

**MINUTES OF THE MEETING
OF THE
ASSEMBLY COMMITTEE ON WAYS AND MEANS**

**Seventy-Sixth Session
April 27, 2011**

The Committee on Ways and Means was called to order by Chairwoman Debbie Smith at 8:12 a.m. on Wednesday, April 27, 2011, in Room 3137 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:

Assemblywoman Debbie Smith, Chairwoman
Assemblyman Marcus Conklin, Vice Chair
Assemblyman Paul Aizley
Assemblyman Kelvin Atkinson
Assemblyman David P. Bobzien
Assemblywoman Maggie Carlton
Assemblyman Pete Goicoechea
Assemblyman Tom Grady
Assemblyman John Hambrick
Assemblyman Crescent Hardy
Assemblyman Pat Hickey
Assemblyman Joseph M. Hogan
Assemblyman Randy Kirner
Assemblywoman April Mastroluca
Assemblyman John Ocegüera

GUEST LEGISLATORS PRESENT:

Assemblywoman Teresa Benitez-Thompson

STAFF MEMBERS PRESENT:

Rick Combs, Assembly Fiscal Analyst
Mike Chapman, Principal Deputy Fiscal Analyst
Connie Davis, Committee Secretary
Cynthia Wyett, Committee Assistant

Chairwoman Smith welcomed the members of the audience and those watching the meeting over the Internet and advised that the same documents the Committee would be reviewing were uploaded and available to the audience through the Nevada Electronic Legislative Information System (NELIS). Additionally, Chairwoman Smith reminded bill presenters to avoid policy discussions on the bills they were presenting. She asked for brief overviews that would be followed by a discussion on the fiscal effects of the bill.

Chairwoman Smith opened the hearing on A.B. 224 and welcomed Assemblywoman Benitez-Thompson to the witness table.

Assembly Bill 224: Revises provisions governing parental involvement in education. (BDR 34-859)

Assemblywoman Teresa Benitez-Thompson, representing Washoe County Assembly District No. 27, presented A.B. 224 and provided the Committee with the following overview of the document, "Office of Parental Involvement and Family Engagement." The complete version of the document ([Exhibit C](#)) was uploaded to the Nevada Electronic Legislative Information System (NELIS).

Assemblywoman Benitez-Thompson testified that studies conducted over the past several decades demonstrated the positive effects of parental involvement on student achievement. In 2002, the Southwest Educational Developmental Laboratory (SEDL) published a document entitled, "A New Wave of Evidence, The Impact of School, Family, and Community Connections on Student Achievement." The publication reviewed 51 studies produced between 1993 and 2002 that examined the relationship between parental involvement and family engagement and student achievement. The studies all met rigorous methodology requirements. Assemblywoman Benitez-Thompson quoted a passage from the report that said, "Taken as a whole, these studies found a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of ALL economic, racial/ethnic, and educational backgrounds and for students at all ages."

Specifically, Assemblywoman Benitez-Thompson said the data of the 51 studies concluded that despite income or background, students with engaged parents were more likely to:

- Graduate and go on to postsecondary education:
- Attend school regularly.
- Pass their classes and earn credit.
- Earn higher grades and test scores.
- Enroll in higher-level programs.

Additionally, teacher outreach to parents was related to strong and consistent gains in both mathematics and reading.

Assemblywoman Benitez-Thompson provided the following information concerning A.B. 224:

- The bill created the position of Director of the Office of Parental Involvement and Family Engagement within the Department of Education.
- The Director would work with school districts and school sites to implement effective and data-proven family engagement strategies.
- The language in the bill was permissive so only school districts that wanted to be involved in family-engagement activities would do so.
- The Washoe County School District and the Clark County School District were already engaged in family-involvement activities.
- The Director would work on measuring the effectiveness of parental involvement and family engagement at school sites and district levels. It was anticipated that over time, the data would show how parental involvement affected student achievement.
- The Director would work with the currently established parent Advisory Council. The fiscal note ([Exhibit D](#)) reflected that members of the parent Advisory Council currently worked on a volunteer basis without funding.

Assemblywoman Benitez-Thompson advised that with some support for travel reimbursement, it was believed that parent Advisory Council meetings could be regularly scheduled and more substantive.

Chairwoman Smith defined parental involvement and family engagement as an important issue in education reform and was of the opinion that implementation could solve many problems in education. Chairwoman Smith pointed out that parental involvement was not to be confused with fundraising although oftentimes it was.

Assemblyman Hickey asked Assemblywoman Benitez-Thompson to elaborate on the possibility of the availability of funding for implementation from the United Way whose representatives had come forward to support the position of a state Director.

Assemblywoman Benitez-Thompson confirmed that United Way of Nevada supported parental involvement activities and had secured grants for work in the Washoe County and Clark County School Districts. It was Assemblywoman Benitez-Thompson's understanding that the Washoe County School District would use a portion of the grant money to start a "parent university" in Washoe County. She indicated that the bill would allow the Director of the Office of Parental Involvement and Family Engagement to look for additional public-private partnership opportunities that would reach into Nevada communities to assist families and students.

Assemblyman Kirner asked whether there was a state-funded position that worked with the parent Advisory Council.

Assemblywoman Benitez-Thompson advised that although there was no position at the Department of Education level, certain school districts that included Title I schools [schools with large concentrations of low-income students], were required to have a parental involvement and engagement plan. Assemblywoman Benitez-Thompson said that local school districts needed state assistance to coordinate implementation of proven data-driven parental involvement and engagement plan methods.

Assemblyman Kirner asked for clarification concerning whether the funding provisions in A.B. 224 were applicable to a state-funded position and the parent Advisory Council and whether positions for parental involvement were already established in Clark County and Washoe County.

Assemblywoman Benitez-Thompson clarified that the Director of the Office of Parental Involvement and Family Engagement would be a permanent funded

position established at the Department of Education. She explained that Washoe County and Clark County each had one parent-involvement coordinator position, and members of the parent Advisory Council served on a voluntary basis. Additionally, Assemblywoman Benitez-Thompson advised that the Director of the Office of Parental Involvement and Family Engagement would establish data collection methods to measure the effectiveness of parental-involvement activities. She pointed out that it was important to ensure that the strategies that would be implemented were driven by best practices and had good science behind them.

Assemblyman Kirner agreed that parental involvement was critical to student achievement. He asked, however, whether the majority of the funding would be required to fund the Director's position or to train individuals across the state.

Assemblywoman Benitez-Thompson advised that A.B. 224 included a provision for the establishment of training teachers to engage parents through the Statewide Council for the Coordination of the Regional Training Programs. She explained that the training was important because teachers, who had been surveyed, expressed a need for effective training methods to engage parents in their children's education. Assemblywoman Benitez-Thompson advised, however, that the majority of the funding, as outlined in the fiscal note, would fund the position of the parental involvement Director at the Department of Education.

In response to Assemblyman Kirner who had additional questions concerning the funding for the Director and statewide training, Chairwoman Smith explained that the Director of the Office of Parental Involvement and Family Engagement would work with the Regional Professional Development Program (RPDP) to establish a statewide training program concerning parental involvement and family engagement. Chairwoman Smith also advised that Dr. Rheault, who was in the audience, would address the fiscal note and provide additional information concerning the funding.

Assemblyman Hardy asked for clarification concerning how parental involvement and family engagement differed from parent-teacher associations.

Assemblywoman Benitez-Thompson explained that the concept of parental involvement and family engagement was a new concept in thinking about how the school districts and teachers engaged parents rather than teaching parents about fundraising for the school district to put school supplies into the classroom.

Assemblywoman Benitez-Thompson discussed a book entitled, *101 Ways to Create REAL Family Engagement*, which reviewed 51 studies concerning various methods of engaging parents and what worked best because various methods produced a range of results. She provided the following examples:

- The Clark County School District used comprehensive parent centers in elementary schools that included academic programming and ongoing activities that built the skills of the parents to work with their children. Parents, for example, who might be struggling to help their children with math homework could go to the parent centers to attain the skills they needed to help their children.
- The White Pine County School District used data from parent surveys to determine whether parents felt comfortable at school and used that data to create a family-friendly model to better partner with parents.
- The Washoe County School District had connected with hard-to-reach parents through the positive teacher-parent home visit project. Teachers supported better relationships with parents, parents felt more comfortable going to schools, and students improved as a result of the connections.

Assemblywoman Benitez-Thompson noted that there were amazing examples of parental-involvement activities throughout the state that A.B. 224 would help to coordinate and ensure that best practices were being implemented.

Assemblyman Bobzien indicated his understanding was that the concept behind A.B. 224 was related to basing a statewide program on Washoe County's program. Assemblyman Bobzien asked for information concerning Washoe County's successful experience and why it was believed that it could be a model for the state.

Assemblywoman Benitez-Thompson advised that, for a number of years, there had been a focus in Washoe County to better engage and reach out to families, and she said D'Lisa Crain, Grant Administrator for the Nevada State Parent Information & Resource Center and Parent Involvement Coordinator for the Washoe County School District, was a nationally recognized figure on effective parental-involvement strategies. During the past year, for example, Assemblywoman Benitez-Thompson said that school district administrators and teachers visited the homes of students who did not show up or who had not enrolled for school. She said that knocking on doors, asking questions, and helping with enrollment proved to be "incredibly" effective. Assemblywoman Benitez-Thompson pointed out that engagement was all about outreach and meeting families in the most difficult-to-serve communities. She

said, however, that the data revealed that communities were made up of families from all walks of life, all ethnic groups, and economic backgrounds, and engaging families effectively produced better test scores and better student achievement.

Having been involved in the Washoe County home-visit program, Assemblyman Bobzien defined as gargantuan the effort to put together the lists, help the individual school sites determine who to target, and recruit volunteers to go door-to-door to enroll students.

Assemblywoman Mastroluca elaborated on the discussion concerning the difference between parent-teacher associations and the new position for Director of the Office of Parental Involvement and Family Engagement. She advised that currently parents volunteered, although in a large number of schools, the number of volunteers was small. Assemblywoman Mastroluca said, for example, an elementary school in Clark County with a student population of 800 to 900 students might only have 5 or 6 parents available to volunteer. She pointed out that the purpose of establishing the new position was to help educate families in underserved communities about how to become involved in their children's education. Assemblywoman Mastroluca advised that as parents became more actively involved in their child's education, student achievement would increase, and funding saved over the long run could be spent on other education necessities. She pointed out that \$100,000 a year for a statewide parent-involvement coordinator was a small investment that would save the state money by providing parents an opportunity to learn how to be involved in their children's education.

Assemblywoman Benitez-Thompson agreed that A.B. 224 was about sharing responsibility with parents, the community, private enterprise, and the state to increase student achievement.

Assemblyman Hardy advised that Mesquite's elementary and high schools had a large population of students who used English as a second language, and he reported that Mesquite schools had established a parent-involvement program. Assemblyman Hardy said the school administrators had gone outside the Clark County curriculum and invited parents into the school to be aides in a program that for every hour parents donated, teachers worked to help educate parents on their children's school work. Assemblyman Hardy asked how Mesquite's program would fit in with the new state position.

Assemblywoman Benitez-Thompson reiterated that there were communities in the state with schools in which proven parental-involvement practices were embedded in the data that reflected greater student achievement. She said it

was anticipated that if the position for the Director of the Office of Parental Involvement and Family Engagement was funded, programs such as the one in Mesquite would be seen more consistently throughout the state.

In response to additional questions Assemblyman Hardy asked concerning the duties of the Director, Assemblywoman Benitez-Thompson advised that the person appointed to the position would coordinate activities at the school districts that wanted to establish parental-involvement programs. The language in the bill was "permissive," and school districts or school sites that were not interested in the program were not required to participate. She said, however, to ensure that good family-engagement practices were being brought into the schools that wanted the program, the Director would work with school administrators to develop methods of measuring the effectiveness of parental-involvement strategies on student achievement. Additionally, the Director would work through Regional Training Programs to provide training for teachers on effective strategies and techniques with which to engage parents.

Assemblyman Bobzien commented that the real key to the legislation was developing the methods to collect and quantify the data to show which strategies worked and which other school districts could be encouraged to use.

Chairwoman Smith asked Dr. Rheault to comment on the bill and the fiscal note.

Keith W. Rheault, Ph.D., Superintendent of Public Instruction, Department of Education, expressed support for the bill. Dr. Rheault said section 2 of A.B. 224 included a requirement for the Superintendent of Public Instruction to appoint a Director of the Office of Parental Involvement and Family Engagement, and section 3 listed the responsibilities of the position.

Dr. Rheault advised that in 2007, the Legislature approved a parental-involvement coordinator position but before the position was filled, it was eliminated in a special legislative session because of funding problems. Dr. Rheault noted that all of the duties and responsibilities reflected in section 3 of the bill were new. Additionally, he said that the parent Advisory Council was also established in 2007, but with no funding availability, duties associated with the Council were added to the workload of the Department of Education's Deputy Superintendent of Public Instruction.

Dr. Rheault provided the following information on section 3, subsection 1, paragraphs (a) and (b) of the bill and commented that without a staff person dedicated to carrying out the duties outlined in the bill, the work could not be accomplished:

Section 3, subsection 1, paragraph (a), "Review and evaluate the programs implemented by the school districts and public schools."

Section 3, subsection 1, paragraph (b), "Develop a list of practices which have been proven effective."

Dr. Rheault indicated that the list of effective practices would be easily useable and said that the position was envisioned as working with school district leadership, teachers, and Regional Professional Development Programs. He said that principals and school administrators all believed parental involvement would improve the achievement of their students, and if teachers were provided with training through the Regional Professional Development Programs, success could be counted on for the cost of one position.

Dr. Rheault noted that section 3 of the bill included 17 duties that would be assigned to the Director, which he said was ambitious and would require a lot of cooperation. He indicated that although there was a void of parental-involvement programs in the rural areas, Washoe County and Clark County were fortunate to have programs that were working. Dr. Rheault said, however, that even Washoe County with one parental-involvement coordinator for a population of 60,000 kids needed a lot of support, and he saw the legislation as a first step in moving forward toward improving student achievement across the state.

Dr. Rheault advised that the second expense listed on the fiscal note supported the parent Advisory Council per diem costs. Dr. Rheault pointed out that there was currently no funding to support the Council, and although members provided recommendations to the Legislature and met sporadically, meetings for volunteers were difficult without being reimbursed for travel expenses. Dr. Rheault noted that he had asked for \$10,000 in each year of the biennium to pay the per diem costs for four meetings a year for the parent Advisory Council. He indicated that provisions within the bill required the Director to work cooperatively and in conjunction with the Advisory Council.

Additionally, Dr. Rheault advised that he had submitted a revised fiscal note ([Exhibit E](#)), which had been uploaded to NELIS. The revision resulted from being able to use office furniture from several staff positions that were being vacated, which lowered the overall cost for the position by \$5,000 per year. Dr. Rheault pointed out that the funding noted in the fiscal note was not included in The Executive Budget.

Chairwoman Smith noted that of the many committees and taskforces associated with departments throughout the state, the parent Advisory Council

was the only group she could think of that did not have a support system. Additionally, she said that although there had been no past resources for parental-involvement policy, she was hopeful some progress could be made through A.B. 224 because parental involvement was a key to improving student achievement.

Taking into account the fiscal note and the budgeting challenges facing the state, Assemblyman Hickey asked whether there was an employee within the Department of Education that could be assigned the tasks associated with the Director's position.

Dr. Rheault advised that his 65-percent federally funded staff included an English consultant, a math consultant, and a science consultant whose positions had specific duties for Title I, Special Education. Dr. Rheault recalled having attempted to add the parental-involvement assignment as an additional duty to staff members, but because of their other grant duties and federal monitoring, the work could not be accomplished. Although he said he would work with Chairwoman Smith to reduce funding in other areas, Dr. Rheault said he had approximately 100 requests for fiscal notes on bills and had been very sensitive to the fact that a fiscal note could destroy a bill. Dr. Rheault said that if the position was not funded, the duties outlined in section 3 of the bill could not be accomplished.

In response to Assemblyman Hickey, who supported the bill but expressed concerns about the funding, Chairwoman Smith thanked him for supporting the idea that funding should be a priority for A.B. 224 and indicated she had some ideas concerning the funding.

Assemblyman Hogan agreed that the parental-involvement program had promise and asked whether performance objectives that would track the success of the program were planned.

Dr. Rheault advised that tracking the activities of parental involvement was vital to the success of the initiative. He said the Department of Education tracked the participation rates of parent attendance for parent-teacher conferences at the elementary level through the System of Accountability Information for Nevada (SAIN) program. Dr. Rheault pointed out that section 3 of the bill required the Director of the Office of Parental Involvement and Family Engagement to prepare an annual report, which included a summary of the progress made by the school districts and public schools in involving parents in the education of their children and identification of areas where improvement was needed. Additionally, Dr. Rheault indicated that school districts could be surveyed to determine whether recommended programs had been implemented;

whether the number of teachers and principals were trained in the effective use of the programs; and whether the participation rate of parents in school activities could be tracked through SAIN.

Assemblyman Goicoechea said that although the Committee members supported the bill, the funding for the position was not available in 2007 or in 2009, and he could not envision how the position could be funded in 2011.

Assemblyman Kirner noted the \$250,000 fiscal note and indicated that if additional funding was needed for school districts that did not already have the program, an unfunded mandate of perhaps another \$100,000 could occur. Assemblyman Kirner asked how bills that required funding should be prioritized.

Dr. Rheault responded that if the program reduced remediation costs and improved student achievement, the cost savings and benefits would be evident.

Assemblywoman Benitez-Thompson pointed out that A.B. 224 did not require school districts or schools to engage in creating family-engagement programs if they did not wish to do so. Additionally, Assemblywoman Benitez-Thompson advised that, although the funding needed for A.B. 224 could be spent in a variety of ways, 51 studies revealed that the investment, which she pointed out was relatively low, would positively affect student achievement.

Chairwoman Smith discussed her experience as Washoe County's first parent-involvement coordinator and the three parent-involvement summits at which every district had been represented. Chairwoman Smith advised that attendance was increased at each succeeding summit with numerous requests for ideas and best practices on ways to better involve parents in their children's education.

Assemblyman Grady commented that associated costs might be needed if a person or persons were needed to organize the program and asked whether any of the rural school districts had been contacted concerning their acceptance of the program.

Dr. Rheault indicated that although he had not personally contacted rural school districts concerning the bill, he did not believe a dedicated employee would be needed to coordinate parental-involvement activities. Dr. Rheault said implementation could be achieved at the district level with very little cost if a good plan was available for the superintendents and the principals to pass through to the teachers who had the availability of Regional Professional Development Program training opportunities.

In response to Assemblyman Aizley, who asked for additional information concerning Clark County's program, Chairwoman Smith advised that Clark County had a coordinator, who worked across the district to enhance parental-involvement activities.

Assemblyman Aizley asked whether one coordinator was enough for the entire county.

Chairwoman Smith responded that one coordinator was not enough for a county as large as Clark County. She recalled her two-year experience as Washoe County's parental-involvement coordinator and working evenings and on weekends because that was the only time parents were available.

Chairwoman Smith asked those wishing to speak in support of or in opposition to A.B. 224 to move to the witness table.

Lonnie Shields, Assistant Executive Director, representing the Nevada Association of School Administrators (NASA), expressed NASA's full support of the bill.

Shelly Capurro, represented the Nevada Women's Lobby, and as an involved parent and previous board member of the Parent Teachers Association (PTA), spoke in support of A.B. 224. Ms. Capurro advised that as an involved parent, she knew that parents asked for a way to become engaged in their children's education process. Additionally, in regard to the prioritization question, Ms. Capurro said the priority was that the funding spent for A.B. 224 would save money for the state in the future and that raising student achievement could be linked to the state's economic development.

Jan Gilbert, representing Progressive Leadership Alliance of Nevada (PLAN), advised that PLAN's racial-equity report entitled "Facing Race" included a section on education equity. Ms. Gilbert spoke in support of A.B. 224 and said that PLAN had statistics concerning disparities with parents involved in their children's education in communities of color. Ms. Gilbert asked for the Committee's favorable consideration of A.B. 224 because she said parental involvement in education early in a child's life made a difference in student achievement.

Craig Hulse, Director, Government Affairs, Washoe County School District, spoke in support of A.B. 224. Mr. Hulse said that representatives from the school district reviewed best practices and solutions in other states and made parental involvement in education a priority in the Washoe County School

District. Mr. Hulse said the Director at the state level would be in a position to review the unique differences between Nevada's 17 school districts and share information on plans that worked.

Mr. Hulse said the Washoe County School Board opposed unfunded mandates and that Washoe County School District representatives had worked "tirelessly" with the bill's sponsor to assure that A.B. 224 would provide support and expertise to all of the school districts, and that because of the current economy, there would be no budgetary requirements placed on the districts.

Dottie Merrill, Ph.D., Executive Director, Nevada Association of School Boards (NASB), testified in support of A.B. 224 and advised that she had previously testified in support of the bill before the Assembly Committee on Education. Dr. Merrill reported that school board members across the state supported the bill.

Commenting on an earlier question, Dr. Merrill said that the White Pine County School District had moved forward "very proactively" on a parent-involvement plan without a coordinator but with a commitment from the White Pine County School District Superintendent and School Board. Dr. Merrill advised that School District representatives had visited every home that included students in White Pine County at least twice, which she said was the kind of commitment that could be supported by a Director at the state level who would work to provide information that other school districts could replicate.

Joyce Haldeman, Associate Superintendent, Community and Government Relations, Clark County School District, testified in support of A.B. 224.

Ms. Haldeman told the Committee members that Eva Melendrez, the Clark County School District's Parent Services Coordinator, worked hard to avoid duplication of City of Las Vegas and Clark County programs that were designed to train parents to become more effective in the involvement of their children's education. Ms. Haldeman reported that Ms. Melendrez's and D'Lisa Crain, Parent Involvement Coordinator for the Washoe County School District, worked together to coordinate programs. Ms. Haldeman pointed out that with the appointment of a state Director, coordination of programs could be increased throughout the state.

Additionally, Ms. Haldeman told of how effectively Ms. Melendrez had been able to leverage funding from a United Way grant for the operation of family-engagement resource centers in five high schools. The resource centers provided assistance to parents of high school students who were below a certain grade level and at risk of dropping out. Ms. Haldeman advised that

determining in which high schools the resource centers were placed was based on data and certain benchmarks that had to be met by school principals.

Ms. Haldeman advised that Ms. Melendrez focused on ethnic populations that had higher-than-usual dropout rates and provided the following example of her work. On May 14, 2011, during a family-engagement event she planned, the fourth in a series, busloads of students and their parents were taken to the University of Nevada, Las Vegas. The students were able to see the educational opportunities that were available to them, and parents were better able to understand why their children should plan on furthering their education after high school.

Ms. Haldeman told the Committee members that Ms. Melendrez's initial goal was the establishment of a network so that each of five geographic regions in Las Vegas would have a parent-involvement coordinator and a parent volunteer in every school in the district. Although the program had not yet been expanded to five regions, Ms. Haldeman expressed pride in the work Ms. Melendrez had accomplished on her own.

Craig Stevens, Director of Government Relations, Nevada State Education Association (NSEA), thanked the sponsor for bringing the bill forward and, for all the reasons stated by those who had already testified, expressed NSEA's support of A.B. 224.

Mary Pierczynski, representing the Nevada Association of School Superintendents (NASS), asked that the record reflect NASS fully supported A.B. 224.

Ronald Dreher, representing the Washoe School Principals' Association, also asked that the record reflect that the Washoe School Principals' Association fully supported A.B. 224.

Hearing no response to her request for additional testimony either in support of or in opposition to A.B. 224, Chairwoman Smith closed the hearing on A.B. 224 and opened the hearing on A.B. 483.

Assembly Bill 483: Makes a supplemental appropriation to the State Distributive School Account for unanticipated shortfalls in Fiscal Year 2010-2011 in certain tax revenue. (BDR S-1225)

Julia Teska, Budget Analyst, Budget Division, Department of Administration, presented A.B. 483, which requested a supplemental appropriation of \$140,833,873 for the State Distributive School Account. Ms. Teska advised

that the supplemental appropriation, which was included in The Executive Budget, was necessary because of shortfalls in the Local School Support Tax (LSST) and the public school operating property tax (PSOPT).

Additionally, Ms. Teska reported that the revised property tax revenue estimate created a need for an additional \$858,000. She said, however, based on year-to-date collections, it was anticipated that once the Economic Forum met on May 2, 2011, the change in the LSST would reduce the net amount needed for the supplemental appropriation.

For the benefit of the new members of the Committee, Chairwoman Smith asked Ms. Teska to provide some background information on the state's obligation to fund the shortfall and the projected change in the LSST that could reduce the appropriation request.

Ms. Teska told the Committee members that the Distributive School Account provided "direct financial aid to K-12 public education" that guaranteed, after the 2010 Special Session, basic support of \$5,192 per pupil. Ms. Teska reported the following revenue breakdown in the guaranteed funding:

- One-third of the PSOPT [the total public schools operating property and mining net proceeds tax based on capped percentages for which the state made up any shortfall]. The guaranteed amount was \$.25 per \$100 of assessed valuation of property tax.
- The in-state portion of the 2.25 percent Local School Support Tax (LSST) received directly by each school district.

Ms. Teska advised that General Fund revenue could be shifted between fiscal years depending on whether a shortfall or a surplus occurred, and because of a shortfall in 2010, \$69 million was shifted from fiscal year 2011 to fiscal year 2010. Thus, Ms. Teska reported that fiscal year 2011 began with a nearly \$70 million shortfall from the transfer and an approximate \$70 million projected shortfall in the LSST.

Ms. Teska reiterated that it would be necessary to revise the LSST shortfall after the Economic Forum meeting, and that Budget Division staff would work with the Committee's staff on the revised number. Ms. Teska reported that she was advised by the Department that payments could not be made at the end of May without the supplemental appropriation and that the cash would have to be available four weeks from the current date.

Chairwoman Smith questioned whether it would be appropriate to move the bill from the Assembly to the Senate with the adjustment made in the Senate Committee on Finance.

Rick Combs, Assembly Fiscal Analyst, Fiscal Analysis Division, Legislative Counsel Bureau, advised that while moving the bill to the Senate Committee on Finance was an option, he preferred that the Committee place the correct dollar amount in the bill before taking action on it. Mr. Combs said he would communicate with Senate staff concerning the urgency to act on the bill prior to the May payment.

Chairwoman Smith agreed and indicated that the Committee would be prepared to process the bill very quickly.

Hearing no response to her request for additional testimony either in support of or in opposition to A.B. 483, Chairwoman Smith closed the hearing on A.B. 483 and opened the hearing on A.B. 488.

Assembly Bill 488: Delays prospective change in allocation of proceeds from certain room taxes. (BDR S-1180)

Andrew Clinger, Director, Department of Administration, presented A.B. 488, which proposed to implement a recommendation in The Executive Budget to delay for two years the change in the allocation of proceeds from certain room taxes. Mr. Clinger advised that The Executive Budget included a recommendation that over the biennium \$221.5 million of room tax revenue would be deposited into the General Fund. [Existing law required that the proceeds of taxes imposed on the rental of transient lodging before July 1, 2011, be deposited into the State General Fund and proceeds of that tax imposed on or after July 1, 2011, be deposited into the State Supplemental School Support Fund.]

Mr. Clinger advised that when the provision was originally established, the recession that the State of Nevada faced was not anticipated to last as long or to be as severe as it had been. Thus, he said a two-year delay on the deposit of room tax to the State Supplemental School Support Fund was being proposed.

Chairwoman Smith provided clarification that the tax proceeds were required originally by Initiative Petition No. 1 of the 75th Session to be deposited to the General Fund for the first biennium and after July 1, 2011, to the State Supplemental School Support Fund.

Chairwoman Smith asked anyone wishing to testify in support of or in opposition to A. B. 488 to move to the witness table.

Craig Stevens, Director of Government Relations, Nevada State Education Association (NSEA), spoke in opposition to A.B. 488. Mr. Stevens recalled that Initiative Petition No. 1 of the 75th Session received over 140,000 signatures and was a collaborative effort between teachers, members of the gaming industry, Progressive Leadership Alliance of Nevada (PLAN), parent groups, and others to provide additional funding for K-12 public education. Apart from the signatures, Mr. Stevens recalled that advisory questions were placed on the ballot in Washoe County and Clark County, the two counties the room tax affected, and the questions passed overwhelmingly. Mr. Stevens commented that he had delivered a letter to each legislator that included the percentage by which the ballot questions passed in each legislative district.

Mr. Stevens pointed out that Initiative Petition No. 1 of the 75th Session was a commitment to constituents, students, and teachers. On a broader level, he said Nevada was on a fast track to education reform. He discussed Nevada's application for "Race to the Top" grant funding and commented that NSEA and 28 other community members wrote a plan entitled, "Nevada's Promise." Mr. Stevens said that "Nevada's Promise" was "a critical call to action to address the education of future generations" and the "backbone" of other reform efforts that Legislative members were reviewing. Although Nevada did not qualify for the \$175 million "Race to the Top" grant funding, Mr. Stevens said the reform effort in "Nevada's Promise" was to move forward with or without funding because it was the right thing to do.

Mr. Stevens pointed out that the Legislature had the opportunity to help fund the reform effort through Initiative Petition No. 1 of the 75th Session, which was specifically set up to fund programs to help improve student achievement. He said, for example, NSEA had been "actively" working with school districts across the state to use the funding for a pay-for-performance system, and delaying the funding would stop the progress of critical education reform.

Mr. Stevens noted that education reform required money, and Initiative Petition No. 1 of the 75th Session funding would help school districts move forward. Mr. Stevens asked the members of the Committee to help the school districts by voting against A.B. 488 so that true reform could take hold.

Jan Gilbert, Northern Nevada Coordinator, Progressive Leadership Alliance of Nevada (PLAN), testified in opposition to A.B. 488. Ms. Gilbert described A.B. 488 as a tax that was akin to raising taxes. Ms. Gilbert said the bill, which would delay tax proceeds from being deposited to the State Supplemental

School Support Fund, was wrong because those who signed Initiative Petition No. 1 of the 75th Session did so to fund education and not to support the Governor's "no new tax pledge." Ms. Gilbert asked the Committee to oppose the bill.

Ronald Dreher, representing the Washoe School Principals' Association, asked the record to reflect that for the reasons stated by the Nevada State Education Association representative, the members of the Washoe School Principals' Association were opposed to A.B. 488. Mr. Dreher asked the Committee to oppose the bill as well.

Joyce Haldeman, Associate Superintendent, Community and Government Relations, Clark County School District, spoke in opposition to A.B. 488. Ms. Haldeman noted a troubling trend over the past few years concerning funds being diverted for purposes other than originally intended. In 2006, a group from the Nevada Association of School Superintendents that included Dale Erquiaga, Randy Robison, Jeremy Aguero, Assemblywoman Smith, and Ms. Haldeman traveled to various counties throughout the state. During presentations, the group discussed \$600 million in funding intended for education that was diverted to the State General Fund for other needs throughout the state.

Ms. Haldeman noted that in discussions during the 2011 Legislative Session, money intended for school construction would be used to augment the state's General Fund. Ms. Haldeman pointed out that using funding intended for school construction to augment the budget was not approved by the voters and another example of how tax dollars collected for one purpose were used for another.

Ms. Haldeman indicated that she saw no difference between the two examples provided and A.B. 488, which would delay funding to improve education in Nevada. Additionally, she noted that the Washoe County and Clark County School Districts were again reviewing how to fund pay-for-performance, an important part of education reform. Ms. Haldeman pointed out that the \$35 million Clark County would have received from Initiative Petition No. 1 of the 75th Session would have funded pay-for-performance. For the reasons stated and on behalf of the Clark County School District, Ms. Haldeman expressed opposition to A.B. 488.

Assemblyman Hickey commented that budgeting during a period of economic decline was difficult, and he pointed out that there had also been reversions from other areas of the budget that had gone toward education.

In response, Ms. Haldeman said that Nevada guaranteed a per-pupil level of support that was determined by the Legislature. She pointed out that when revenues fell short, the state made up the difference. However, rather than meeting the guaranteed level of support over the last decade, the K-12 budget had been reduced. Ms. Haldeman said that when a surplus of funds occurred for guaranteed per pupil support, the surplus was diverted to other parts of the budget. She said, though, that during funding shortfalls, the guarantee became a guaranteed cut.

Chairwoman Smith asked Ms. Haldeman to provide the Committee with a copy of the 2006 chart presented to the counties that showed the hundreds of millions of dollars of funding reverted from K-12 education over time.

Ms. Haldeman agreed to provide the information.

Craig Hulse, Director, Government Affairs, Washoe County School District, spoke in opposition to the bill. Mr. Hulse said that although he was aware of the current budgeting difficulty, Initiative Petition No. 1 of the 75th Session was voted on by the people to be above and beyond education funding for the reasons listed in the question. He said the Initiative Petition No. 1 of the 75th Session funding would have provided the Washoe County School District with \$16 million a year, which would have been used to develop an effective and fair pay-for-performance system. On behalf of the Washoe County School District, Mr. Hulse opposed A.B. 488.

Mark Coleman, Deputy Director, Clark County Association of School Administrators & Professional-Technical Employees, spoke in opposition to the bill. Mr. Coleman said that if the Legislature continued to divert funding allocated for education, the Legislature should be questioned on whether they "really" supported education. On behalf of the Clark County Association of School Administrators & Professional-Technical Employees, Mr. Coleman opposed the bill.

Dottie Merrill, Ph.D., Executive Director, Nevada Association of School Boards (NASB), advised that Ms. Haldeman's comments captured the perspective of the NASB members' opposition to A.B. 488. Dr. Merrill said that the proposed legislation was another example of funding that would be redirected in a way that was not intended by the voters just as sweeping the Debt Service Reserve Fund in each school district would be. On behalf of NASB, Dr. Merrill opposed the bill.

Mary Pierczynski, representing the Nevada Association of School Superintendents (NASS), said that for all of the reasons representatives of the

Clark County and Washoe County School Districts had clearly stated, NASS stood in opposition to A.B. 488.

Hearing no response to her request for additional testimony either in support of or in opposition to A.B. 488, Chairwoman Smith closed the hearing on A.B. 488 and opened the hearing on A.B. 493.

Assembly Bill 493: Provides a temporary waiver from certain minimum expenditure requirements for school districts, charter schools and university schools for profoundly gifted pupils. (BDR S-1179)

Julia Teska, Budget Analyst, Budget Division, Department of Administration, presented A.B. 493. The bill requested a temporary suspension of the provisions of *Nevada Revised Statutes* (NRS) 387.206, which required minimum expenditures by school districts, based on a formula, for textbooks, instructional supplies, instructional software, and instructional hardware.

Ms. Teska advised that the bill also included a temporary suspension of the provisions of NRS 387.207, which required minimum expenditures for library books, software for computers, equipment relating to instruction, and the maintenance and repair of equipment, vehicles, and buildings and facilities.

Ms. Teska advised that the intent of A.B. 493 was to provide the school districts with as much flexibility as possible during the recession.

Chairwoman Smith thanked Ms. Teska for her presentation and recalled that the 2009 Legislature enacted legislation for the flexibility provision, and the 26th Special Session (2010) also approved a temporary waiver from the minimum expenditure requirements.

In response to Chairwoman Smith, who asked whether A.B. 493 included a sunset provision, Ms. Teska advised that the provisions of the bill would expire on June 30, 2013.

Assemblywoman Carlton, who recalled the previous bill enactments, asked for additional information concerning the second provision.

Ms. Teska said that in preparing the bill draft request for A.B. 493, she discovered there were two statutes that addressed minimum expenditure requirements. Ms. Teska said because there was some uncertainty concerning whether the provisions of NRS 387.207 had been temporarily suspended by previous actions, both NRS 387.206 and NRS 387.207 were included in A.B. 493.

Assemblywoman Carlton asked for additional information concerning the provisions of NRS 387.207 that included a reference to maintenance.

Ms. Teska explained that A.B. 493 proposed that school districts would not be required to adhere to the provisions of existing law that required minimum expenditure requirements for maintenance and repair of equipment, vehicles, and buildings in future years. She explained that existing law required school districts to meet the expenditure threshold or face a financial penalty. Ms. Teska advised that the bill draft was written to protect school districts from facing a financial penalty if they chose to use funding for classroom needs rather than maintenance.

Chairwoman Smith asked for testimony either in support of or in opposition to A.B. 493. The following individuals testified in support of the bill:

Keith W. Rheault, Ph.D., Superintendent of Public Instruction, Department of Education, expressed support for A.B. 493 and advised that most districts currently used the flexibility provided by the Legislature in 2009 and 2010. Dr. Rheault indicated that he had reviewed fiscal year 2011 projections that compared what districts were spending with what they were required to spend. He advised that projected expenditures for textbooks and instructional computer software totaled \$48.5 million compared with \$90 million in required expenditures, which provided the districts with the flexibility to use about \$40 million for classroom necessities. In a recent survey of the districts concerning possible reductions to meet the reduced funding during the next biennium, he said that district representatives were hopeful that the waiver would be extended so that a portion of textbook expenditures could be used for other needs.

Chairwoman Smith recalled that when the legislation was enacted to provide the school districts the flexibility, it was less painful than it currently was because at the time more money was accumulated than the districts could spend. Chairwoman Smith said, however, she was becoming increasingly concerned, with the renewal of each temporary suspension, whether students would have enough textbooks in the classrooms. Chairwoman Smith asked Dr. Rheault for his comments.

Dr. Rheault agreed that the waiver of the minimum expenditure requirements was of more concern than when first enacted. He explained that the textbook adoption cycle in Nevada was a seven-year process, and each year books were purchased for a different subject area so that an entire year would be skipped in which, for example, English textbooks were purchased. Dr. Rheault advised

that future savings were envisioned with the use of electronic textbooks, which he said a few schools and academies were currently field testing. He said, however, that the use of electronic textbooks could not take place until the necessary technical infrastructure was available for all students.

Joyce Haldeman, Associate Superintendent, Community and Government Relations, Clark County School District, testified in support of A.B. 493. Ms. Haldeman said the waiver would allow the Clark County School District the flexibility to reduce their textbook expenditures by 50 percent, which would allow the District to balance its budget.

Ms. Haldeman recalled that minimum expenditure requirements were established when Clark County was experiencing a high rate of population growth, and legislators repeatedly heard from constituents that more textbooks were needed for students. Ms. Haldeman explained that during that period of growth, it had been difficult to get enough textbooks for students, and the reason minimum expenditure requirements were established was to ensure money was spent for textbooks. She pointed out that in the current period of economic and population decline, the need to acquire additional textbooks was not as important. Ms. Haldeman said, however, it was important to ensure that textbook replenishment was taking place. She said she believed that after the latest round of reducing expenditures for textbooks, legislators would begin hearing from constituents again concerning the need for textbooks. Mrs. Haldeman explained that although the Clark County School District had built up its textbook supply when minimum expenditures were required, she thought the same kinds of problems experienced in the past would reoccur as the school districts entered the seven-year textbook adoption cycle. Ms. Haldeman said, however, that budgets had to be balanced and that by reducing textbook expenditures by 50 percent, absolute needs could be addressed at the same time flexibility was provided to spend the money where it was needed.

Craig Hulse, Director, Government Affairs, Washoe County School District, spoke in support of A.B. 493 for the same reasons stated by Ms. Haldeman. Mr. Hulse said that enactment of the suspension of minimum expenditure requirements for textbooks was not what the school districts wanted to do but as previously stated, it was necessary to balance the budget. Mr. Hulse recalled that the previous three reductions totaled about \$8 million, and \$2 million was projected for the 2011-2013 biennium. While he expressed concern in choosing between teachers' salaries and textbooks, Mr. Hulse said he supported the bill because of the flexibility it provided.

Craig Stevens, Director of Government Relations, Nevada State Education Association (NSEA), expressed NSEA's support for A.B. 493. Mr. Stevens said that although the school districts would appropriately stretch their resources to cover the largest needs, not extending the sunset taxes enacted in 2009 forced the use of the temporary waiver, which would withhold "much needed materials for students."

Dottie Merrill, Ph.D., Executive Director, Nevada Association of School Boards (NASB), testified in support of A.B. 493. Dr. Merrill noted that in the 2009 Session and again in the 26th Special Session held in 2010, school boards asked the Legislature to allow the school districts flexibility in regard to minimum expenditure requirements. As commented on earlier, Dr. Merrill said there were times, particularly in smaller rural districts, when difficult decisions had to be made by board members on whether to continue to employ a teacher or delay the expenditure of funds for textbooks or other instructional supplies. Dr. Merrill expressed her appreciation for the Committee members' support in continuing the temporary suspension of the minimum expenditure requirements.

Mary Pierczynski, representing the Nevada Association of School Superintendents (NASS), testified in support of A.B. 493 because of the flexibility it would provide the school districts. Ms. Pierczynski discussed a recent survey of school districts concerning their ability to subsist within the budget if the Governor's recommended budget was accepted. The overall response from the districts was to forego textbook adoptions and new technology.

Hearing no response to her request for additional testimony either in support of or in opposition to A.B. 493, Chairwoman Smith closed the hearing on A.B. 493 and opened the hearing on A.B. 498.

Assembly Bill 498: Eliminates the requirement for the administration of norm-referenced examinations in public schools. (BDR 34-1174)

Keith W. Rheault, Ph.D., Superintendent of Public Instruction, Department of Education, presented A.B. 498, which was filed on behalf of the Budget Division, Department of Administration, at the request of the Department of Education.

Dr. Rheault advised that the bill would eliminate the requirement for the administration of the norm-referenced examinations [norm-referenced tests (NRTs) compared a person's score against the scores of a group of people who had already taken the same exam, called the "norming group."].

Dr. Rheault provided the following information:

- Prior to 1997, the only tests required in the state were the norm-referenced test and the high school proficiency examination.
- The Nevada Education Reform Act of 1997 required the development of academic standards and administration of three criterion-referenced tests based on the academic standards.
- When the No Child Left Behind Act was passed in 2001, the federal government mandated that every state would also participate in the National Assessment of Educational Progress (NAEP) used in state-to-state comparisons. [The NAEP was the largest nationally representative and continuing assessment of what America's students knew and could do in various subject areas. Assessments were conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.]

Dr. Rheault advised that initially the norm-referenced test was needed to compare Nevada students with students in other states. He said, however, that because NAEP assessment reports were provided for state-to-state comparisons, the norm-referenced test was no longer needed, and because of financial reasons, the state had suspended the administration of the test in the 24th Special Session held in 2008 and the 2009 Session. Dr. Rheault said that \$1.85 million would be required to fund the norm-referenced test for the 2011-2013 biennium, and he believed those funds could be better used for other purposes. Additionally, he said that because the Criterion Reference Test and the NAEP were required by the federal government and the norm-referenced test was not, eliminating the test would not affect Nevada's No Child Left Behind status.

Dr. Rheault recalled that prior to the suspension of the test, negative comments were received from members of the public who indicated they believed students were being overtested in schools and were spending too much time preparing for tests. He said, however, since the suspension of the test, he had not heard negative comments, which he considered a side benefit.

In response to Chairwoman Smith, who asked whether the passage of the bill would permanently eliminate the norm-referenced test, Dr. Rheault said it would. Additionally, Dr. Rheault advised that the Joint Subcommittee on K-12 Education and Higher Education had closed the primary Department of Education budgets on April 26, 2011, without funding for the norm-referenced

test. He said because no funding was provided, the test had to either be eliminated or funded for reimplementation.

Hearing no response to her inquiry for additional testimony either in support of or in opposition to A.B. 498, Chairwoman Smith closed the hearing on A.B. 498 and opened the hearing on A.B. 476.

Vice Chair Conklin assumed the duties of the Chair.

Assembly Bill 476: Revises provisions relating to the Trust Fund for the Education of Dependent Children. (BDR 34-888)

Assemblywoman Debbie Smith, representing Washoe County Assembly District No. 30, presented A.B. 476, which revised provisions related to the Trust Fund for the Education of Dependent Children. Assemblywoman Smith advised that existing Nevada law required the Board of Regents of the University of Nevada to provide tuition and books for the dependents of police officers or firefighters killed in the line of duty. She advised that funding was not provided for the 2009-2011 biennium, and the Trust Fund did not have enough money to pay the fees for the students in accordance with the wishes of the Legislature.

Assemblywoman Smith recalled that when the lack of funding was brought to the attention of legislators, it was thought that an allocation could be requested from the Interim Finance Committee's Contingency Fund. Staff, however, advised that because there had been no appropriation made for the Trust Fund, an allocation from the Contingency Fund could not be requested.

Assemblywoman Smith advised that she and Assemblyman Ocegüera worked with representatives of several nonprofit organizations and Ron Dreher, Government Affairs Director, Peace Officers Research Association, to raise the money to fund the tuition and expenses for the 2009-2011 biennium.

Additionally, Assemblywoman Smith worked with Mark Stevens, Vice Chancellor, Finance, Nevada System of Higher Education (NSHE), on A.B. 476, which would appropriate \$50,000 from the State General Fund for student tuition and expenses for those covered by the Fund. Assemblywoman Smith turned the microphone over to Mr. Stevens who provided additional information on the number of students currently benefiting from the Fund and how the \$50,000 appropriated from the General Fund would be spent.

Mr. Stevens advised that A.B. 476 provided a \$50,000 General Fund appropriation to the Trust Fund for the Education of Dependent Children.

Mr. Stevens explained that *Nevada Revised Statutes* (NRS) 395.545 currently provided, to the extent of the legislative appropriation, that the Trust Fund money would be used to pay all registration fees, laboratory fees, and expenses related to textbooks and course materials for a dependent of a police officer, firefighter or officer of the Nevada Highway Patrol, volunteer ambulance driver, or attendant killed in the line of duty. Costs for students up to the age of 23 were paid for classes taken toward satisfying the requirements of an undergraduate degree at a school within NSHE.

Mr. Stevens advised that the 1995 Legislature established the Trust Fund and provided a \$20,000 General Fund appropriation to support the costs incurred by dependent children while attending NSHE institutions. He said the Trust Fund was replenished in 2005 through passage of Senate Bill No. 1 of the 22nd Special Session with a \$50,000 appropriation from the General Fund.

Mr. Stevens said that to date 18 students had received assistance from the Trust Fund, and 4 students were currently enrolled and receiving assistance. As previously indicated by Assemblywoman Smith, Mr. Stevens said that for the 2009-2011 biennium the money in the Trust Fund was insufficient to pay for all of the required costs. He reported that NSHE applied for and received \$10,000 from Wells Fargo Bank and also requested, as previously stated, an allocation from the Interim Finance Committee's Contingency Fund, but the request did not meet the statutory requirements necessary for an allocation.

Mr. Stevens advised that with the assistance of Assemblywoman Smith, the Speaker, and others, additional requests for private funds were generated, which resulted in \$17,000 provided by police detective associations throughout the state. With the receipt of the additional funds, the program was able to continue through fiscal year 2011. Mr. Stevens said, however, that without additional funding, the benefit could not continue to be provided for the semester beginning in the fall of 2011.

Mr. Stevens reported a current balance of \$4,000 in the Trust Fund and costs that totaled approximately \$23,000 in fiscal year 2011. Based on student fees recommended in The Executive Budget, Mr. Stevens said that the \$50,000 General Fund appropriation recommended in A.B. 476 would provide sufficient funds to cover costs during the 2011-2013 biennium and leave a small balance that could be used for potential additional costs, such as those generated by another eligible student. Mr. Stevens pointed out, however, that based on the level of General Fund support recommended for NSHE in the upcoming 2011-2013 biennium, student fees would likely be increased in fiscal year 2012 and in fiscal year 2013. Mr. Stevens advised that if student fees were increased by 13 percent in each year of the upcoming biennium and other costs

such as books remained flat, the \$50,000 General Fund appropriation included in A.B. 476 would just barely provide for the estimated expenses for the 2011-2013 biennium.

Mr. Stevens also advised that A.B. 476 included provisions that any money remaining in the Trust Fund at the end of the fiscal year would balance forward rather than revert to the General Fund. Additionally, the bill provided that NSHE could approach the Board of Examiners and the Interim Finance Committee if sufficient funds were not available to cover the estimated costs of higher education fees for eligible participants during the interim period.

Assemblyman Kirner asked Assemblywoman Smith about establishing priorities for one bill over another concerning, for example, the bill on parental involvement in education, heard earlier in the meeting, and the Trust Fund for the Education of Dependent Children.

Assemblywoman Smith agreed that establishing priorities was difficult. She pointed out that one of the differences in the bills was that the bill for parental involvement requested a staff position that required ongoing funding while the \$50,000 for A.B. 476 was "one-shot" funding. Assemblywoman Smith said she was hopeful that the Legislature could find the money and honor the commitment to provide education expenses for the children of those who were killed in the line of duty, but she would not prioritize one bill over the other. Assemblywoman Smith said there were many funding requests on which decisions had to be made but asked for the Committee's consideration to keep A.B. 476 on a list to determine whether the \$50,000 in one-shot funding could be found.

Assemblyman Kirner asked for additional information concerning one-shot funding. He asked how the funding could be considered one-shot when there was a statutory requirement to fund the tuition expenses, which he considered an obligation.

Assemblywoman Smith agreed that funding for the Trust Fund was an ongoing obligation but that it was provided on a one-time basis until an appropriation was made again in the following session. She explained that one-shot funding was a different type of appropriation than staffing a position in which funding was required on a continuous basis.

Assemblyman Hambrick asked whether the bill included provisions for grants and contributions from philanthropic organizations to assist or offset some of the cost to the state.

Mr. Stevens pointed out that in section 1, subsection 2 of the bill, the Board of Regents could accept gifts and grants for deposit in the Trust Fund. Additionally, section 1 provided that to the extent money was available, the Board of Regents would pay for registration fees, laboratory fees and expenses, textbooks, and course materials. Mr. Stevens advised that NSHE, with the help of others, paid for those expenses for the 2009-2011 biennium because sufficient state funds were not available and additional state funds could not be accessed from the Contingency Fund. With an estimated \$4,000 remaining in the Trust Fund, Mr. Stevens said there would be insufficient funds to pay expenses for students to begin classes in the fall of 2011 without the additional infusion of monies.

Assemblywoman Smith also said there was intent that those involved in the Trust Fund would continue to seek private funding. Assemblywoman Smith credited the nonprofit and various law enforcement organizations that rallied to raise the funds needed for the 2009-2011 biennium.

Assemblyman Oceguera assumed the duties of the Vice Chair.

Assemblywoman Carlton expressed support for the bill, although she indicated it was of limited benefit because it was not extended to the children of other state employees who died on the job. Noting that there were currently only four students in the program, Assemblywoman Carlton indicated that perhaps NSHE could find a way to make the money from the Trust Fund go a little further.

Assemblyman Kirner asked whether there were provisions in the bill for a matching program that, for example, would provide \$2 in state funding for every dollar from the private sector.

Mr. Stevens advised that there was no provision for a matching program in the bill, but, as previously indicated, the bill allowed the Board of Regents to accept gifts and grants for deposit in the Trust Fund.

Assemblyman Kirner expressed his appreciation for supporting children of fallen police officers and firefighters and asked whether the same benefit was extended to children of servicemen.

Assemblywoman Smith advised that an education benefit was extended to children of servicemen and that she would have the information provided to the members of the Committee. [Active duty service members and their families were exempt from university fees while permanently stationed on a military facility within Nevada.]

Assemblyman Ocegüera asked whether anyone wished to testify in support of or in opposition to A.B. 476.

Ron Dreher, who represented the Peace Officers Research Association of Nevada, spoke on behalf of professional peace officers across the state and asked for the Committee's support in continuing the Trust Fund through passage of A. B. 476. Mr. Dreher advised that the Trust Fund, which was established in 1995, had become known as the Slain Police Officers Trust Fund because of the law-enforcement officers and first responders who put their lives on the line 24 hours-a-day, 7 days-a-week, 365 days-a-year.

When brought to the attention of the Peace Officers Associations throughout the state that the Trust Fund lacked the funding to continue paying the educational expenses of the four students currently enrolled in the Nevada System of Higher Education, Mr. Dreher said that various law-enforcement associations across the state were asked for assistance and responded to the need. One beneficiary was Lindsey Bohach, the daughter of John Bohach, who was murdered in Reno in 2001. Mr. Dreher explained that Ms. Bohach, a 4.0 grade-point student, who had a scholarship, was short a certain amount of money that the Reno Police Protective Association provided for her.

Mr. Dreher assured the Committee members that he would continue to seek funding from law-enforcement associations when it was needed for the educational support of dependents of officers and first responders killed in the line of duty. Mr. Dreher asked that the Committee support them as well through passage of A.B. 476.

Frank Adams, Executive Director of the Nevada Sheriffs' and Chiefs' Association and Memorial Historian for the Nevada Law Enforcement Officers Memorial and Memorial Commission, testified in support of A.B. 476.

Mr. Adams advised that in a ceremony scheduled for the following week, 118 officers killed in the line of duty since 1861 would be honored by the Nevada Law Enforcement Officers Memorial and Memorial Commission. Mr. Adams said that since the establishment of the Trust Fund in 1995, 21 officers had been killed in the line of duty. He said it was the responsibility of Nevada's law-enforcement administrators and citizens to ensure that the families of those officers who made the ultimate sacrifice for the good of Nevada were taken care of and, for that reason, asked the Committee members for their favorable consideration of the bill.

Hearing no response to his inquiry for additional testimony either in support of or in opposition to A.B. 476, Assemblyman Ocegüera closed the hearing on A.B. 476.

Vice Chair Conklin opened the hearing on A.B. 222 (R1).

Assembly Bill 222 (1st Reprint): Creates the Teachers and Leaders Council of Nevada. (BDR 34-873)

Assemblywoman Debbie Smith, representing Washoe County Assembly District No. 30, presented A.B. 222 (1st Reprint), which created the Teachers and Leaders Council of Nevada. Assemblywoman Smith referred to a document entitled, "Teachers and Leaders Council of Nevada A.B. 222" ([Exhibit F](#)) that listed the components of the bill.

Assemblywoman Smith commented that there had been a great deal of discussion during the 2011 Legislative Session about teacher effectiveness and the need to engage in education reform. She said that A.B. 222 (R1) was one reform bill as was A.B. 555, the Governor's bill, previously heard by the Committee several weeks ago and which also included provisions for teacher evaluations. Assemblywoman Smith advised that the Office of the Governor was supportive of developing the evaluation system outlined in A.B. 222 (R1) in lieu of the language in A.B. 555.

Assemblywoman Smith further advised that the teacher evaluation system, outlined in A.B. 222 (R1), was one of the many education reform recommendations brought forth by the Education Reform Blue Ribbon Task Force. Assemblywoman Smith explained that the Task Force, of which she was a member, was developed in response to the Race to the Top application [a \$4.35 billion United States Department of Education program designed to spur reforms in state and local district K-12 education].

As previously indicated, Assemblywoman Smith reported that A.B. 222 (R1) created the Teachers and Leaders Council of Nevada and requirements for the establishment of a new evaluation system to replace the current binary system that evaluated teachers as either satisfactory or unsatisfactory.

Assemblywoman Smith indicated that the members of the Committee understood the worth of a good evaluation system that was fair to teachers and one that would also be fair to administrators, taxpayers, and students in the classroom.

Assemblywoman Smith provided the following information reflected in the document, "Teachers and Leaders Council of Nevada A.B. 222":

- The system would be fair, reliable, and would accurately assess educator performance, including the teacher and the principal, in collaboration with the assessed individual, and would include ongoing input for improvement through feedback with educators.
- The system would be grounded in student growth and achievement data.

Assemblywoman Smith advised that Nevada was working toward a growth model on student-achievement data.

- Principal effectiveness would include an analysis of retention and enhancement of faculty members' teaching skills through professional development.

Assemblywoman Smith advised that an administrator was the educational leader and that it was important that principals were able to accurately assess their staff.

- Evaluations under the proposed system would occur at least annually.
- Tools would be developed and training would be offered to ensure reliability using performance-measurement rubrics.
- The system would differentiate effectiveness and would cover four levels: highly effective, effective, minimally effective, and ineffective.

Assemblywoman Smith advised that in reviewing pay for performance and assisting teachers to improve, it was important to differentiate effectiveness rather than simply rate a teacher as satisfactory or unsatisfactory.

- A.B. 222 (R1) would create the Teachers and Leaders Council of Nevada, a body consisting of teachers, administrators, school districts and parents. Members of the Council would serve on a voluntary basis and would be entitled to receive a per diem allowance and travel expenses for attending meetings to develop the evaluation tool.
- The Council would recommend a statewide performance evaluation system for public school teachers and administrators, using student achievement data as its primary factor [the language in the handout that included the reference to charter schools was removed].

Assemblywoman Smith defined the language that used student achievement data as its primary factor as important and advised that the language coincided with the provisions of A.B. 555. She said that it was additionally important that at least 50 percent of the information used for the evaluation would be based on student achievement but asked that it be kept in mind that student achievement, in some instances, would not be provided through a test score because, for example, there was no standardized test measurement for classes in music, physical education, and art.

Assemblywoman Smith advised that the Teachers and Leaders Council would consist of 15 members:

- The Superintendent of Public Instruction or a designee.
- The Chancellor of the Nevada System of Higher Education (NSHE) or a designee.
- Four public school teachers nominated by the Nevada State Education Association (NSEA) and appointed by the Governor representing statewide geographical diversity.
- Two public school administrators and one district superintendent of schools nominated by the Nevada Association of School Administrators and appointed by the Governor representing statewide school district geographical diversity.
- Two members of school district boards of trustees nominated by the Nevada Association of School Boards and appointed by the Governor.
- One representative of the regional training programs nominated by the Nevada Association of School Superintendents and appointed by the Governor.
- One parent of a public-school student nominated by the Nevada Parent Teacher Association and appointed by the Governor.
- Two persons with expertise in the development of education policy appointed by the Superintendent of Public Instruction.

Assemblywoman Smith advised that a section was added to the bill providing that anyone appointed under the last requirement could not qualify under one of the others. For example, a public school teacher who was a member of NSEA

and qualified to be appointed in the first category could not qualify under the second. She pointed out that the goal was to allow an individual who was not a member of an association to be appointed under that category, which was a compromise reached after discussions in the Committee on Education.

Assemblywoman Smith provided the following information regarding educator evaluations:

- 50 percent of the evaluation would be based upon student achievement data.
- 50 percent of the evaluation would be based on other data and information determined by each local education agency (for example, classroom observations).
- Evaluations would use multiple valid assessment methods and permit educators opportunities to improve effectiveness.

Assemblywoman Smith advised that it was important to ensure that educators were provided the latest information in the ever-changing education world. She recalled that in 1998 when the state adopted its first K-12 academic standards that teachers were expected to use in their classrooms, it was a vast undertaking to provide information to classroom teachers about what the standards meant and how they would teach to those standards.

- Evaluations would consider educators' practices encouraging parental involvement.

Assemblywoman Smith advised that parental involvement was a new consideration, and it was important that both the principal and the classroom teacher include, as a part of that evaluation process, an effort to actively engage parents. While principals and teachers could not be assessed on how parents responded, they could be assessed on how they reached out to parents and the tools they used to engage the parents of students.

Additionally, Assemblywoman Smith reported that a chart included in [Exhibit F](#) illustrated that the Teachers and Leaders Council would recommend to the State Board of Education a new four-tier educator performance evaluation system that would replace the current binary system.

In a brief summary, Assemblywoman Smith provided the following information:

- o The Blue Ribbon panel recognized that change must occur in teacher and principal practices to achieve better educational results.
- o A.B. 222 (R1) would be the first step in using a best-practices evaluation system to increase student achievement in Nevada.

Assemblywoman Smith advised that improved evaluation systems were being enacted in other states from which Nevada could learn, and she noted, in fact, that Dwight D. Jones, the new Superintendent of the Clark County School District, had been actively engaged in developing Colorado's evaluation system before relocating to Nevada. Assemblywoman Smith advised that Mr. Jones had already started to bring resources and connections from Colorado to the Clark County School District.

Assemblywoman Smith also commented that the \$32,000 fiscal note attached to A.B. 222 (R1) would provide the members of the Council with a per diem allowance to cover travel expenses to attend Council meetings.

Assemblywoman Smith recalled having chaired the Academic Standards Council for eight years and having seen the members spend many hours of their personal time during evenings, weekends, and summer vacation on Council duties. Assemblywoman Smith pointed out that the human capital that would be invested in the Teachers and Leaders Council could not be afforded, which made the \$32,000 investment a minimal amount. Assemblywoman Smith said, however, that she would check on whether a provision for gifts and grants should be added to the bill because private funding from organizations, such as the Gates Foundation was available. She said, however, the language in the bill appeared "clean" and was thoroughly debated in the Assembly Committee on Education.

Vice Chair Conklin noted that the cultivation of good policy did not begin in the Legislature but rather in the interim after a two-year or sometimes a four-year process. The Vice Chair pointed out that Assemblywoman Smith had been working on the policy for a lengthy period of time and had done a remarkable job of bringing the parties together in all parts of the state with those involved, transcending ideology and partisanship to find common ground to move reform forward in a meaningful way. Vice Chair Conklin said that from a businessperson's point of view, the largest pitfalls a company faced were reforms that were mandated from the top down. He commended Assemblywoman Smith's excellent work on A.B. 222 (R1).

Assemblyman Hickey asked for additional information concerning why charter schools were exempted from the statewide performance evaluation system.

Assemblywoman Smith responded that charter schools were exempted from the process at their request because they had their own evaluation process.

There were no additional questions from the Committee members, and at Assemblywoman Smith's request, Vice Chair Conklin indicated that Dr. Rheault should address the fiscal note attached to the bill.

Keith W. Rheault, Ph.D., Superintendent of Public Instruction, Department of Education testified in support of A.B. 222 (R1). Dr. Rheault advised that every licensed teacher and principal in Nevada would be affected by the recommendations of the performance evaluation system the Teachers and Leaders Council would be developing, which in the future could also affect their salaries. He said there was a need for a formally recognized group, open to the public as well as to teachers and school administrators.

Dr. Rheault pointed out that section 5, subsection 5 of the bill provided that the members of the Council were entitled to receive a per diem allowance and travel expenses. Additionally, section 5, subsection 7 provided that the Department of Education would provide administrative support to the Council. Dr. Rheault advised that he had committed staff to provide support, but because there was no provision for travel reimbursement to the members, he had initially written the fiscal note ([Exhibit G](#)) for \$24,000 in the first year based on 16 members. Dr. Rheault noted that the bill required the Council to submit its recommendations to the State Board by June 1, 2012, which would mean the bulk of the Council's work would take place in the first year. The second year, he said, was budgeted for two meetings and although there would be a need for oversight, input, and possibly some reconsideration as the regulations went through the public hearing process, the only costs included in the fiscal note were for the reimbursement of travel costs.

Dr. Rheault proposed using videoconferencing to keep travel costs to a minimum, and although he anticipated 4 to 6 meetings in the first year, he said there might be as many as 10 or 12 if subcommittees were appointed. Although videoconferencing would be used whenever possible, Dr. Rheault said there would be times that face-to-face meetings would be scheduled.

Additionally, Dr. Rheault commented that he included in the fiscal note explanation that the costs for individual school districts to implement the evaluation systems had not been contemplated. He said, however, that the school districts were already required to evaluate probationary teachers three times a year and postprobationary teachers once a year. Dr. Rheault said that the districts could address the cost of trading the old evaluation system for the

new, which would depend on the final version of the bill. Additionally, he said it was important to have statewide criteria on which all of the district's evaluations were based.

Assemblyman Hickey noted that of 15 proposed members of the Council, there were no legislators and asked whether that was because legislators would be working on an interim education committee.

Assemblywoman Smith responded that members of the Legislature had established the criteria for the statewide performance evaluation system, and the individuals that would be appointed to the Council would be those with classroom expertise.

Vice Chair Conklin commented that, as a member of the caucus, there were times when adding a member of the Legislature to a group might unnecessarily add politics to the mix rather than what might be sound policy for the districts.

Assemblyman Hogan noted that the proposal appeared to be in accordance with the intentions of the federal education establishment and asked whether the availability of grant opportunities had been investigated.

Dr. Rheault agreed that the Teachers and Leaders Council fit the intent of the federally supported staff at the Department of Education, and their work to provide administrative support could be easily justified. Dr. Rheault indicated he would more closely review federal funding opportunities. He said, however, funding travel expenses for state councils was not normally permitted. Additionally, he said he would find out whether setting aside some of the "teacher-quality funding" could be justified in an attempt to reduce or eliminate the fiscal costs.

Assemblywoman Smith indicated that she presumed the Department of Education's grants analyst looked for grant opportunities, and as previously indicated, private foundation funding would be sought after as well.

Assemblyman Aizley noted that only 4 of the 15 people on the Council would be teachers and asked whether it was possible to require that a majority of those appointed had a teaching background.

Dr. Rheault provided clarification that to hold an administrator's license in Nevada, the administrator must have taught for a minimum of three years.

Assemblywoman Smith agreed that the majority of the Council members would have had classroom experience, and the Regional Professional Development

Program appointment, she said, would be among "the best of the best" because of their training experience. Assemblywoman Smith also advised that the parent appointment would be someone who had been in the classroom and understood the policy as well.

Michael J. Britt, Vice President, Government Affairs, Wynn Resorts, Wynn Las Vegas, testified in support of A.B. 222 (R1), which proposed to:

- Create the Teachers and Leaders Council of Nevada.
- Require the Board of Education to establish a statewide performance evaluation system for teachers and administrators.
- Revise the destinations required of the evaluations of teachers and administrators.
- Require that certain information on student achievement and capped for 50 percent evaluations in teachers and administrators.

Mr. Britt said the policies and reforms were critical components of "Nevada's Promise" developed and presented by the Education Reform Blue Ribbon Task Force. He advised that Wynn Las Vegas wholeheartedly endorsed the recommendations put forth by the Task Force and contained in "Nevada's Promise."

Additionally, Mr. Britt said that the intended purpose of the Council was to improve instruction for all public education students, and it would consider regulations to ensure that teachers and principals in Nevada's school districts and university sponsored schools would be:

- Evaluated using multiple fair, timely, rigorous, and valid methods and that 50 percent of those evaluations were determined by the academic work of their students.
- Afforded a meaningful opportunity to improve their effectiveness and their professional development that was linked to evaluation outcomes.
- Provided the means to share effective practices with educators across the state.

Mr. Britt said the Council would provide guidance regarding the following topics and others as deemed necessary to fulfill its purposes to:

- Develop a teacher and principal evaluation system that incorporated multiple measures including student achievement and growth data and regular monitoring and assessment of quality, reliability, fairness, consistency, and objectiveness.
- Develop an implementation plan with the Council's recommendations that would include a process for field testing the system in two phases for rural and urban districts.
- Identify the tasks associated with costs at every level to implement the system.
- Develop guidelines for using evaluation data to drive professional development to enhance teachers and leaders effectiveness.
- Develop definitions for the continuum of effective teachers and leaders, such as highly effective, effective, minimally effective and ineffective.

Mr. Britt noted that collaboration was the hallmark of the Education Reform Blue Ribbon Task Force and "Nevada's Promise." He said the same diversity of perspective and representation was required to fulfill the promise and that Wynn Las Vegas was encouraged by the proposed diverse professional representation that would comprise the membership of the Teachers and Leaders Council. Additionally, he said that Wynn Las Vegas was grateful to Chairwoman Smith and the members of the Committee for their leadership on A.B. 222 (R1). In closing, Mr. Britt said that Wynn Las Vegas felt strongly that passage of the bill would move Nevada in a direction in which every school would be led by an effective principal, every classroom would be led by an effective teacher, and every student would graduate.

Craig Stevens, Director of Government Relations, Nevada State Education Association (NSEA), testified in support of A.B. 222 (R1), on which, he said, nearly all critical areas of education reform would depend. Mr. Stevens said it was critical to evaluate educators and to ensure evaluation methods were based on sound data and methodology. Additionally, he said it was critical to identify Nevada's best educators and areas that needed improvement and to remove educators that did not meet the high standards that were expected.

Mr. Stevens said that creating the Teachers and Leaders Council would take "great minds, proper support, and a complete buy-in by the education community," but that the buy-in would begin with the Legislature. In closing, he said the policy was ready, and the funds must be ready also.

Ron Dreher, representing the Washoe School Principals' Association, testified in support of A.B. 222 (R1) and recalled statements in an earlier hearing concerning effectiveness, reliability, and creditability in evaluation systems. Mr. Dreher expressed confidence that those involved in the bill would ensure that the evaluation system was credible, reliable, and valid, and he asked for the Committee's favorable consideration of A.B. 222 (R1).

Ray Bacon, representing the Nevada Manufacturers Association, and a member of the Education Reform Blue Ribbon Task Force, testified in support of A.B. 222 (R1).

Mr. Bacon recalled an earlier statement about including a provision in the bill for gifts and grants, which he said he strongly supported. He advised that in a recent trip to Georgia, one of the states that won the Race to the Top [a \$4.35 billion program designed to spur reforms in state and local district K-12 education], he learned Georgia had a provision for gifts and grants. Additionally, Mr. Bacon said Georgia was using a portion of their Race to the Top money for the value-added processes and the changes to the growth model that directly related to the evaluation program.

Mr. Bacon referred to section 5, subsection 1, paragraphs (c) and (d) of the bill concerning the appointment of members and pointed out that if the best practitioners were to be appointed, the Committee might want to consider an amendment adding the criterion that teachers and leaders should be award winners, such as a teacher of the year, or the Milken Educator Award winner.

Assemblyman Bobzien advised that Mr. Bacon's suggestions were addressed in a policy committee meeting, and the discussion was that establishing that type of criterion, because it would require monitoring, would be difficult to implement. He said, however, the suggestions were good and that clearly finding and selecting the best and the brightest was essential. Assemblyman Bobzien indicated that he preferred not to amend the bill because it currently represented "a solid consensus position" out of "Nevada's Promise."

Lonnie Shields, Assistant Executive Director, Nevada Association of School Administrators (NASA) and also representing the Clark County Association of School Administrators, testified in support of A.B. 222 (R1).

Mr. Shields addressed section 5, subsection 1, paragraph (d) of the bill concerning the appointment of two administrators and one superintendent by the Governor from a list of nominees submitted by the Nevada Association of School Administrators. Mr. Shields advised that NASA representatives

preferred that the Nevada Association of School Superintendents provide the list of nominees. He said, however, that if the Committee preferred not to change the language, NASA would ask the Nevada Association of School Superintendents to provide their recommendations to NASA.

Joyce Haldeman, Associate Superintendent, Community and Government Relations, Clark County School District, testified in support of A.B. 222 (R1). Ms. Haldeman said that the Teachers and Leaders Council was the critical foundation to establish a fair and effective evaluation system for teachers and administrators. She said passage of A.B. 222 (R1) was critical to all other education reforms needed to ensure the most effective teachers for Nevada students and asked for the Committee's favorable consideration of the bill.

Mary Pierczynski, representing the Nevada Association of School Superintendents, testified in support of A.B. 222 (R1) and expressed agreement with Ms. Haldeman's statements. Ms. Pierczynski also pointed out that the importance of fair evaluations for administrators and teachers was key to reform in the classroom and asked for the Committee's favorable consideration of the bill.

Dottie Merrill, Ph.D., Executive Director, Nevada Association of School Boards (NASB), testified in support of A.B. 222 (R1). Dr. Merrill expressed appreciation for Assemblywoman Smith's work to bring together interested parties and advised that NASB strongly supported the policy sections of the legislation, specifically section 2 regarding the 50 percent requirement and section 7, the four-tier performance evaluation system.

Dr. Merrill indicated that the Teachers and Leaders Council was where the recommendations should most appropriately be made and encouraged the provision of the funding that would be necessary to put A.B. 222 (R1) into effect.

Craig Hulse, Director, Government Affairs, Washoe County School District, expressed support for A.B. 222 (R1) and appreciation to Assemblywoman Smith for bringing the bill forward.

Mr. Hulse recalled that much of the collaboration and the difficult discussions that went into creating A.B. 222 (R1) happened during the interim in the Education Reform Blue Ribbon Task Force and in a series of education summits. He advised that the stakeholders involved in those meetings included members of the private sector, and discussions focused on an effort for the entire state to move forward and build a foundation for education reform and the future of measuring excellence in Nevada.

Assemblywoman Smith commented on the suggestion to add criterion for the selection of members to the Council and pointed out that the members would initially be recommended by their associations. She indicated it was assumed the associations would nominate leaders within their field, but more importantly, she said that because the Governor made the final appointments, he undoubtedly would look for award winning teachers, nationally board-certified teachers, or someone of that caliber who had demonstrated great leadership in the teaching field. Assemblywoman Smith said she preferred leaving section 5, subsection 1, paragraphs (c) and (d) concerning the appointment of members as it was in the bill.

Vice Chair Conklin, hearing no response to his request for additional testimony either in support of or in opposition to A.B. 222 (R1), closed the hearing on A.B. 222 (R1), and Assemblywoman Smith assumed the duties of the Chair.

Chairwoman Smith asked staff for information on the following day's agenda.

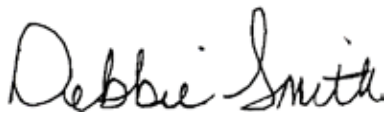
Rick Combs, Assembly Fiscal Analyst, Fiscal Analysis Division, Legislative Counsel Bureau, advised that on April 28, 2011, the Senate Committee on Finance and the Assembly Committee on Ways and Means would hold a joint meeting to close budgets for the Health Division, Public Works Board, Buildings and Grounds Division, and Department of Information Technology.

Seeing no other business before the Committee, Chairwoman Smith adjourned the meeting at 10:59 a.m.

RESPECTFULLY SUBMITTED:

Connie Davis
Committee Secretary

APPROVED BY:



Assemblywoman Debbie Smith, Chairwoman

DATE: _____

EXHIBITS

Committee Name: Committee on Ways and Means

Date: April 27, 2011

Time of Meeting: 8:12 a.m.

Bill	Exhibit	Witness / Agency	Description
	A		Agenda
	B		Attendance Roster
A.B. 224	C	Assemblywoman Teresa Benitez Thompson, Washoe County Assembly District No. 27	Document entitled, "Office of Parental Involvement and Family Engagement."
A.B. 224	D	Keith W. Rheault, Ph.D., Superintendent of Public Instruction	Fiscal Note for A.B. 224
A.B. 224	E	Keith W. Rheault, Ph.D., Superintendent of Public Instruction	Revised Fiscal Note for A.B. 224
A.B. 222 (R1)	F	Assemblywoman Smith, Assembly District No. 30	"Teachers and Leaders Council of Nevada A.B. 222"
A.B. 222 (R1)	G	Keith W. Rheault, Ph.D., Superintendent of Public Instruction	Fiscal Note for A.B. 222 (R1)