

**MINUTES OF THE MEETING  
OF THE  
ASSEMBLY COMMITTEE ON WAYS AND MEANS  
AND THE  
SENATE COMMITTEE ON FINANCE  
JOINT SUBCOMMITTEE ON K-12 EDUCATION/HIGHER EDUCATION**

**Seventy-Sixth Session  
March 28, 2011**

The Assembly Committee on Ways and Means and the Senate Committee on Finance, Joint Subcommittee on K-12 Education/Higher Education was called to order by Chairwoman Debbie Smith at 8:17 a.m. on Monday, March 28, 2011, in Room 3137 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. The meeting was videoconferenced to Room 4412 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/](http://www.leg.state.nv.us/76th2011/committees/). In addition, copies of the audio record may be purchased through the Legislative Counsel Bureau's Publications Office (email: [publications@lcb.state.nv.us](mailto:publications@lcb.state.nv.us); telephone: 775-684-6835).

**ASSEMBLY SUBCOMMITTEE MEMBERS PRESENT:**

Assemblywoman Debbie Smith, Chairwoman  
Assemblyman Marcus Conklin, Vice Chair  
Assemblyman Paul Aizley  
Assemblyman Tom Grady  
Assemblyman Pat Hickey  
Assemblywoman April Mastroluca  
Assemblyman John Ocegüera

**SENATE SUBCOMMITTEE MEMBERS PRESENT:**

Senator Steven A. Horsford, Chair  
Senator Barbara K. Cegavske  
Senator Moises (Mo) Denis  
Senator Ben Kieckhefer

**STAFF MEMBERS PRESENT:**

Rick Combs, Assembly Fiscal Analyst  
Rex Goodman, Principal Deputy Fiscal Analyst  
Joi Davis, Senior Program Analyst  
Julie Waller, Program Analyst  
Jordan Butler, Committee Secretary  
Cynthia Wyett, Committee Assistant

**DEPARTMENT OF EDUCATION**

**NDE-ELEMENTARY & SECONDARY ED - TITLE I - (101-2712)**

**BUDGET PAGE K-12 EDUCATION-85**

Keith Rheault, Ph.D., Superintendent of Public Instruction, Department of Education, submitted a slide-show presentation ([Exhibit C](#), [Exhibit D](#), and [Exhibit E](#)) for the record. Dr. Rheault told the Subcommittee that budget account (BA) 101-2712, Elementary and Secondary Education - Title I, held the Title I funds of the federal No Child Left Behind Act, which provided federal assistance to schools with students from low-income backgrounds. The account supported five staff positions and was projected to receive funding of approximately \$104 million in each fiscal year of the 2011-2013 biennium. The account was supported 100 percent with federal funds.

Dr. Rheault discussed the following recommendations for BA 101-2712:

- Decision unit Enhancement (E) 491 would eliminate \$22.4 million in federal Title I-Part A Basic American Recovery and Reinvestment Act of 2009 (ARRA) grant funds in each year of the 2011-2013 biennium. Dr. Rheault noted that the funds were supplementary funds to Title I schools. Dr. Rheault added that State General Funds to Title I schools would remain similar to State General Funds allocated in the previous biennium.
- E492 recommended eliminating \$326,144 in each fiscal year of the 2011-2013 biennium in federal funds for the Even Start literacy program. The program would also be eliminated.
- E493 recommended eliminating \$3.2 million in each fiscal year of the 2011-2013 biennium in federal funds for the Reading First program. Dr. Rheault advised that the federal Reading First program and the grant expired a couple of years ago, but because Nevada was the only state

that had met all the program's performance indicators, the federal government provided leftover funding to the state to continue its program for the 2009-2011 biennium. Dr. Rheault added that because the program provided reading training and services to teachers, its elimination would not require the state to continue the program's services with allocations from the State General Fund.

Senator Denis asked how the Department would respond to the elimination of the Even Start and Reading First grants.

Dr. Rheault replied that teachers trained through the Reading First program would continue to teach in Nevada schools. The elimination of the Reading First grant would prevent the training of additional teachers.

Senator Cegavske asked whether there was a correlation between the Reading First program and the Regional Professional Development Programs (RPDP).

Dr. Rheault answered that there was no correlation because the Reading First program and the RPDPs were separate programs.

Senator Cegavske asked whether the Legislature should consider encouraging collaboration between the Reading First program and the RPDPs.

Dr. Rheault remarked that because the Reading First program was being eliminated, it would not make sense to investigate collaboration. He added, however, that if the program was reinstituted with a new funding stream in the future, collaboration could be considered.

Senator Cegavske asked whether the Reading First program was a successful program.

Dr. Rheault reported that the program was not wholly successful. The federal government had created goals for the program, and only the State of the Nevada met the goals.

Senator Cegavske asked Dr. Rheault to elaborate on the Even Start literacy program.

Dr. Rheault said the Even Start literacy program was a series of individual grants distributed to school districts to support early childhood education. Dr. Rheault added that the Even Start literacy program grant was only \$326,144 per fiscal year, which did not provide much support.

Chairwoman Smith indicated that she had worked with the Even Start literacy program and was concerned that the program would be ending. She requested that school district representatives testify before the Subcommittee regarding the elimination of the Even Start literacy program.

Dr. Rheault noted that the Department of Education could also provide a summary of the Even Start literacy program grants to the Subcommittee.

Chairwoman Smith considered the Even Start literacy program a very valuable service having witnessed its interaction with school staff and families.

Senator Kieckhefer asked Dr. Rheault how school improvement grants (SIG) were expended. Senator Kieckhefer said that in his district, SIG funds had supported improvements in technology and other areas.

Dr. Rheault responded that the SIG funds had two sections, section 1003(a) and section 1003(g). Section 1003(a) was funding divided among Nevada's approximately 150 Title I schools for school improvements. The funding was formula-driven.

Regarding section 1003(g), Dr. Rheault explained that section 1003(g) funding supported Title I schools of which school performance ranked in the bottom 5 percent of all schools. The Department of Education developed a formula, which was later approved by the U.S. Department of Education, to determine the lowest performing Title I schools in Nevada. After the lowest performing Title I schools were determined, the Title I schools must apply for the section 1003(g) funds through the Department of Education and agree to conform to one of four reformation models. Dr. Rheault said that in Nevada, the most effective reformation models were the transformation model and the turnaround model. The transformation model involved giving schools additional flexibilities similar to those found in empowerment schools. The turnaround model, which Dr. Rheault considered the most drastic model, mandated that principals were replaced if they had worked at the schools for more than two years. It also allowed the replacement of up to 50 percent of school staff.

Dr. Rheault added that there were 10 schools in Nevada that received section 1003(g) funds in 2010. For fiscal year (FY) 2011-12, the Department projected approximately \$9 million in section 1003(g) funding. The Department was currently interviewing school districts applying for the section 1003(g) funds. Dr. Rheault said there were seven schools from the Clark County School District, one school from the Nye County School District, and one school from the Churchill County School District being reviewed.

Senator Kieckhefer repeated his question regarding how the SIG funds were expended.

Dr. Rheault advised that each school developed strategies to use the SIG funds. Many of the schools used the SIG funds to support afterschool programs and lengthen the academic school year. The funds could also be used to hire additional staff to address school-specific needs. Dr. Rheault said he could later provide the Subcommittee with specific information regarding SIG fund expenditures.

Assemblyman Grady asked whether principals and staff from nonperforming schools could replace other principals and staff from nonperforming schools in the turnaround model.

Dr. Rheault confirmed that Assemblyman Grady's scenario was possible, but it would contradict the essence of the turnaround model. Dr. Rheault said, "That's something we would question. It wouldn't make sense to replace one principal with another one from a nonperforming school."

Assemblyman Grady concurred that such a scenario would not improve school performance.

Senator Cegavske asked Dr. Rheault to address an empowerment school in Clark County that needed to undergo the transformation model with SIG funds.

Dr. Rheault replied that schools needed to meet certain requirements to receive SIG funding. For example, a key requirement to receive funding was that a school's graduation rate needed to be on an average lower than 60 percent in a three-year period.

Senator Cegavske said legislators had not received information detailing whether the Empowerment School Model was effective. She opined that legislators needed to ensure that federal and state funding for empowerment schools was

wisely spent. Senator Cegavske asked Dr. Rheault whether the Department had received performance results from Nevada's empowerment schools, particularly in Clark County.

Dr. Rheault answered that his Department was working closely with the two schools in Clark County that were selected last year for the Empowerment School Model. Dr. Rheault said it was premature to consider the Model unhelpful because the empowerment schools were only two-thirds of the way through the program. He said the schools had not received additional funding other than approximately \$50,000 per school through private donors.

Dr. Rheault remarked that the Department would collect specific information regarding Title I schools receiving SIG funds in accordance with federal reporting requirements. The Department did not currently have the information because the SIG program was undergoing its first year.

Craig Hulse, Director, Government Affairs, Washoe County School District (WCSD), said he would provide the Subcommittee with information regarding how the WCSD expended its SIG funds. Referring to Senator Kieckhefer's previous question, Mr. Hulse believed that WCSD used SIG funds to support areas that the State General Fund did not, including afterschool programs, smaller class sizes, and additional staff. Mr. Hulse recalled a visit with Senator Kieckhefer to Smithridge Elementary School, a school that used the turnaround model and spent additional money on data systems to individually track student performance.

Chairwoman Smith asked Mr. Hulse to address Assemblyman Grady's previous question about replacing principals and staff of nonperforming schools with principals and staff from other nonperforming schools.

Mr. Hulse indicated that such a scenario was possible because the turnaround model did not stipulate who would replace principals in nonperforming schools. Mr. Hulse told the Subcommittee that the seven principals who were recently replaced in WCSD as a part of the turnaround model were excellent principals.

Chairwoman Smith recalled when WCSD's Superintendent, Dr. Heath Morrison, testified at a previous Subcommittee meeting about how some nonperforming schools did not provide opportunities for excellent principals to use their professional strengths. The turnaround model provided the flexibility to transfer excellent principals to other schools where their strengths could be better used.

Mr. Hulse mentioned that when Glenn Duncan Elementary school conformed to the turnaround model, the principal was replaced by Susan Kehoe, a principal from the high-performing Bud Beasley Elementary School. Mr. Hulse said the SIG process allowed outstanding principals to work in struggling schools.

Joyce Haldeman, Associate Superintendent, Community and Government Relations, Clark County School District (CCSD), reported that CCSD recently announced that it had identified five schools that would use the turnaround model. While hundreds of students protested the announcement, CCSD maintained its position that changes were necessary for improvement. Three of the five principals at the schools would be replaced along with up to 50 percent of the staff at all five schools. Ms. Haldeman echoed Mr. Hulse's sentiment, saying that the principals were excellent, but they did not fulfill the SIG program's requirements.

Addressing Senator Kieckhefer, Ms. Haldeman said that time and staff were the two most important variables in improving education. Accordingly, CCSD usually allocated additional funds to afterschool programs, tutoring, and additional staff.

Chairwoman Smith requested that Ms. Haldeman and Mr. Hulse provide the Subcommittee with further information regarding schools receiving the SIG funds.

Senator Horsford pointed out that while the lowest performing high schools had a graduation rate below 60 percent per year, dropout rates were typically 4 percent to 6 percent per year. Senator Horsford asked why there was such a difference between the two rates.

Dr. Rheault replied that many students were not included in either rate. For example, students who finished four years of high school but did not receive enough credits to graduate were not considered graduates or dropouts. Special education students and students who did not pass the High School Proficiency Exam were also not included in the graduation rate. Dr. Rheault clarified that the dropout rate was the average number of students who dropped out per grade. Dr. Rheault said the sum of the dropout rates for grades 9 through 12 was an estimated 20 percent dropout rate per year.

In response to Senator Horsford, Dr. Rheault indicated that approximately 1,000 special education students per year received adjusted diplomas but were not included in the graduation rate. He added that more than 1,000 students

per year earned enough credits to graduate but did not pass the High School Proficiency Exam.

Senator Horsford opined that there was insufficient transparency and understanding on Nevada's graduation and dropout rates. The dropout rate was not a good indicator because it was on a per-grade basis, not a cumulative basis. He pointed out that fifth-year high school students who graduated were also not included in the graduation rate. Senator Horsford urged his colleagues to consider forming an action plan this session to improve the measurements.

Participants of the Legislature's 4-H Capital Day entered the committee room. Chairwoman Smith welcomed the participants to the meeting and briefly summarized the Subcommittee's discussion.

Regarding the U.S. Secretary of Education Arne Duncan's encouragement to use federal funds in a more flexible manner, Chairwoman Smith asked whether the Department of Education reviewed the most current guidelines set forth by the U.S. Department of Education.

Dr. Rheault confirmed that the Department reviewed the most current guidelines promoting the flexibility of federal funds, but he indicated that the flexibility would make accounting for the federal funds more difficult. Dr. Rheault said the Department had not been promoting the guidelines because it had not seen an advantage to do so.

The flexibility guidelines would have allowed states and districts to consolidate administrative funds. Chairwoman Smith asked whether the Department analyzed the State of Nevada's eligibility to consolidate federal administrative fees to meet local needs and whether the Department was maximizing its use of administrative fees authorized for federal grants.

Dr. Rheault reported that the Department would be able to consolidate federal administrative fees at the state level, but the amount of fees was minimal. For example, the Department's administrative allowance for Title I funds was 1.5 percent. Dr. Rheault said the Department had the authority within all the different school Title funds to use administrative funds to support its programs. Additionally, the Department used different funding mechanisms to fund portions of staff with different programs' funds. Dr. Rheault reiterated that the Department did not see a large advantage in consolidating administrative funds.



Chairwoman Smith remarked that the Department should continue researching the consolidation of administrative funds to ensure that the Department would have adequate staffing levels in the future.

Having no further questions from the Subcommittee, Chairwoman Smith closed the discussion on BA 101-2712.

**DEPARTMENT OF EDUCATION**  
**NDE-ELEMENTARY & SECONDARY ED TITLES II, V, AND VI (101-2713)**  
**BUDGET PAGE K-12 EDUCATION-92**

Keith Rheault, Ph.D., Superintendent of Public Instruction, Department of Education, explained that budget account (BA) 101-2713, Elementary and Secondary Ed Titles II, V, & VI, was 100 percent federally funded and supported state and local education agencies' use for elementary and secondary education programs. It also supported 11 Department staff positions. Dr. Rheault pointed out that The Executive Budget recommended approximately \$19 million for the account for fiscal year (FY) 2011-12.

Dr. Rheault discussed the following recommendations for the account:

- Decision unit Enhancement (E) 491 would eliminate \$1.7 million in federal technology funds for FY 2012-13. Dr. Rheault said the funds were expiring. Dr. Rheault implied that the federal government's reductions to federal technology funds while promoting science, technology, engineering, and mathematics seemed counterintuitive.
- E492 would eliminate \$3.7 million in each fiscal year of the 2011-2013 biennium in one-time American Recovery and Reinvestment Act of 2009 (ARRA) technology grant funds.
- E495 would eliminate a Title V Innovative Strategies for Education grant from The Executive Budget. The recommendation would eliminate \$144,869 in each fiscal year of the 2011-2013 biennium.
- E496 would eliminate \$917,178 in each fiscal year of the 2011-2013 biennium for math and science partnerships.

Senator Horsford asked Dr. Rheault to expound upon the Teacher Quality (Title II) grants.

In response to Senator Horsford, Dr. Rheault confirmed that The Executive Budget recommended \$13 million in each year of the 2011-2013 biennium in Teacher Quality (Title II) grants. Dr. Rheault said school districts applied to the Department of Education for the grants each year, and the Department then distributed all but \$100,000 of the grants to the districts. The grants could be used, for example, for training or to hire highly qualified teachers and correctly place them into the school districts.

Senator Horsford noted that the Teacher Quality grants seemed like a duplication of the Regional Professional Development Program's (RPDP's) efforts.

Dr. Rheault conceded that there might have been some overlap with the Teacher Quality grants and the RPDPs, but the school districts understood the difference between the two and used the two resources accordingly.

Senator Horsford opined that the ostensible overlap with the Teacher Quality grants and the RPDPs was an example of why legislators needed to approach The Executive Budget with the knowledge of what was funded with the State General Fund and what was not. In this way, legislators could better use other Funds to save money from the State General Fund. Senator Horsford requested that Dr. Rheault provide the Subcommittee at a future meeting with an explanation of the Teacher Quality grants, how their funds were allocated, and how it differed from the RPDPs.

Dr. Rheault agreed to Senator Horsford's request.

In response to Chairwoman Smith, Dr. Rheault reiterated that school districts applied for the Teacher Quality grants, and the Department awarded annual grants to the school districts.

Chairwoman Smith asked for the potential consequences to the school districts regarding the loss of federal technology funds, the one-time ARRA technology grants, and the reduction in state technology grant funds.

Dr. Rheault deemed the elimination of the funds "a fairly significant loss." He said the Department received \$5.4 million in federal funding and approximately \$4 million in state funding for technology for the 2009-2011 biennium. Dr. Rheault surmised that the elimination of \$5.4 million in federal funding would inhibit school districts' abilities to replace equipment in classrooms.

Chairwoman Smith asked whether the technology grants helped purchase interactive whiteboards for Nevada schools, especially schools in Washoe County.

Dr. Rheault responded in the affirmative.

Senator Denis asked whether the elimination of federal technology funds would prevent the training of school employees to use previously purchased equipment.

Dr. Rheault answered that when the Department distributed federal technology funds to schools, it distributed funds to support both the purchase of the equipment and associated training. He added that some equipment vendors included initial and additional training of their products upon purchase.

Senator Denis asked whether school districts were reducing their own funds allocated to technology purchases.

While Dr. Rheault did not have specific figures demonstrating reductions, he supposed that school districts were maintaining staffing levels in lieu of new technology purchases.

Senator Denis remarked that technology often quickly became obsolete.

Chairwoman Smith compared technology purchases to capital improvement projects, saying that if either were neglected, it would require more of an effort for the state to address them later.

Senator Denis concurred.

Chairwoman Smith asked about the loss of federal funding for STEM (science, technology, engineering, and mathematics) efforts and how the Department planned to continue and promote those efforts.

Dr. Rheault reported that the loss of federal funds would stymie Nevada's STEM efforts. Dr. Rheault said the Nevada STEM Education Coalition could still create policy goals in science, technology, engineering, and mathematics, and then the policy goals would hopefully lead to additional funding for future STEM efforts.

Chairwoman Smith mentioned that because there was legislation regarding the Nevada STEM Education Coalition this session, Chairwoman Smith hoped that the Department of Education would support the Coalition. She wondered, however, how the Department would support the Coalition without federal funds.

Dr. Rheault agreed that supporting the Coalition would prove difficult without federal funds. He added that while challenging, the Department had assigned existing staff members to take on responsibilities for other commissions, councils, and groups in the past.

Assemblyman Aizley asked how many teachers were considered highly qualified. Assemblyman Aizley also asked for the difference between qualified teachers and highly qualified teachers.

Dr. Rheault replied that the federal government considered teachers as highly qualified if they passed a proficiency test in STEM subject matter and held a regular teaching license and a certain number of higher education credits. Dr. Rheault felt that the federal guideline was weak because the requirements to be considered highly qualified were not difficult to meet. Dr. Rheault added that a performance indicator for 2010 showed that 96.2 percent of STEM teachers were considered highly qualified.

Senator Denis pointed out that Senate Bill 211 proposed for the Nevada STEM Education Coalition to work with the Legislative Committee on Education during the 2011-2012 interim. Senator Denis asked how the elimination of federal funds for STEM efforts would affect the Department's relationship with the Coalition.

Dr. Rheault responded that a science consultant was currently working with various STEM coalitions, but Dr. Rheault said he would assign the Department's math, science, and technology consultants to STEM efforts during the 2011-2012 interim. Dr. Rheault said that the Nevada STEM Education Coalition was a factor in the Department's application for a Race to the Top grant, and he added that the Nevada Education Reform Blue Ribbon Task Force also sought to continue STEM efforts in the state.

Regarding performance indicators, Chairwoman Smith asked why projections regarding the percent of highly qualified teachers in elementary and secondary classrooms indicated a decrease for the 2011-2013 biennium compared to FY 2009-10 actual percentages.

Dr. Rheault admitted that the Department should have revised its projections for FY 2010-11, FY 2011-12, and FY 2012-13 after receiving actual percentages for FY 2009-10.

Chairwoman Smith requested that the Department revise the projections and provide them to the Subcommittee.

Senator Cegavske remarked that legislators had been working in previous sessions for RPDPs to replace the need to coordinate many state education agencies. Senator Cegavske requested that Bill Hanlon, Director, Southern Nevada RPDP, testify before the Subcommittee to address the RPDPs' services to the state.

Mr. Hanlon explained that the RPDPs supported and reflected school districts' priorities and goals. For example, if a school district sought to increase students' math performance, the RPDPs would provide content training and content strategies to math teachers. The RPDPs shifted their support to align with state and school district standards, which, in the past, had included the 1998 Nevada State Content Standards, the 2005 state education standards, and, currently, the Common Core State Standards. Mr. Hanlon said, "We make sure the teachers are aware of those standards, and we would make sure they know how to teach those standards and provide the strategies and resources for specific training within the field." He advised that the RPDPs were also currently promoting the Nevada STEM Education Coalition and providing technology content courses, which the University of Nevada, Las Vegas, was incorporating into its Masters of Technology degree program.

Senator Cegavske asked whether the RPDPs conducted teacher evaluations and whether the RPDPs helped teachers with their skills.

Mr. Hanlon replied that the RPDPs did not conduct teacher evaluations, but it did provide feedback to teachers on how to improve their teaching skills. He added that the biggest problem among Nevada's teachers was that course standards were often not being taught, which negatively affected student achievement.

Regarding the RPDPs, Senator Horsford remarked, "I think this is something that should be eliminated. This is a local district responsibility. This is not something that is conditional upon state mandate, and therefore, it shouldn't be in the budget. When I see \$26 million of federal money [in Teacher Quality (Title II) grants] to do the exact same thing going to the district, and when we

provide as much money to RPDPs as we do to our entire state Department of Education, I think we have our priorities out of whack . . . I'm serious about cuts, and this is one of the things that I think should be cut from the state budget."

Chairwoman Smith called for public comment.

Sara Lopez-Ramos, a citizen, testified in opposition to the recommended K-12 education budgets. She submitted written testimony ([Exhibit F](#)) for the record.

Linda Johnson, a citizen, testified in opposition to the recommended K-12 education budgets.

Senator Cegavske thanked Ms. Johnson for her support of the RPDPs. Senator Cegavske asked Ms. Johnson to discuss the importance of life-skill instruction in classrooms.

Ms. Johnson said that Nevada's education system should place a greater emphasis on preparing students for the workforce who were not bound for college.

Greta Jensen, a representative of Parent Leaders for Education, testified in opposition to the recommended K-12 education budgets.

Alison Turner, a representative of the Nevada Parent Teacher Association, testified in opposition to the recommended K-12 education budgets.

Jill Tolles, a representative of Parent Leaders for Education, testified in opposition to the recommended K-12 education budgets.

Erin Cranor, Member, Board of Trustees, Clark County School District, testified in opposition to the recommended K-12 education budgets. Ms. Cranor said that the adoption of the Common Core State Standards would be a new expense for school districts, an expense that would require professional development that the RPDPs currently provided.

Senator Horsford clarified his stance on state funding for the RPDPs:

My view of the RPDPs is if they are so important, then that should be something that is done at the local level through the governance of your local board providing funding through the resources that you have. It is not a state-mandated function that we perform. Professional development is not something we're required to do as a state. We're required to provide an adequate—and I would argue that this budget is not adequate—per pupil allocation of funding. These other items that we fund outside of that per pupil is going to have to be on the table for consideration in order for us to drive up the per pupil amount. I'm sorry, but I think the RPDP has to be one of those things. Professional development, I know, is important, but it's important at the local level. Mr. Hanlon said himself that he works at the direction of the local school districts. If that's the case, then the district should be paying for it, not the state.

Additionally, Senator Horsford asked Ms. Cranor to work with other trustees and other school district representatives to explain how school districts expended Teacher Quality (Title II) funds and how those expenditures differed from those provided by the RPDPs.

Bernie Anderson, a former Assemblyman of the Nevada Legislature, testified in opposition to the recommended K-12 education budgets. Mr. Anderson advised that the proposed reductions to teachers' salaries, health insurance policies, and Public Employees' Retirement System benefits would motivate teachers to seek employment elsewhere once their contracts expired. The proposed reductions would also create a chilling effect for those considering entering the teaching profession. Mr. Anderson urged Subcommittee members to consider tax increases to generate new revenue for the state.

In response to Assemblyman Grady, Mr. Anderson confirmed that the proposed reductions to teachers' salaries and health and retirement benefits would result in the reduction of an estimated \$6,000 per year for the average Nevada teacher.

Assemblyman Hickey assured Mr. Anderson that potential tax increases were currently being considered among legislators.

Assemblyman Hickey asked Mr. Anderson whether there were other areas of The Executive Budget that legislators should consider reallocating to K-12 education and higher education.

Mr. Anderson declined to comment.

Excusing herself from the remainder of the Subcommittee meeting, Chairwoman Smith handed the meeting's gavel to Vice Chair Conklin.

Linda Hunt, a teacher and Middle School Director for the Washoe Education Association, testified in opposition to the recommended K-12 education budgets. She submitted written testimony ([Exhibit G](#)) for the record.

Assemblyman Hickey thanked Ms. Hunt for her testimony. Assemblyman Hickey remarked, "I want you to know that there are many of us here that certainly don't consider you our enemy. Please understand that taxes, as they are forthcoming, are coming from businesses, small businesses like mine, where I've had to let go 60 percent of my workforce, and those that are still employed are working at seriously reduced salaries with no benefits. Please understand the bigger perspective here. Even as we look for ways to fill these holes, it's got to come from people who are making severe sacrifices along with you as a teacher."

Paula Glogovac, a teacher at Sepulveda Elementary School, (Sparks, Nevada) testified in opposition to the recommended K-12 education budgets. She submitted written testimony ([Exhibit H](#)) for the record.

Kelley Miner, a parent and a member of the Nevada Parent Teacher Association, testified in opposition to the recommended K-12 education budgets. She submitted written testimony ([Exhibit I](#)) for the record.

Emma Miner, a student at Elizabeth Lenz Elementary School, (Reno, Nevada) testified in opposition to the recommended K-12 education budgets. She submitted written testimony ([Exhibit J](#)) for the record.

Assemblywoman Mastroluca asked whether there was a physical education program at Elizabeth Lenz Elementary School and, if so, whether parents provided physical education to the students.



Ms. Kelley Miner indicated that teachers conducted their own physical education programs. For example, Ms. Emma Miner's teacher was conducting a program that encouraged students to run 26.2 miles over the course of the academic school year.

Autumn Tampa, an employee of the Clark County School District, submitted written testimony ([Exhibit K](#)) in opposition to the recommended education budgets.

Erin Mara, a parent, submitted written testimony ([Exhibit L](#)) in opposition to the recommended education budgets.

John Eppolito, a citizen, submitted written testimony ([Exhibit M](#)) regarding a Washoe County School District loan to Incline Village residents.

Christine Miller, a trustee of the Storey County School District and President of the Nevada Association of School Boards, submitted written testimony ([Exhibit N](#)) in opposition to the recommended education budgets.

Suzanne McManmon, a teacher at Sepulveda Elementary School, submitted written testimony ([Exhibit O](#)) in opposition to the recommended education budgets.

Paula Berkley, a representative of the Food Bank of Northern Nevada, submitted written testimony ([Exhibit P](#)) regarding school nutrition.

Assembly Committee on Ways and Means  
Senate Committee on Finance  
Joint Subcommittee on K-12 Education/Higher Education  
March 28, 2011  
Page 18

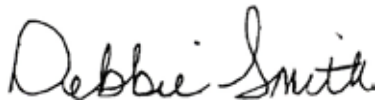
Having no further business to come before the Subcommittee,  
Vice Chair Conklin adjourned the meeting at 10:25 a.m.

RESPECTFULLY SUBMITTED:

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Jordan Butler  
Committee Secretary

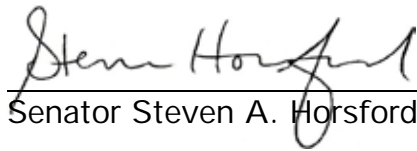
APPROVED BY:



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Assemblywoman Debbie Smith, Chairwoman

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



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Senator Steven A. Horsford, Chair

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

## EXHIBITS

**Committee Name:** Assembly Committee on Ways and Means/Senate Committee on Finance Joint Subcommittee on K-12 Education/Higher Education

**Date:** March 28, 2011

**Time of Meeting:** 8:17 a.m.

Bill	Exhibit	Witness / Agency	Description
	A		Agenda
	B		Attendance Roster
	C	Keith Rheault, Superintendent of Public Instruction, Department of Education	Part 1 of a slide-show presentation on the Department of Education's budget for the 2011-2013 biennium.
	D	Keith Rheault, Superintendent of Public Instruction, Department of Education	Part 2 of a slide-show presentation on the Department of Education's budget for the 2011-2013 biennium.
	E	Keith Rheault, Superintendent of Public Instruction, Department of Education	Part 3 of a slide-show presentation on the Department of Education's budget for the 2011-2013 biennium.
	F	Sara Lopez-Ramos, a citizen	Written testimony in opposition to the recommended education budgets.
	G	Linda Hunt, a teacher and Middle School Director for the Washoe Education Association	Written testimony in opposition to the recommended education budgets.
	H	Paula Glogovac, a teacher at Sepulveda Elementary School	Written testimony in opposition to the recommended education budgets.
	I	Kelley Miner, a parent and a	Written testimony in

		member of the Nevada Parent Teacher Association	opposition to the recommended education budgets.
	J	Emma Miner, a student at Elizabeth Lenz Elementary School	Written testimony in opposition to the recommended education budgets.
	K	Autumn Tampa, an employee of the Clark County School District	Written testimony in opposition to the recommended education budgets.
	L	Erin Mara, a parent	Written testimony in opposition to the recommended education budgets.
	M	John Eppolito, a citizen	Written testimony in regarding a Washoe County School District loan to Incline Village residents
	N	Christine Miller, a trustee of the Storey County School District and President of the Nevada Association of School Boards	Written testimony in opposition to the recommended education budgets.
	O	Suzanne McManmon, a teacher at Sepulveda Elementary School	Written testimony in opposition to the recommended education budgets.
	P	Paula Berkley, a representative of the Food Bank of Northern Nevada	Statistics regarding school nutrition.