemblyman David P. Bobzien, Chair

DATE: _____

EXHIBITS

Committee Name: Committee on Education

Date: March 7, 2011

Time of Meeting: 3:19 p.m.

Bill	Exhibit	Witness / Agency	Description
	A		Agenda
	B		Attendance Roster
	C	Assemblyman David Bobzien	Federal Register
A.B. 230	D	Assemblyman David Bobzien	Work Session Document on <u>A.B. 39</u>
A.B. 39	E	Keith Rheault, Nevada Department of Education	Amendment to <u>A.B. 39</u>