

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

**Seventy-Sixth Session
March 30, 2011**

The Committee on Education was called to order by Chair David P. Bobzien at 3:18 p.m. on Wednesday, March 30, 2011, in Room 3142 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. The meeting was videoconferenced to Room 4401 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
Assemblyman Lynn D. Stewart
Assemblywoman Melissa Woodbury

COMMITTEE MEMBERS ABSENT:

Assemblywoman Dina Neal (excused)

GUEST LEGISLATORS PRESENT:

None

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:

Crystal Abba, Associate Vice Chancellor, Academic and Student Affairs,
System Administration Office Nevada System of Higher Education
Bart Mangino, Legislative Representative, Community and Government
Relations, Clark County School District
Jonathan Carlson, Student, University of Nevada, Reno
Yvette Williams, Chair, Clark County Democratic Black Caucus,
Las Vegas, Nevada
Stephen Munford, Co-Chair, Economic Development Committee,
Clark County Democratic Black Caucus, Las Vegas, Nevada
Shaundell Newsome, Private Citizen, North Las Vegas, Nevada
Stavan Corbett, Private Citizen, Las Vegas, Nevada
Sheila Ward, representing Nevada Legislative Affairs Committee
P. Donnell Barton, Director, Office of Child Nutrition and School Health,
Department of Education
Cherie Jamason, President and CEO, Food Bank of Northern Nevada,
McCarran, Nevada
Paula Berkley, representing Food Bank of Northern Nevada
Craig Stevens, Director, Education Policy and Research, Nevada State
Education Association
Lonnie Shields, Assistant Executive Director, Nevada Association of
School Administrators
Miles Dickson, representing Three Square
Dotty Merrill, Executive Director, Nevada Association of School Boards
Craig Hulse, Director, Department of Government Affairs, Washoe County
School District

Chair Bobzien:

[Roll was called. Committee protocol was explained.] We have three bills to hear today. We will begin with Assembly Bill 366.

Assembly Bill 366: Revises provisions governing eligibility for a Governor Guinn Millennium Scholarship. (BDR 34-1040)

Assemblyman Harvey J. Munford, Clark County Assembly District No. 6:

This bill is called the Code of Honor and Eligibility for a Governor Guinn Millennium Scholarship. I am here to present for the Committee's consideration Assembly Bill 366. This is one of several bills I am supporting this session to improve our public schools. [Continued to read from prepared text ([Exhibit C](#)).]

Usually, those who are eligible for the Millennium Scholarship should be the best and the brightest that our state has to offer. It is the policy of this state through the Millennium Scholarship program to seek to retain the best and the brightest in our institutions of higher learning here in Nevada. We do this by providing awards and public money to these best and brightest to help them with their cost of obtaining a higher education. These are most worthy and laudable goals and we should pursue them vigorously. But as we expect our best and brightest to uphold standards of excellence in academics, we must also expect that they uphold basic standards of good character and citizenship. It is certainly proper to expect our Millennium Scholarship recipients to have achieved their academic success through their own honest efforts.

Chair Bobzien:

Do we have any questions from the Committee?

Assemblyman Aizley:

When the code is applied, does the student have a chance to appeal before he has a record of cheating? Is there some way to respond to an accusation?

Assemblyman Munford:

I do not recall if there is one actually there, but I think it is available. It would be only proper, fitting, and fair that a student should have that due process. I agree with you. If it is not there, I will put it in.

Assemblyman Kirner:

I have a little difficulty with this and I suspect it is a matter of definition and maybe you can help me out. Where I went to college, there was a rule that a student would not lie, cheat, steal, or tolerate those who do. The purpose of the honor code, in my perspective, is to lay the foundation upon which knowledge is acquired and a career is based. Honor is a fundamental attribute of character. It is a minimum standard of ethical behavior. The difficulty that I am having is that your bill suggests that a person could violate the code three times and again, from my personal life and experience, one violation is often enough to get someone thrown out of college.

Assemblyman Munford:

You are absolutely right. I agree with you and I know that exists on the college level and it should on the high school level. Maybe there is a certain maturity level we have to look at regarding proper choices. Maybe they have not acquired enough maturity at the high school level to realize what the consequence might be. Sometimes young people feel that through their K-12 experience, they have gotten away with certain behavior and they think they can continue to get away with it.

For long period of time we, as teachers, were required to establish our own code of conduct within the classroom. We also were to establish our own form of punishment and how we would deal with the student. It would be possibly a call home to the parents, or maybe the dean, if it was something habitual. There are degrees of misconduct or cheating, so to speak. Some are more serious than others. We used to call it "eyeballing" when you looked at somebody's paper. If you had something written, that was a little more sophisticated. Maybe you even had access to the test itself. We used to count our tests to make sure a student had not taken one before the test day. There are all kinds of experiences where students try to take advantage of a situation and be deceptive.

We have a certain benchmark on how many absences you can have before being removed from school; you might have a benchmark for how many times you can cheat before leading to consequences and something you have to deal with.

Our young people today are very sophisticated when it comes to trying to take advantage of a situation. Many teachers are constantly walking up and down the aisles during a test or they stand in a location where they can have a good view of everyone taking the test. To a student, it is sometimes important to get the grade, so they could possibly stoop to a low level to pass the test.

I experienced this type of situation while I was teaching and that is what gave me the impetus to present a bill of this nature. I know it has been shown, on the record, that many of the students who received the Millennium Scholarship, once they had enrolled in school and begun courses, scored very poorly on some of the pretest entrance exams they had to take. What does that tell you? Possibly that 3.2 or 3.5 grade point average (GPA) they had to acquire to be eligible for the Millennium Scholarship they gained by means that were not ethical. If they had obtained that GPA by properly understanding the material, why would they have trouble and have to take remedial classes once they began to enroll in courses? It is a very clear reflection of basically how they performed when they were in high school.

Assemblyman Kirner:

I think this is more of a statement. Again, coming from a conservative background, it is hard for me to tolerate or imagine we would allow our young people to accept the fact that they are allowed to cheat up to three times. I recognize that young people are different than college-level students, who are also different from adults. That is my take on this.

Assemblyman Munford:

Assemblywoman Diaz is currently a teacher in the classroom

Chair Bobzien:

Mr. Munford, we do have other questions from the Committee. We will let Mr. Kirner's statement stand. Mr. Kirner, thank you for that observation, and I think that viewpoint is certainly not owned exclusively by conservatives.

Assemblyman Anderson:

I would agree with the Chair's comment, that we all, at some level, agree with that. Mr. Kirner did hit on something that I was thinking. There are differences between college kids and high school kids. Part of going to school is learning, and I think there is a difference, as Mr. Munford said, between eyeballing and an inadvertent look versus finding the test beforehand and filling in your Scantron form before you take the test.

My question is what are the penalties for cheating now? When somebody violates this honor code, what happens to them in the schools?

Assemblyman Munford:

I do not know how much enforcement is in place at this point. If a student is caught being a habitual cheater, and that student did become eligible by some means for the Millennium Scholarship, and if the school did identify a particular student who was in violation of this code, was that student given that penalty of losing the scholarship? I have not heard of any case, but I have not followed up on that.

Assemblyman Anderson:

I meant do they get expelled or suspended?

Chair Bobzien:

Mr. Anderson, we do have Bart Mangino signed in from the Clark County School District and we will let him clarify this.

Assemblyman Munford:

I think in many cases, I can recall as a teacher, that teachers set up our own standards within our classroom. If we caught a student cheating, if it became habitual, we would probably call the parents first; if it continued, it would probably be referred to the dean or one of the administrators and we would have a parent conference. If we saw a student simply eyeballing, we might just say, "Keep your eyes on your own paper." If he continued to do it, we might take the test paper and tear it up and he would receive an F. If it was a final exam and he tried to eyeball a test consistently, of course he would fail the exam, and possibly the entire class. That recommendation would be left up to the teacher.

I still feel that cheating is a problem. In some way, we are trying to sweep it under the rug. It is something we never really discuss in the schools. I know our youth today are sophisticated. There is so much that they are exposed to and so many things they see. I am sure many of them have been able to get through school, succeeding in getting by with shenanigans and other deceptive things.

Chair Bobzien:

I think the school districts can answer Mr. Anderson's question more specifically.

Assemblywoman Diaz:

A recent story broke regarding a student attending the University of Nevada, Reno who hacked into his high school's grade computer system and gave himself the grades he wanted, as well as for other classmates for cash. He did it for two semesters, obviously in violation more than the three times, so I was wondering if a student has to habitually do the same thing. For example, if you read through the honor code, there are many different codes. Would that apply to that student who hacked into the system? He literally gave himself a salutatorian standing, so I was wondering if this would apply to him?

Chair Bobzien:

To clarify the question in that specific scenario, when the student is no longer a student in a K-12 institution . . .

Assemblywoman Diaz:

But he did it in the high school. We found out after he was already in college.

Chair Bobzien:

Oh! He did actually do it previously, but there was an honor code. That is a technical question, again, that we should direct to the Clark County School District.

Assemblywoman Diaz:

I was wondering, would we go after the college students if we found out after they left our public schools system? Would we then strip them of the Millennium Scholarship?

Chair Bobzien:

Correct. I think we will hear that from both the Nevada System of Higher Education (NSHE) and Clark County.

Assemblyman Munford:

Ms. Diaz, as you are currently in the classroom, have you experienced much deception on the part of students?

Assemblywoman Diaz:

Not much really. I deal in the elementary school. It is different as you go higher.

Chair Bobzien:

Do we have additional questions for Mr. Munford? I have no one signed in, in support of the bill in either Carson City or Las Vegas. I do have those signed in, in opposition.

Crystal Abba, Associate Vice Chancellor, Academic and Student Affairs, System Administration Office Nevada System of Higher Education:

Fortunately I also have with me here today, our Director of Financial Aid who is our technical expert on Millennium Scholarship criteria and eligibility requirements. I would like to thank Mr. Munford for bringing this legislation forward. While we are unable to support it, the Nevada System of Higher Education is always happy to have these conversations. This is actually a very good conversation for us to have.

The testimony Chancellor Klaich provided on February 16, 2011, in a joint hearing with the Assembly Committee on Education and Senate Committee on Education, provided background on the Millennium Scholarship, and indicated that we felt, in terms of eligibility criteria, at this time, moving forward, we would prefer that eligibility criteria not be changed for several reasons. The first reason is for the sake of predictability for parents. Should this legislation pass, we would have to notify over 100,000 high school students of the changes in

eligibility requirements. Technically, we would address challenges from the standpoint that this measure is effective July 1, 2011 and if you go back to the material we provided in that presentation, in June, high schools submit a list of students identified as eligible for the scholarship at that time. Then students get their award packages by the end of July. There is that issue, technically, with the effective date.

Beyond that, while in this case, you can violate the code three times, we have no data at this point to determine what impact that would have on the number of students who would be eligible for the Scholarship.

I will indicate, in regard to Mr. Kirner's earlier comments that this measure has come forward in previous sessions, that in 2007 there was a provision in a bill that provided that just one violation of the honor code and you would lose eligibility. That same measure also came forward in 2009. Ironically, this has "three times and you are out," and this is the third time the bill is coming forward.

I could not agree more that cheating is a problem. Unfortunately, I do not know that this is the mechanism to deal with it. It may be something that is better left to the districts or the high school. To do this, at this point with the Millennium Scholarship, is something we oppose.

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

I would like to echo the last speaker's words regarding Mr. Munford's perseverance in bringing this matter to discussion. However, we are in opposition to Assembly Bill 366. We cannot support a mandate of this type at this time. The bill would require counselors and district personnel to obtain data from schools regarding students who have cheated three or more times during their high school career. Our concern would be ensuring the allegations of cheating were thoroughly vetted, with final determination based on factual information. Also, given the time frame, particularly for our seniors, that would be nearly impossible.

Additionally, of course, we are not going to have our students cheat. We are opposed to that and as a result, our District has established regulations and consequences for such student action ([Exhibit D](#)). We are in an unprecedented budget crisis right now and may be laying off employees, increasing class size, and more importantly, the counselor to student ratio, which would further make this mandate unattainable. It is because of the crisis that our Clark County Board of School Trustees has taken a position against mandates that do not have funding attached to them.

Chair Bobzien:

Before we take questions, I do want to reask Ms. Diaz's question regarding the scenario she put forth where an honor code violation is found following a student's K-12 career and he is now an NSHE student on a Millennium Scholarship. What would be the mechanism under this bill, if there is one at all, for dealing with that, and is there a way to deal with that now?

Bart Mangino:

I am not aware of a mechanism because the student is no longer a student in Clark County School District. I believe the District would turn the responsibility over to the university system.

Crystal Abba:

Obviously, because this has been such a highly publicized case, we will have to go back and look at it specifically. I cannot imagine a situation where the institution itself, where it has its own code of conduct, would not evaluate if this type of behavior has leaked over to work he has done at the higher education level as well. That is most likely something UNR is investigating. I will go back and find out for certain what actions the institution may be taking.

In terms of the Millennium Scholarship, this brings into question the GPA for eligibility criteria. If the grade, what it should have been, brings a student below 3.25, we would have to investigate. It does bring into question whether or not the student would be eligible. We have to determine first, what the original grade was and the extent to which that impacts his overall GPA for eligibility requirements. I will point out however, that it is not NSHE that makes the determination for initial eligibility. That comes through the Office of the State Treasurer and not through system administration.

Chair Bobzien:

Do we have any questions from the Committee for the panel?

Assemblyman Anderson:

Again, since we are just having the discussion now, are there penalties now for students? You cheat a certain amount of times, you get suspended? Like Mr. Kirner said, you have to be instilling values as well.

Bart Mangino:

There is actually, within the Clark County School District's honor code, what is called scholastic dishonesty which includes, but is not limited to, cheating on tests, plagiarism, and collusion. The definitions are outlined in the document. The consequences for such actions range from parent notification, required parent conferences, suspension, and even up to law enforcement involvement.

Chair Bobzien:

Okay, sounds kind of scary. Do we have any additional questions?

Assemblywoman Flores:

Not really a question, just a comment. I agree with my colleagues as well; I just think it is unreasonable that we should give someone the opportunity three times and they are still eligible. We have to draw the line. If you have not learned once, then okay, you have made a mistake; if you have not learned twice, well alright, maybe you are entitled to another mistake, but cheating three times and being caught for it and being disciplined and going through the process, in my mind, is probably enough chances.

Assemblyman Kirner:

Dr. Abba, at the university level, do they tolerate plagiarism, cheating, or things like that?

Crystal Abba:

No. Again, the Board of Regents has a defined code of conduct that addresses issues like plagiarism and cheating and it is not a tolerated behavior.

Chair Bobzien:

Good to have on the record. Questions? [There were none.] We have someone signed in, in the neutral position.

Jonathan Carlson, Student, University of Nevada, Reno:

I am graduating this May and I am a recipient of the Millennium Scholarship. I will have about \$5,000 left over in my fund that I will not be able to use. I propose that the remaining money allotted to me be redirected to my continuing education in graduate work in law school. This is not being heard directly, but I felt it should be put on the table.

Chair Bobzien:

In terms of suggestions for other Millennium Scholarship bills, maybe the thing to do, in dealing with the scholarship, is approach the sponsors of those pieces of legislation and propose it as an amendment, as some kind of carry-over mechanism. Thank you for the idea. Do we have any questions for Mr. Carlson? [There were none.] Mr. Munford, did you have any closing words on this bill before we move to the next bill?

Assemblyman Munford:

The only thing I would like to add is that, more than anything, in terms of my bill, it is more about bringing about awareness in the education system. There are students out there taking advantage of the system and we should be more

cognizant of it and be out there trying to see what we can do to make sure that when students receive their diplomas, degrees, and scholarships that they actually deserve them and they really earned them without deception. That is the primary focus of this entire bill.

Chair Bobzien:

The intent of the legislation is certainly respected. Thank you for bringing it to us. With that, we will close the hearing on A.B. 366 and shift our focus to Mr. Munford's other bill, Assembly Bill 176.

Assembly Bill 176: Enacts provisions related to multicultural education.
(BDR 34-691)

Assemblyman Harvey J. Munford, Clark County Assembly District No. 6:

This bill is called Multicultural Education for K-12 Students. I am here today to introduce Assembly Bill 176 to the Assembly Committee on Education. This legislation addresses the need for more and better multicultural education in Nevada's elementary schools. [Continued to read from prepared text ([Exhibit E](#)).]

Chair Bobzien:

Do we have questions from the Committee for Mr. Munford?

Assemblyman Kirner:

I know this is a policy Committee, but I was looking to see if there was a fiscal note. There is no fiscal note. I did notice in Dr. Rheault's discussion of the issue that this would require something like 29,000 teachers to go through a training program somewhere along the way. While that may not be a fiscal note for school districts, it probably is on individual teachers. Granted, he said many of them may have already gone through this program. I do not raise that as an issue; I just raise it as something for us to consider. I am not expecting a response.

Assemblyman Munford:

That is a very good point, but I want to share with you that every teacher is required to renew his certificate every five years. It is a continuous thing. What I am proposing, when you renew your certificate, six credits of continuing education should be required and proof that a multicultural credit has been taken. It would be only fitting that, as a teacher, you would want to do that. It would make you more knowledgeable, more comfortable, and more confident when you are standing in front of your students. You never know what question one of those students may ask you and you could possibly not have a

response. I just read the statistics to you and I do not think there is a teacher, especially in Clark County, who does not have a diverse classroom.

Assemblyman Kirner:

I am not arguing against your bill; I am merely pointing out that there is a consequence, be it small or large. We are diverse and becoming more so.

Assemblywoman Diaz:

So it has to be a three-credit college course in order for a teacher to be able to renew his license after January 2013? You would not be amenable for it to be a one-credit professional development education course?

Assemblyman Munford:

I remember those professional development courses. What are they: one day or two weeks? I do not think you could become very comfortable or knowledgeable with just that. I do not expect you to be an expert; but as a teacher today, you should desire to want to know as much as you could about all of the different cultures. The most interesting thing as a teacher is to stand before your students and be able to express to them that you understand what Cinco de Mayo means, you know when the Mexican Revolution took place, or Martin Luther King Jr.'s "I Have a Dream" speech.

Assemblywoman Diaz:

I am totally on board with the concept of multicultural education. As a teacher, the more you use information that students can connect to, that is more engaging, and that is connected to their background, it is going to make it more interesting for them. I am just thinking of my colleagues who still have outstanding loans on their master's, they are 32-plus credits and now we are going to require that they take a three-credit course from a college.

Assemblyman Munford:

They have to go back anyway you know.

Assemblywoman Diaz:

I know, but you can get those six credits . . .

Chair Bobzien:

Just a reminder to the Committee, that we really do not have conversations back and forth. We issue questions and we get answers.

Assemblywoman Diaz:

I just want to leave you knowing that college is going to be more costly than the professional development credits, especially now that we do not get raises. It is going to be hard for teachers.

Chair Bobzien:

That is important to have on the record. Before we go to Las Vegas, we will bring Mr. Mangino, from Clark County up as he has an amendment to present and is speaking in support of the bill.

Assemblyman Munford:

I would like to announce that Jonathan Carlson, who spoke previously, is my intern.

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

Is it the pleasure of the Chair that I read through the amendment?

Chair Bobzien:

If you could just present it and give us the rationale behind it, it would be helpful.

Bart Mangino:

Clark County School District concurs with Mr. Munford as far as the importance of multicultural education. We feel that multicultural education is much more realistic and actually has more credibility with our students if it is infused into our everyday curriculum. A large percentage of our secondary and elementary curriculum has what we call Cultural Connections. This way the students are actually impacted firsthand within the context of the lesson. It is not in isolation. We feel that a separate multicultural course is not as powerful in ensuring that the state's standards are infused with the direct contributions of the work of all cultures.

We presented to Mr. Munford a conceptual amendment ([Exhibit F](#)) that would require the State Board of Education/State Board for Career and Technical Education to adopt regulations that require instruction in multicultural education, including, without limitation, information relating to the contributions made by men and women from various racial and ethnic backgrounds.

That being said, the amendment would allow the board of trustees of each school district to ensure that instruction in multicultural education prescribed pursuant to subsection 1 is provided to students enrolled in Grades 2 through 12, inclusive, with particular emphasis for pupils enrolled in elementary school,

middle school, and junior high school. [Mr. Mangino said "high school." The conceptual amendment says "junior high school."]

Chair Bobzien:

In thinking through that, upon passage of this amendment, what Clark County School District does to put it into practice, I am reminded of the conversation about a similar bill two years ago that dealt with this subject and the notion that we have academic standards and an Academic Standards Council. We have a process for creating and updating those standards. Certainly, in my own experience with the council for the social studies standards, we visited all the grade levels and all the standards that were referenced, and a lot of these concepts fall under the umbrella of multicultural education. What you are presenting in this amendment is you are taking those tools and since the curriculum developed by the school districts is meant to implement the standards, you are just giving unique emphasis to those components and making sure that comes forward and is presented in some form of a multicultural education program. Is that a fair assessment?

Bart Mangino:

That is more than fair.

Chair Bobzien:

Do we have any questions for Mr. Mangino? [There were none.] We will move down to Las Vegas.

Yvette Williams, Chair, Clark County Democratic Black Caucus, Las Vegas, Nevada:

I am also a past member of the Northwest Career and Technical Academy Parent Advisory Committee and past president, Mabel Hoggard Parent Teacher Student Association, and Hyde Park Middle School Parent Advisory Council. I currently serve on the Clark County Superintendent's Education Opportunities Advisory Committee.

This particular bill goes to support a key committee recommendation to improve education outcomes of minority students. This recommendation, in fact, for multicultural and multicultural sensitivity training for educators gained the support of our former Superintendent, Dr. Walt Ruffles, with staff recommendations.

In working with Clark County School District staff, through our education committee, we have learned about a curriculum they have, called Cultural Connections. It is currently implemented in some of the schools. This bill

provides the opportunity to expand this type of education in all schools in Clark County and in the State of Nevada.

Why is this relevant? As a result of the Civil Rights Movement, our government integrated the classroom where we see children of all ethnicities and races learning together. Unfortunately, that is where integration stopped. In 2011, it is about time that our curriculum be integrated to include all members of our great country and the contributions of our diverse population.

For example, one of the Nevada State Board of Education's fourth-grade benchmarks is to understand electricity—Thomas Edison's lightbulb. However, without Lewis Latimer's invention of the filament, Mr. Edison's lightbulb would not have revolutionized indoor lighting as we know it today. This is the full integration of education in our society today. We should take note of other technologies of African Americans such as Garrett Morgan, who invented the automatic traffic signal that we use today, and also, the gas mask that is used by firefighters today to save lives, as well as the lives of our armed forces on the front.

I humbly ask for your support of this important bill. It also gives our children an opportunity to see a reflection of themselves when they are learning in class. It will inspire them to want to do better, learn better, and be better. We have to set standards for them as well. I spoke with many of you in 2009, and I thank those members who voted for this bill in 2009. I am available to any of you at anytime to answer any questions concerning any issues affecting our minority children here in Las Vegas.

Chair Bobzien:

Do you have an opinion at this time on the amendment that has been submitted by Clark County School District?

Yvette Williams:

It does not appear to be a conflict. I think I heard that the District just wants to have a little more control within its own particular district. I do know, and have seen Cultural Connections that Clark County School District already has. It is an excellent addition. While instructing, teachers take another curriculum—the Cultural Connections piece—and it tells them what subject, what chapter, what page, and then they basically insert it. They are getting the integration piece. I do not believe that it would have a fiscal impact in that regard, at least for Clark County.

Chair Bobzien:

I am thinking more in terms of the substance of the amendment. The shift that is proposed here is that, rather than prescribing a separate program in multicultural education, the regulations would then require instruction to be integrated into the regular program. It is slightly different way to obtain the same goal. I would like to get your thoughts on that and if it is sufficient in your mind for achieving the legislation's goals.

Yvette Williams:

I would probably defer to those who serve within our organization on that question. We have many who are educators who would probably know better than I, but I do not see any restriction. Whatever we need to do to move this forward is what I want to see.

Stephen Munford, Co-Chair, Economic Development Committee, Clark County Democratic Black Caucus, Las Vegas, Nevada:

I also sit as Co-Chair of the Nevada Minority Business Council Input Committee, and I am also a business owner and a father.

I support the bill. My father is a walking testimony for an educator who teaches with a multicultural mindset. I have met many former students of all races, cultures, and backgrounds, and they all have high regard for my father because of the manner in which my father approached them as an educator and his ability to relate to them. Those students were really receptive to the way he educated in the classroom. It would be good if teachers were compelled to learn about different cultures. I am part Native American and my father went to college in eastern Montana and there are not too many African Americans in Montana. In his background, and through his life skills, he came to learn the importance having a multicultural view of the world.

Again, I want to support this bill, and to thank my father for teaching me and I really appreciate the lessons that he gave me in that area. They have made me a better person. It has made me look at the world differently. I pass those teachings onto his grandchildren as well.

Chair Bobzien:

That is wonderful to hear. Do we have questions from the Committee to our panel in Las Vegas? Ms. Williams, just to clarify, while we are on the subject, I also have you signed in for Assembly Bill 137. Did you also wish to speak on that bill?

Yvette Williams:

No, I just wanted to sign in, in support. We do have Shaundell Newsom, sitting next to me who would like to speak. There is also a State Board member here, Stavan Corbett, wanting to testify.

Shaundell Newsome, Private Citizen, North Las Vegas, Nevada:

I own a company called Newsome Marketing Enterprises, and I am also the Clark County Democratic Black Caucus Community Outreach Chair. I, too, feel compelled to let you know that I am really a proud supporter of this bill. I am also a big supporter of Assemblyman Munford. He taught four of my children in high school. I know that they benefitted greatly from his teachings, as well as his experiences that he taught in the classroom. His style of teaching is one that has to be, if not still there, resurrected or expanded upon. I have a lot of confidence and faith in Mr. Munford.

I recognize an educator when I see one. My wife is currently a nutritionist in a charter school. We raised eight children in Clark County School District, most of them graduating from Bonanza and Palo Verde High Schools. They are doing excellently as adults. Two are serving in the Armed Forces, one is a chef, one is in retail in New York City, another one in college in Portland, Oregon, taking marketing—taking after his dad's career interest—and we have a couple of them here in Las Vegas working in the hotel industry. When you look at the context of our own home, you can see a lot of diversity and a lot of children, who while having different interests, are going on in their own pursuits.

We believe in multicultural studies because my mother was a school teacher in Brooklyn, New York. I moved to Las Vegas 24 years ago by way of the United States Air Force as an 18-year-old. One of the things that helped me adjust quickly to this community and environment was her teaching me some of the lessons that Steve Munford just spoke about. She believed multicultural studies should be a major focus in schools. She was a second-grade teacher in Bedford-Stuyvesant, Brooklyn where there was a lot of diversity and she wanted to make sure all of the children in the classroom got along, so she taught each one about his individual cultures. She also extended that to our home. She made sure we not only learned the foods of Jamaica, Puerto Rico, and Italy, but we also learned the customs of Greece, China, and the Bahamas. Ethnicity was not our only lesson; the focus was on all types of diversity. As a child, from the age of 8 to 13, I spent time on a farm in Vermont. She was not just thinking about ethnicity, she was thinking about cultural diversity as it related to language barriers, and understanding how different things worked.

Prior to going to a farm, I thought all farm people were poor, but, to the contrary, the family that I visited owned the local grocery store and also had

gallons and gallons of milk being shipped even to Canada. If you are familiar with the historic Westside, being a member of the 100 Black Men of Las Vegas, Inc. as a mentor, I also noticed that when we teach kids other cultures, it makes school more interesting and they want to come back to school and want to know what they are going to learn next. It opens their minds and takes them from the restrictions of the neighborhood. It is very important.

To expand upon Ms. Yvette Williams' testimony, I learned black history from sixth grade to twelfth grade and when I met my wife, who is a native Las Vegan, she was surprised at all the different things I knew about the contributions of African Americans to this country. She was shocked that a lot of those things had not been taught to her when she was growing up.

This type of education is a huge step in the right direction for our system. Students will be excited about multicultural education, but I would also hope that teachers will be excited and not look at it as another chore or addition to what they have to do now. I would think they would look at it as an innovation to the future. Education would be more interesting and I think students would get more out of it if everyone understood the difference in cultures, languages, and in customs.

Stavan Corbett, Private Citizen, Las Vegas, Nevada:

I would like to reiterate exactly what my community peers shared with regard to multicultural education and integration, specifically when we speak about the areas of the curriculum as well. Being a product of southern Nevada's K-12 system and currently having three children in the system, there is definitely a level of absence to some extent, in terms of the enrichment that I believe can come forward and the opportunity that exists in terms of cultural education. There are many studies that show the different enrichment approaches and effects on us holistically as a community.

As we look at our children, of course none of them are half children—they are complete, whole human beings. I believe that whenever they are given the opportunity to be in an environment where they can learn, not just their own but other cultures, and look at the globalized community that we are now becoming, I definitely think it is huge.

I do also want to share that Assemblyman Munford had a huge impact on my family personally. The Dalawarta family, who were born and raised in Las Vegas, had the opportunity to be under the tutelage of Assemblyman Munford. His teaching ability and his connection with the community far surpasses many other stories that would transpire within the school environment. His contribution, compassion, intellect and willingness to share

and embrace the student—as it relates to the school district—in being able to associate and connect, has benefited many students. It has also benefitted teachers who have like-minded teaching abilities, and accept that challenge in recognizing that our students are whole and provide a holistic education opportunity.

Chair Bobzien:

I am now moving from support to opposition.

Sheila Ward, representing Nevada Legislative Affairs Committee:

I am also a grandmother and my husband and I put five children through Carson City schools and college. I am not against multicultural curricula in our schools. But I believe it is already there. It is embedded in our academic standards of social studies, such as civics, history, geography, as well as foods.

I would like to insert here that I thought there was a fiscal note.

Chair Bobzien:

To clarify that point, while we do not have a fiscal note yet, we may still have one. There may be more time needed before that fiscal note is received. It is sort of a gray area at this point.

Sheila Ward:

We have a Parent Involvement Policy in our statutes too. I got this off the Nevada Department of Education's website ([Exhibit G](#)). The whole idea of bringing parents, teachers, and principals together and creating a relationship, I know was a focus in *Nevada's Promise*, the presentation that was previously given to us at the Joint Meeting of the Assembly Committee on Education and Senate Committee on Education.

When I was a school trustee, I visited all the schools in Carson City. One school in particular that I remember had a different saying every week over the intercom system that had to do with behavior and respecting others. That is another way of bringing equality to the schools. Teachers are already aware of the importance of how students are responding to the diversity of cultures in their school.

I think that this bill is unnecessary; however, I have appreciated hearing the testimony of those actually having experienced this kind of teaching. We already have this parent involvement policy pursuant to *Nevada Revised Statutes* (NRS) 392.457. It is focused on bringing parents, principals, and teachers together in relationships which are very important especially for children of different cultures.

Chair Bobzien:

Do we have any questions for Ms. Ward? Is there anyone else signed in, in opposition to the bill? Is there anyone neutral? [There was no one.]

Assemblyman Munford:

In terms of the amendment, I am in agreement with it and I am hoping the administrators in the various schools will make sure that it is implemented and mandated with their teachers and make sure that they are performing.

Chair Bobzien:

We will close the hearing on A.B. 176 and move to Assembly Bill 137.

Assembly Bill 137: Revises provisions governing programs of nutrition in public schools. (BDR 34-191)

Assemblywoman April Mastroluca, Clark County Assembly District No. 29:

I am here to present A.B. 137. I will begin by saying that as soon as I get you the amendment, A.B. 137 will not look anything like it looks right now. Because of all the drafting that was done, I did not get the amendment until late, two nights ago and it has not yet been vetted. What I will share with you today is what the bill should look like when we get you the amendment and that is where I hope we can leave the discussion.

There were concerns about demonstrating the need for improvement for three consecutive years or more. That would be the reasoning for this bill. That part has been changed, which will make some people very happy, based on conversations I have had.

This bill came from discussions that were had last session regarding nutrition in schools, and at the end of last session, the Senate Committee on Health and Human Services sent a letter to Dr. Rheault, Superintendent of Public Instruction, and all the school superintendents about recommendations that we made to improve school nutrition. One of those recommendations was breakfast in the classroom. We had a presentation about school nutrition and specifically breakfast in the classroom.

This bill would require districts to provide breakfast in the classroom for schools that qualify for Provision 2 (P2) status. Provision 2 status according to the federal government is 75 percent or more of students receiving free and reduced lunch. Clark and Washoe County School Districts have their own Provision 2. One is 85 percent and one is 90 percent or more free and reduced lunch. They have raised the limit of what the expectation is for free and reduced lunch to qualify for Provision 2. We do not want to change that.

We do not want to cause undue expense. If they already agree that those schools need help and they want to make sure that all of those children are fed, which is what P2 does, then we encourage that. All we ask is that you feed those kids breakfast in the classroom.

Many times the question is asked why it is so important to feed them in the classroom. If you can find a child who would prefer to eat over play, please let me know. We know it is very difficult to get those kids to leave the playground in the morning and come into the cafeteria and eat breakfast. There are also issues with buses being late, and parents dropping off late, so breakfast in the classroom is the most efficient way to make sure that every child eats.

What this bill says is that schools that operate a P2 program will provide breakfast: (a) in the classroom, (b) in a transportable manner, or (c) in the cafeteria after the bell.

The program is for each public school in the state and we did some comparisons to look at the schools in the rural districts and how this would affect them. From what we have seen, some of the schools in the rural districts that would qualify under P2 are already feeding those children. We would be willing to look at the possibility of exempting the very small school districts. For example, for 14 students, we will let them go. We trust that they are being taken care of.

The rest of the changes in the bill have to do with reporting requirements. What we found in the conversations we have had with Ms. Barton from the Department of Education is that a lot of this information is already collected by the State Board of Education/State Board for Career and Technical Education. So not to cause duplication of work for the school districts, we are asking the Department of Education to collect and submit the majority of this information. It really comes down to making sure that children eat. When they eat, they can learn.

I have a few examples of letters and drawings from students at Lincoln Elementary School in Reno, who have breakfast in the classroom ([Exhibit H](#)). This is what they think of the program.

Chair Bobzien:

Knowing that this is a work in progress, do you have a specific lineup of testimony that you wish to have follow you?

Assemblywoman Mastroluca:

I am hoping that Ms. Barton will come up and I believe that Ms. Berkley would like to speak. She has an amendment from the Food Bank of Northern Nevada

that I am amenable to. Mr. Craig Stevens is also here to speak in support. You should have our amendment by tomorrow.

**P. Donnell Barton, Director, Office of Child Nutrition and School Health,
Department of Education:**

We have not seen the amendments although I am aware of some of the proposed amendments. We would like to see those amendments to make comment on them. We do have a child nutrition programs web-based system that does collect data for the schools so we can pull out that information. We did that for the school meals' fiscal impact. Some of you may have seen the four-inch-thick book. It took us about 120 hours to put that information together. It would probably take us a little longer because we would be looking at four years instead of two years. We pull that data from three different data sources. We have a free and reduced lunch report that is not within the child nutrition program system. All of the participation data is in that system and then the grab-and-go type of breakfast would be an enhancement to our system. We currently do not ask the districts to tell us by site how they serve breakfast. That would be an enhancement to our system which we could work with our programmers to include.

Chair Bobzien:

Do you have any questions for Ms. Barton? [There were none.]

**Cherie Jamason, President and CEO, Food Bank of Northern Nevada, McCarran,
Nevada:**

With your permission, I would like to give you a brief history of why we are here. During the 1999-2000 Interim, we were called to speak about hunger among children in Nevada. The outcome of that testimony was that we were requested to work statewide to increase the number of summer food programs, school breakfast participation, and improve the resources available around the state for children who were not getting enough to eat due to their parent's inability to make an adequate living. Hunger is a symptom of poverty and unemployment and that is as true today as it was 11 years ago. [Continued to read from prepared text ([Exhibit I](#)).]

To understand how personal this is for you as an individual legislator, look at the chart on poverty and hunger data that we provided to you ([Exhibit J](#)).

Chair Bobzien:

We want to make sure than everyone is looking at the right document. It is the one titled "Nevada Poverty and Hunger Data by County."

Cherie Jamason:

[Continued to read from prepared text.]

In Washoe County, we have 26,000-plus children, or 40 percent, who are eligible for free meals at school because of their family's income. Those are the children we are talking about. If you or I have a child and he is hungry, we do whatever we can to make food available to him. These are all of our kids. We need to be responsible for them and make sure they have the food that they are eligible to receive.

We have money that is available to provide that food and we just want to have a standard of measurement in place so we can know that progress is being made in getting those children the food they need. That is all. Each one of us has paid tax money out of our own pockets to the federal government to provide these entitlement programs. This is about bringing those monies that we paid back to Nevada so that children can have breakfast, and lunch in the summer. Please put those measures of performance into place so we can see what kind of a job we are doing.

Paula Berkley, representing Food Bank of Northern Nevada:

Since you do not have the amendment, it is going to be hard for me to amend the amendment, and because I have line numbers and you do not, I will conceptually let you know what the proposed amendments are for the time being ([Exhibit K](#)).

The most important, from our perspective, is to make sure that when you start a Provision 2 program, you feed the children breakfast after the bell. We have talked about that a lot because we are trying to get all the children fed. If you feed them before the bell, only about 25 percent of the children get fed. If you feed them after the bell, you feed 80 to 95 percent. If your goal is not to be 53rd in the nation, and we want to feed as many children as we can at the high-risk schools, then feeding after the bell is the answer.

There are two references in our amendment that say, "if the data is available." I believe we have already had testimony that the data is available, so that should not be a problem.

The final amendment we have proposed is that if there is a county with a population less than Carson City, it should be able to apply to the Department of Education for an exemption of its P2 status if it is not cost effective. Sometimes with 14 students in a school, the economy of scale simply is not there. While we want to encourage rural schools that are eligible to feed their

students, and have enough children to qualify for P2 status, we do not want to make it mandatory and make them lose money.

Chair Bobzien:

Just to make clear how we are going to proceed with this, everybody is going to get together and get a good amendment and we will get back to the Committee and go from there.

Paula Berkley:

Yes, we are and it is going to be a great amendment.

Assemblywoman Dondero Loop:

It is not really a question, just an observation that I would like the Committee to reflect on. When you look at the "Nevada Poverty and Hunger Data by County" chart ([Exhibit J](#)) that we were previously referring to, I would like the Committee to specifically look down under the food and security rate and notice the rural counties. This is not a Clark County issue. It is really important that people understand that even though we have more people in Clark County, it is not Clark County that is hit the hardest. We need to look at counties like Lyon County. We need to look right here in Carson City. Carson City has almost the same rate as Clark County. That is a really important piece for this Committee.

Chair Bobzien:

Are there additional questions from the Committee? This may be overkill, but I want to read one of the children's letters that is being passed around. [Chair Bobzien read letter from Mayra Barrera ([Exhibit L](#)).]

Craig Stevens, Director, Education Policy and Research, Nevada State Education Association:

No child should go to school hungry. We all can agree with that. These issues—hunger and poverty—can hold back the promise of many students, especially here in Nevada. The Nevada State Education Association (NSEA) supports this bill as many members of the NSEA have actually come to me and said, "What a successful program breakfast in the classroom can be." I know the story of a child who was in one of our member's classrooms who, around the 60th minute of the 90-minute block would actually start crying because she was hungry. Once they started breakfast in the classroom, that child's grades went up, that child was able to pay attention, and there were no problems the rest of the day. We can only hope that this program and this bill and the idea behind this bill will move forward, and the NSEA fully supports it.

Lonnie Shields, Assistant Executive Director, Nevada Association of School Administrators:

When I became a principal in 1981, it took about two weeks before my teachers came to me and said, "I have some hungry kids in my classrooms, and they are not paying attention." My school, at that time, was about 60 percent free and reduced lunch. It would later go to about 75 percent. I immediately added cereal to my family's shopping list. We would put it in the nurse's room. We would purchase the milk from the school milk program out of mine and the teachers' pockets. Any students they felt needed to have breakfast, they were very quietly brought down to the nurse's room and were fed cereal and milk. It improved their performance.

We supported this bill before the amendments and while I have not seen all of the amendments—you have to feed hungry kids.

Chair Bobzien:

Do we have any questions for the panelists?

Assemblyman Aizley:

I am just curious how the program works. If it is breakfast after the bell, is it in the classroom and are some children not eating and some children are eating?

Craig Stevens:

The way I believe it works is that the first ten minutes of the school day, there is a cart that goes around and when the student comes in he picks up the bag and the drink and brings it to his desk. Students do worksheets, reading exercises, and other things within that first ten minutes and once that is done, he picks up his trash, throws it away, and then moves on to his next item of business.

Assemblyman Aizley:

They are in class and some are eating?

Craig Stevens:

All are eating.

Assemblyman Aizley:

Good.

Miles Dickson, representing Three Square:

I am here on behalf of Three Square food bank, southern Nevada's food distribution hub. We are submitting a letter of support from Julie Murray, President and CEO of Three Square food bank ([Exhibit M](#)). There is nothing I can say much beyond the letter the Chair just read from young Ms. Barrera.

With that said, to be very brief, since 2007 when Three Square opened its doors, it has served 36 million meals in southern Nevada to hungry men, women, children, seniors, and families. The organization is deeply committed to serving children and addressing hunger needs. In fact, they do so every day through a myriad of programs and services targeted at children.

We are here today to support A.B. 137, breakfast after the bell, because we know anecdotally, intuitively, and scientifically, that children who go to school hungry underperform. Plainly, chronic hunger is debilitating to cognitive function. Assembly Bill 137 will expand access to school breakfast and it will create performance measures that, hopefully, eventually will increase utilization. Simply put, A.B. 137 is an important step in overcoming childhood hunger and increasing the opportunity for educational attainment.

Assemblywoman Woodbury:

I am a teacher, and for the past few years we have been instructed that the students cannot eat in the classroom, and there is a policy that they cannot eat school district-provided food. They can eat their home-brought lunch in the classroom, but not one provided by the school district. Is that just individual school district policy? Are there some opposing regulations that would need to be changed to allow this program?

Miles Dickson:

It does, sometimes, vary from district to district. There is a tremendous amount of complication out there on how we can deliver food.

Chair Bobzien:

I can probably save you right there because you are certainly not expected to represent the views of the school districts. We might have to hear from the districts how exactly they implement that. Seeing no additional questions we will move to the opposition.

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

During the legislative interim, Senator Valerie Wiener chaired the Legislative Committee on Health Care. Her Committee worked through a number of proposals and the Nevada Association of School Boards did not support the proposal that was considered because, as you will see in Assembly Bill 137,

page 2, section 1, beginning on line 3, the language that was included in the proposal for the Legislative Committee on Health Care, and again, in this bill, was that if "a public school is designated as demonstrating need for improvement . . . for 3 or more consecutive years" Our school board members recognized that there are many reasons why schools do not make adequate yearly progress (AYP). In some cases it is because, at the high school level several students who should take the proficiency exam, do not. Even if school administrators or teachers go to their homes to find them, they are not to be found. So it is possible a school will not make AYP on the basis of the percentage tested.

It is also possible that one of the disaggregated groups, totally unrelated to nutritional issues, would not make AYP. Therefore, our objection focused on the inclusion of this particular stipulation as you see it on page 2. I believe you have already heard Assemblywoman Mastroluca say that that has been removed.

We had one other concern that focused on Provision 2 schools in rural districts and we certainly would look forward to working with Assemblywoman Mastroluca on that.

I am in the awkward position of having signed in, in opposition to this bill. However, based on new information provided, it may be the case that we would be neutral on this bill, or at least, we could support it. We would need to see things in their more final form.

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

First, and most importantly, we would like to thank and recognize the tremendous efforts on Assemblywoman Mastroluca's part for working with us on concerns we had with this bill. As previously discussed, improving access to breakfast and lunch programs for students is a priority for our new Superintendent, Dwight Jones.

While we appreciate the changes to require breakfast after the bell for only P2 schools, and to reduce the reporting requirements, we cannot support a mandate for these programs at this time. As I stated previously, we are in an unprecedented budget crisis that may require laying off employees, increasing class size, and cutting programs and services. Our board has taken the position that we will be against mandates that do not have funding attached to them.

However, please know that we fully intend to do as much of this as we possibly can. We will probably actually do more. As you heard during last week's

presentation on school nutrition, we are planning to roll out the universal breakfast program to 38 schools during the 2012 school year to provide grab-and-go options for students at most of our at-risk schools. If I might, Mr. Chair, respond to Assemblywoman Woodbury's question?

Chair Bobzien:

For a point of clarification, as we work forward with this bill, we would ask the School District to take another look at their fiscal note once it has been revised so we can make sure it is up-to-date and accurate.

Bart Mangino:

Absolutely. With regard to the amendments that are out there, we will continue to work very closely with Assemblywoman Mastroluca.

Assemblyman Aizley:

If this were funded, would you support it?

Bart Mangino:

Any type of funding would be greatly appreciated and would allow us to expand the opportunities of providing this type of program to our students.

Chair Bobzien:

If you could respond to Ms. Woodbury's question from earlier . . .

Bart Mangino:

I am not aware of a policy. I would respond on two points. One, given our Superintendent's vision as far as feeding our children in the classroom, I do not believe that would be a problem in the future. Anecdotally, as a former principal and teacher at an elementary school, there were numerous occasions where I had students with their lunch, brought from home, and also a school lunch who had the opportunity to spend additional time working on curriculum matters and instruction. I would say, for the most part, those students would be allowed to bring their food to the classroom. I am not aware of a policy, but I would be more than happy to research it.

Assemblywoman Woodbury:

It has been a very recent thing that we were told that there is some policy where they cannot do that. I have been told for a while that they cannot feed the students in the classroom, but it was a recent thing that said specifically not school district lunch.

Chair Bobzien:

If we could get some research on that and get back to the Committee and Ms. Woodbury that would be very helpful.

Assemblywoman Diaz:

I just wanted to verify that Clark County School District is only opposed to this legislation due to the funding, or are there other reasons?

Bart Mangino:

It is my understanding the primary concern we have is the funding with regard to possible reporting and I believe that is of much less concern.

Assemblywoman Diaz:

He said primary. Is there a second reason?

Bart Mangino:

I am not sure if there is a secondary concern; however, I will research that and get back to you.

Chair Bobzien:

Do we have anyone else signed in, in opposition to the bill? [There was no one.] Is there anyone wishing to testify as neutral?

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

I am testifying neutral on this bill. We appreciate Assemblywoman Mastroluca bringing forth this bill. Hungry kids cannot learn. That has been a priority in Washoe County School District for a long time. We expand breakfast in the classroom to as many schools as is financially feasible. It is currently board policy that we require breakfast in the classroom for all P2 schools. This would not change anything that we do.

We currently feed 20 percent of our students in the classroom at 16 schools. We also appreciate the leadership from the Northern Nevada Food Bank in this. It works collaboratively with the School District in a very professional, excellent way. Everything it does is for the children to make sure that they come to the classroom and they are in the classroom well fed and ready to learn.

Chair Bobzien:

Thank you for the shout-out for the Food Bank particularly. I know Three Square does great work as well, but personally, I know that the Food Bank has an amazing impact on our community. It is an unmet need and a need that is not talked about enough.

Assemblyman Kirner:
Mr. Hulse, why neutral?

Craig Hulse:

It currently will not affect anything that we do in the School District now. We have worked with Assemblywoman Mastroluca and the Northern Nevada Food Bank on the idea of the amendment. It would not affect anything we do. It is a mandate to other school districts. We would not support that they be required to do something that our board has made a priority.

Assemblywoman Mastroluca:

I want to thank the Committee for your attention to this bill. We have worked very hard to get the support we have. Mr. Bobzien kind of stole my thunder when I was going to ask that once the amendments have been given to, specifically Clark County School District, and some of the other districts that the fiscal note be rewritten. I believe it will come down greatly.

Some of the issues Mr. Mangino referenced as far as reporting have been removed from the bill and the responsibility has been given to the Department of Education, which is already collecting that information. It is no additional work for the Department. It really just comes down to feeding hungry children.

Chair Bobzien:

Going forward, we can look to you working with everyone who said they want to work with you and we will see an amendment that you will get to the Committee members well ahead of time. We will close the hearing on A.B. 137. Do we have any public comment either in Carson City or Las Vegas?

Paula Berkley:

Money is a big issue this session so I wanted to add a few comments on whether there is a lack of funding for this program. [Spoke from prepared text ([Exhibit N](#)).]

There is federal revenue to feed children in school. It is a different reimbursement rate between free and reduced lunch. The reason we changed to Provision 2, is because then everybody eats for free. That takes away the stigma of "I am the poor kid that has to go and eat breakfast." That is really important.

Another thing that is key to this whole process, is that economies of scale in the federal nutrition program is everything. The more children you feed, the more money you have to meet the needs and buy the food. When you start Provision 2 schools, there is additional cost and the federal government does

not give you extra money to start that program. When you change from feeding 100 children to 500 children in a school, then you end up having more money to spend. Washoe County School District, as it has increased the number of P2 schools, has not gone into the red one cent. They have been in the black for 12 consecutive years. So if you are very careful how you implement the programs, and make sure you are very efficient, the amount of funds that are generated from the federal reimbursement pays for the programs.

[Continued to speak from text ([Exhibit N](#)).]

This has a lot to do with real management skills and that goes back to why we ask for those performance measures. As we begin looking for these patterns, we will want to see who is doing a good job and how they are doing it. We want to be able to copy those processes.

None of us want to put a mandate in place that would be difficult or costly, particularly at this time in our economy. But we have left \$63 million worth of meals in Washington that would feed all of the eligible children. In a time when this Committee, particularly, is asking all of education to continue the reform process, why would you not ask them to feed more children? This will help the teachers a lot.

Chair Bobzien:

Do we have any other public comment? [There was none.] Do we have any other matters to bring before the Committee?

Assemblywoman Mastroluca:

I just want to make a statement. I think it is well known that I have had my battles with Clark County School District (CCSD) and I have had my battles with Washoe County School District, but I will also be the first to support them when they are doing the right thing. I recognize the issues we have had and have had many discussions with CCSD and even with Dr. Jones about what the district is doing and how it is moving. As easy as it is to compare, sometimes comparison does not always work.

I have to say that I am very impressed with the strides that CCSD has made. The conversations I have had with Dr. Jones are very encouraging; CCSD will go even farther and much more quickly than we had expected. Are we there? No. Is it perfect? No. But we do need that push and I think that as education moves forward we cannot let any part be left behind. Whether it is nutrition or curriculum, it all has to work together.

Our districts are doing the best they can with what they have and it is up to us to support them to get through these difficult times.

Chair Bobzien:

I just want to reiterate that we are meeting Friday, April 8, 2011. The intent is to stack up the schedule. The Assembly Committee on Health and Human Services will follow the floor session, and we will follow after the Committee on Health is finished. That could go well into the afternoon as we still have a number of bills that we have to work through to meet our deadline. Also be ready for more work sessions.

[Meeting adjourned at 5:28 p.m.]

RESPECTFULLY SUBMITTED:

Sharon McCallen
Committee Secretary

APPROVED BY:

Assemblyman David P. Bobzien, Chair

DATE: _____

EXHIBITS

Committee Name: Committee on Education

Date: March 30, 2011

Time of Meeting: 3:18 p.m.

| Bill | Exhibit | Witness / Agency | Description |
|----------|---------|---|---|
| | A | | Agenda |
| | B | | Attendance Roster |
| A.B. 366 | C | Assemblyman Munford | Prepared Testimony— Code of Honor and Eligibility for a Governor Guinn Millennium Scholarship |
| A.B. 366 | D | Bart Mangino | Nevada Department of Education Code of Honor |
| A.B. 176 | E | Assemblyman Munford | Prepared Testimony— Multicultural Education for K-12 Students |
| A.B. 176 | F | Bart Mangino | Proposed Conceptual Amendment to A.B. 176 |
| A.B. 176 | G | Sheila Ward | Parent Involvement Policy |
| A.B. 137 | H | Assemblywoman Mastroluca | Packet of Letters from Students of Lincoln Elementary School, Reno |
| A.B. 137 | I | Cherie Jamason | Letter of Support from Food Bank of Northern Nevada |
| A.B. 137 | J | Cherie Jamason | Nevada Poverty and Hunger Data by County |
| A.B. 137 | K | Paula Berkley | Amendments to A.B. 137 |
| A.B. 137 | L | Mayra Barrera Letter Read by Chair Bobzien | Student Letter on importance of breakfast |
| A.B. 137 | M | Miles Dickson | Letter of Support from Three Square |
| A.B. 137 | N | Paula Berkley | Prepared Testimony— Does it Cost Too Much? |