

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

**Seventy-Seventh Session
March 25, 2013**

The Committee on Education was called to order by Chairman Elliot T. Anderson at 3:00 p.m. on Monday, March 25, 2013, in Room 3142 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. The meeting was videoconferenced to Room 4401 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. Copies of the minutes, including the Agenda ([Exhibit A](#)), the Attendance Roster ([Exhibit B](#)), and other substantive exhibits, are available and on file in the Research Library of the Legislative Counsel Bureau and on the Nevada Legislature's website at nelis.leg.state.nv.us/77th2013. In addition, copies of the audio record may be purchased through the Legislative Counsel Bureau's Publications Office (email: publications@lcb.state.nv.us; telephone: 775-684-6835).

COMMITTEE MEMBERS PRESENT:

Assemblyman Elliot T. Anderson, Chairman
Assemblywoman Marilyn Dondero Loop, Vice Chairwoman
Assemblyman Paul Aizley
Assemblywoman Lesley E. Cohen
Assemblywoman Olivia Diaz
Assemblyman Wesley Duncan
Assemblyman Andy Eisen
Assemblywoman Michele Fiore
Assemblyman Randy Kirner
Assemblyman Harvey J. Munford
Assemblywoman Dina Neal
Assemblyman Lynn D. Stewart
Assemblywoman Heidi Swank

COMMITTEE MEMBERS ABSENT:

Assemblywoman Melissa Woodbury (excused)

GUEST LEGISLATORS PRESENT:

None



STAFF MEMBERS PRESENT:

David A. Byerman, Secretary of the Senate
Todd Butterworth, Committee Policy Analyst
Andrew Diss, Committee Manager
Sharon McCallen, Committee Secretary
Steven Sisneros, Committee Assistant

GUEST LEGISLATORS PRESENT:

None

OTHERS PRESENT:

Valerie Wiener, Private Citizen, Las Vegas
Grant Gabriel, Chair, representing Senatorial District No. 16, Nevada Youth Legislature
Miranda Rosen, representing Senatorial District No. 20, Nevada Youth Legislature
Oscar Peralta, representing Nevada Hispanic Legislative Caucus
Sylvia R. Lazos, Justice Myron Leavitt Professor of Law, William S. Boyd School of Law, University of Nevada, Las Vegas
Deena Holloway, Coordinator, K-12 Literary Services Department, Clark County School District
Scott Loe, Associate Professor, Department of Psychology, University of Nevada, Las Vegas
Cybil Covert, Master Reading Teacher, Reynaldo Martinez Elementary School, Las Vegas
Elayna Joy Hocking, Reading Skills Development Center, Department of Education Psychology & Higher Education, University of Nevada, Las Vegas
Carla Castedo, representing Mi Familia Vota, Reno
Calli Fisher, representing Washoe County School District
Laura Martinez, representing Mi Familia Vota, Reno
Ruben Murillo, representing Clark County Education Association and Nevada State Education Association
Kimberly Swoboda, Principal, Dean Peterson Elementary School, Las Vegas
Yvette Williams, Chair, Clark County Democratic Black Caucus
Mike Barton, Associate Superintendent, Clark County School District
Nicole Rourke, representing Clark County School District
Tanya Cooper, English Language Learner Specialist and Response to Intervention Coordinator, O'Callaghan Middle School, Las Vegas

Joseph Lawless, Teacher, O'Callaghan Middle School, Las Vegas
Tom Maneeraj, Student, Clark County School District
Aubrey Reinhart, Teacher, Gwendolyn Woolley Elementary School,
Las Vegas
Brian Daw, representing Clark County School District

Chairman Elliot Anderson:

[Roll was called. Housekeeping, protocol, and procedures were explained.]
We are going to hear a presentation about the Youth Legislature from
Mr. Byerman and former Senator Wiener. Welcome.

**David A. Byerman, Secretary of the Senate, Legislative Staff,
Nevada Legislature:**

I am Executive Director for the Nevada Youth Legislature. I am very happy to
be joined today by Grant Gabriel who is the current chairman of the Nevada
Youth Legislature. Mr. Gabriel attends the Sage Ridge School in Reno. He has
been an outstanding leader of this group, and I would like for him to tell you of
his experience as chairman.

**Grant Gabriel, Chairman, representing Senatorial District No. 16, Nevada
Youth Legislature:**

Thank you for having me here today to discuss my experience with the youth
legislature, which is a fantastic organization. The Legislators' commitment to
this body is truly awesome and inspiring. [Spoke from prepared testimony
([Exhibit C](#)).]

David Byerman:

I will defer questions until the end, but I would like to highlight one thing the
youth legislator, Grant Gabriel said. Every two years we give the Nevada Youth
Legislature the ability to propose a bill to the Legislature. We had two bills in
consideration in the final decision. Senator Settlemeyer is representing the
district Youth Legislator Grant Gabriel is in. His bill lost the final showdown to
the bill regarding the Millennium Scholarship. It was a very narrow vote.
Senator Settlemeyer has now picked up Grant Gabriel's bill, in essence, to be a
second Nevada Youth Legislature bill. It was so well conceived and developed
by the time it went to Senator Settlemeyer for consideration that it was not that
the Nevada Youth Legislature automatically got a bill or resolution before the
legislature. In this case, Youth Legislator Grant Gabriel earned the ability to
have his idea come before this body. It was not because it won a popularity
contest among the Youth Legislature, it was because it was a good idea. It was
because there was a senator who saw merit in that idea and thought it rose to
the level that it merited consideration by the Nevada Legislature. For the first

time, the Nevada Legislature will have two pieces of legislation proposed by our youth legislators.

I would like to take the opportunity to introduce Miranda Rosen, another youth legislator in southern Nevada, to say a few words about her experience.

Miranda Rosen, representing Senatorial District No. 20, Nevada Youth Legislature:

Much like Legislator Grant Gabriel, I am involved in many things. In high school you are told you should do all of these different things because it is good to serve your community and to be an all-around great person. I love politics and I am in debate as Grant Gabriel is and Mr. Byerman was in high school. Then I realized when I was in the Nevada Youth Legislature I suddenly had a voice. It made me realize a person does not serve for the sake of serving, but because they can. I realized being a youth who was able to be in this program, I was able to do things others could not and I should speak up because I was picked to be a part of something to represent people and to help where I live.

This means more to me than anything. I am really speaking from my heart, I did not prepare anything. I do not have figures about how the Nevada Youth Legislature has helped me, but I know it has made me realize I do things in my life because I am able to, because I have the opportunity, and much like all of you, want to help people. That is why you are here. If anything, that is what my youth legislators and myself have realized.

Thank you for giving us the opportunity to not only be here, but to be in the Nevada Youth Legislature.

David Byerman:

With that I think you see the preparation, the enthusiasm, and the maturity many of these youth legislators bring to this process. These are 21 thoughtful people who represent the youth of this state. They go out and conduct town hall meetings of their peers; they come together for monthly meetings and trainings we organize for them that cover everything from negotiations to public speaking, legislative process, you name it. This is a program that truly does prepare the next generation of leadership for Nevada. We are very proud of them as youth legislators and we are very proud of the program.

Assemblywoman Cohen:

In the Assembly we are a very diverse group and I am wondering if the youth legislators are a diverse group, or do most of you come through debate or are more into athletics, and some into science? How does that break down?

Grant Gabriel:

In the Youth Legislature's body we do have a large constituency among our group from debate, but we have also had youth legislators miss events due to cheerleading practice and to run track and field. They have almost always come back through the middle of their practice if they can. We have people from multiple ethnic backgrounds as well. We also have those who are in drama. I might be more of the clichéd politician-type coming in through debate in the college preparatory school, but not all of us are as white toast as myself.

David Byerman:

We have been very pleased with the diversity. If you were to look at the roster of the Nevada Youth Legislators and look at the Legislative Counsel Bureau website and go to the Nevada Youth Legislature on the left tab, you will see the roster. You will see the racial and ethnic diversity reflected in the names. A very good cross-section; Latinos, and some African-American representation on that body.

Also, I will say we have a good cross-section of socioeconomic diversity on that body as well. You would think there would be less, but we have found several senators, as they appointed their youth legislators, sought to have some socioeconomic diversity as well. What we have as a result is a real cross-section of Nevada, and yes, we probably have more debaters than there are across the state, but we certainly do have a cross-section of interests among the body as Grant Gabriel pointed out.

Assemblyman Stewart:

I want to commend you for being here. I am on the board for the Nevada Youth Legislature, and Mr. Byerman has done a great job volunteering his time to enhance the program. I have been to a number of their meetings, and the quality of these young people is amazing. I was able to attend their reunion and see these young people come back, still interested, going on with their college careers and hopefully into other useful careers, whether it be public service or whatever it may be. I think the program is a great opportunity for these young people to learn about legislation and leadership. Senator Wiener has done a wonderful job in establishing this and setting the groundwork so it is not just temporary, but permanent.

Assemblyman Aizley:

I want to test the political skills you have learned with the Nevada Youth Legislative Issues Forum. Tell me how your experience has improved your appreciation of mathematics.

Grant Gabriel:

That is actually an interesting question for me. The bill I proposed was designed for an internship program in construction manufacturing and the trades in agriculture. It made me realize what we learned in mathematics classes, whether it be trigonometry or algebra, has very real, practical application in trades and in work. It improved my appreciation of math.

Chairman Elliot Anderson:

Seeing no more questions, thank you. We appreciate everything you are doing, Mr. Byerman, to inspire our youngest generation to public service. It is very important we keep in mind we do have to be getting the next generation ready to take over for us.

Valerie Wiener, Private Citizen, Las Vegas, Nevada:

I am very proud of this program. You have a handout showing the awards this program has earned ([Exhibit D](#)). It has earned 19 awards since we first started entering it in national competition. What this says is, we have a great program not just because we think we have one, but because outside evaluators believe in the exceptional nature of the program in our Nevada Youth Legislature. I wanted you to see how others, at a more objective level, believe in what we are doing, so you would understand how proud we are of the work our young people are doing. It is totally volunteer staffing as started through the Legal Division in the early years. Mr. Byerman has taken over as Executive Director to staff it with his office, and they have done an exemplary job.

Chairman Elliot Anderson:

We have a number of important bills ahead of us in the next weeks and want to get as many of them heard as possible. We will be holding a couple of Friday meetings so we can give everyone the opportunity to have their bills heard. We are going to be opening the hearing on Assembly Bill 222.

Assembly Bill 222: Requires certain school districts to adopt pilot programs for the establishment of reading skills development centers. (BDR S-482)

Assemblywoman Olivia Diaz, Clark County Assembly District No. 11:

From one bright spot I would like to say we are going to another bright spot. It was great and refreshing to hear about the Nevada Youth Legislature. I also believe this pilot program you will hear about in this bill for your consideration is a wonderful thing to have in Clark and Washoe County School Districts. I first learned about these pilot programs through Professor Lazos. Last session Senate Bill No. 216 of the 76th Session tried to move the pilot programs forward through the Legislature. Unfortunately we knew those were hard times, and money was hard to come by. At the end of the day if the district chose to implement the pilot program it was their discretion. Fortunately, former Superintendent Jones found this was a wonderful thing to do. It had very good results in Utah. Another great player who helped us put it together was Superintendent Martinez who is currently at the Washoe County School District (WCSD). We started with two schools that grew into six elementary schools the following school year ([Exhibit E](#)).

I am going to tell you why, as an educator, I believe this is such a wonderful program to have. First and foremost, it is tailored intervention to fit students with the most needs. We are talking about the most at-risk schools in the Clark County School District (CCSD), the one- and two-stars that are not making academic growth are the ones where these reading centers are currently placed. It gives a targeted, structured intervention to the students who need to make up lost ground because they are reading one or two grade levels below grade level. It is only tutoring students in kindergarten through grade 3 (K-3). We know a wise investment is in the early grades.

Unlike Utah, this reading skills development center comes onto the campus, and each center has a master reading teacher who is very knowledgeable about literacy intervention. The master reading teacher supervises the tutors carrying out the small group work, making sure there is fidelity and that quality interventions be applied. When they are not tutoring, they are also providing professional development. If these centers are in schools that are not making gains, the professional development is a huge win for these teachers who can then implement the same strategies in their classrooms at the same time the most struggling and challenged students are being worked with on their level.

Last, I think it is a win for the tutors. Many of the tutors are part-time. Many of them are attending school to become teachers themselves. They are already getting versed in the techniques. I wish I had been versed in the techniques, pedagogy, and literacy interventions they were performing so I could use it on

my students. It is awesome for any tutor who is going to become a teacher to have this in their toolbox, so when they are in the classroom, they can immediately start helping students who come through the public education system. I am going to go through the bill quickly. Others will offer more insight about how the centers are operated.

Section 1 calls for the adoption of the reading skill development centers at the high-risk schools. High-risk means they are not making academic achievement at the levels designated by No Child Left Behind—one- or two-star schools, Title I, or all low socioeconomic status. Section 1 also requires the pilot program to begin in 2013-2014 for Clark County School District and in Washoe County School District in 2014-2015 as they do not currently have this.

Sections 2 through 5 make the appropriations necessary to the Board of Trustees for CCSD, WCSD, University of Nevada, Las Vegas (UNLV), and University of Nevada, Reno (UNR).

For clarification, in fiscal year (FY) 2013-2014, we are looking to expand from 6 skill centers to 11 in CCSD. In FY 2014-2015, we are looking to add 5 more schools, making 16. In FY 2014-2015, in WCSD we would add five.

Section 6 requires representatives of CCSD, WCSD, UNLV, and UNR to report results of the pilot programs to the Legislature during the 78th Session.

Oscar Peralta, representing Nevada Hispanic Legislative Caucus:

We are in support of A.B. 222. According to the most recent polls on Latino policy attitudes, quality education is trailing nationally by almost every measure of educational achievement. [Read from prepared testimony ([Exhibit F](#)).]

Sylvia R. Lazos, Justice Myron Leavitt Professor of Law, William S. Boyd School of Law, University of Nevada, Las Vegas:

I teach at the William S. Boyd School of Law, University of Nevada, Las Vegas; have been a Nevadan for ten years; and I have been involved in the Reading Skills Development Center (RSDC) for the past three years. In UNLV, there should be cross-fertilization from one department to another. I am a lawyer and I talk a lot to my colleagues at the College of Education, University of Nevada, Las Vegas about the English language learner (ELL) crisis we have in Nevada. It is a Title I crisis. Most of our highly-impacted schools are basically high-poverty schools. The crisis in education is not unsolvable. In fact, it is solvable. We know how to reach these children, we know how to put them on track, and we know what are best practices. The problem is the communication and knowledge that we have at the university level does not necessarily filter down to the boots-on-the-ground level where the teachers are

working and laboring every day. Assemblywoman Diaz' labor is, in a way, more valuable than my labor because all I do is think and teach, while she is helping children and saving lives every single day.

This is a program about saving lives every single day. As my colleague, Oscar Peralta points out, a child who does not catch up by third grade is just going to fall further and further behind.

I have a handout that is a synopsis of other testimony that has been submitted, and I would ask you to look at the ELL achievement gap we have in CCSD ([Exhibit G](#)). It is very similar and tracks the achievement in ELL we have statewide, which is number 46 according to national results. That is where our children are in CCSD. Only 8 percent are passing the Nevada High School Proficiency Examination (NHSPE) in English. Yes, we are going to do away with NHSPE, but, in looking at the exhibit, it gives you an idea of how far behind our ELL students are, and the fact they continue to fall further and further behind. The place to catch them up is K-3. The other chart you have shows the results of our RSDC. You can see upward trajectories, not the downward trajectory you see in the other chart. The one with the highest trajectory is indicated by the blue line. When you catch our children in the first grade, they have the greatest gains. They are actually projected to catch up by third grade. That is where a child should be, and that is what you have learned with your third-grade retention bill. After third grade that child has to learn for herself by reading and gaining the knowledge herself. When we catch them later, their trajectories are much less steep. The red line, for example, is catching the child in second grade. The purple line is catching the child in third grade.

This is a research-based method. It incorporates the best the university has to offer, and it is a true partnership with CCSD because we are putting persons in place in schools who are now highly trained, highly research-based oriented and collaborating together, we are solving problems every day to save children.

Part of the solution you have heard about in terms of upping education is to put in place this kind of research-based method as Florida and Utah have done. We need to know what is working in the classrooms every day. What the universities and the teachers know occur is usually five to ten years late.

Deena Holloway, Coordinator, K-12 Literary Services Department, Clark County School District:

I am in support of Assembly Bill 222. I believe we need to do better by our students in the state of Nevada, and this belief is supported by data trends, teachers, parents, and the community at large. This project is defined as an innovative project supporting the improvement of quality reading instruction for

our community and our district. It is a vehicle for teacher and administrator professional development.

The critical assumptions of the project include intervention in the early grades. That is imperative. A deep knowledge of teaching students how to read, a partnership with higher education and the community to drive the change, and the participation and support of the instructional leader as we work very closely with the school site principals are all critical to success. Students need differentiated, high-quality, focused instruction.

Finally, strong reading scores are the cornerstone of later success in life for our students to be ready for college and/or careers and the workforce.

The tenets of the project include intervention strategies. This does not have to be a program, but has to provide evidence-based and data-driven strategies to struggling readers. Research has provided overwhelming evidence that for everyone but experts, partial guidance during instruction is significantly less effective than full guidance. So we engage in explicit instruction with our K-3 students. Children must be taught to read. That is a quote from Barbara Foorman with the Florida Center for Reading Research.

Another tenet of this project is that we strive to provide the best quality professional development to tutors and teachers. The professional development provided is not only in a workshop or an after-school training. There is a master reading teacher at the school who provides the professional development and then is engaged with the staff during the week in side-by-side coaching and feedback. It is a bit of a clinical model, which is how Dr. Kathleen J. Brown described the center and the work she does at the University of Utah Reading Clinic ([Exhibit H](#)).

Another tenet is that we utilize preservice teachers, and they are supported with ongoing professional development and side-by-side coaching from the master reading teacher. They are all working collaboratively in the center. We also collaborate with UNLV and the University of Utah Reading Clinic. In 1999 the Utah Legislature created the University of Utah Reading Clinic, and in quoting Dr. Brown, the response was immediate and overwhelming. Parents and educators were desperate for help. Educators with years of experience told Dr. Brown that if they had her training when they began their careers they would have done a better job teaching all students to read, and not just struggling readers.

I close with one last thought. According to the National Assessment of Educational Progress (NAEP), states making a difference for students in early

literacy and specifically with students of poverty and second language students, are states like Florida. In these states all stakeholders came together to support reading initiatives—the policymakers, the university system, and the school districts. Our children are counting on us.

Scott Loe, Associate Professor, Department of Psychology, University of Nevada, Las Vegas:

I have been associated with RSDC collaborative for the past 18 months. This is truly a multidisciplinary effort. What distinguishes RSDC from other programs is the way it is leveraging intellectual capital to the service of problem solving. We have long understood that at the end of third grade we have a cliff children can easily fall off. The solution to that problem requires people from different points of view. Ms. Holloway, my colleague, has a background in literacy, and my background is as a school psychologist. I have seen what happens to students who fall off that cliff and get into middle school and are well on the way toward dropping out of school. I believe very strongly we have an opportunity to cut off that trend for some of our most vulnerable students. The challenge is not an easy one. All children to a certain degree will respond to the instruction they get. What we are asking our children to do who are starting in many cases with not only a lack of academic skills, but a lack of linguistic skills, is to acquire English language reading at a faster pace than children who are starting far ahead of them.

If I could refer you to the chart Professor Lazos introduced a moment ago ([Exhibit G](#)). What you see are all of the students we have had in the RSDC since the beginning of October through the end of February. Fifty-five percent of those students represented are ELL students, either non-English proficient or limited English proficient at the beginning of this year. I do not have an exhibit to share with you about that, but the trends are almost identical to what you have in front of you. The point is exactly the same. If we can get children early, we can catch them struggling in kindergarten and first grade and have the opportunity to work with them all the way through the end of third grade or however long they need assistance. We have a chance of keeping students from falling off that cliff at the end of third grade whether they are proficient in English when we meet them the first time, or not. I wish to make that point.

The solution is complicated. What we are trying to do with the RSDC is create the opportunity and to deliver the resources to actually solve problems on an individual student level.

What I would like to do now is address our role as the university partner in the consortium. How we function from the beginning is to contribute to the professional development being delivered through the centers. We also have a

team of students who go into each of the centers to do individualized assessments for students. Even though they are receiving very good intervention, students are struggling to make the kind of progress we would like to see them make. We have the capacity, because of our background and training as psychologists, to look at the issue from a different perspective and assess children in more detail when we think that is required, then apply that to an individualized intervention plan.

The hope is we can help children, even those who are not making progress, get unstuck and continue to make progress in a positive direction. My expectation is as we follow the students who began services this year through second and third grade as our service delivery model matures over the next two years, these progress projections before you could be quite conservative. That would be my hope. There are things we have been able to implement and things we have not yet been able to implement, but are right at the beginning. We are very encouraged at how things have been going thus far.

Chairman Elliot Anderson:

Thank you, Mr. Loe. We are going to open up to the entire panel.

Assemblyman Eisen:

I am acknowledging this is not a money committee, but I am trying to understand this in terms of policy. Do you have data on the efficacy of trying to accomplish this assuming, for example, a student is one grade level behind, the efficacy of being able to do that in this age range versus in middle school or high school? Also what difference is there, if any, in the intensity of resources needed to do this at that age versus middle school and high school?

Scott Loe:

Basically, we understand the earlier we can begin intervention with children, the more drastic their improvement. The handout ([Exhibit I](#)) summarizes my understanding of the research literature in that the longer we wait, the more difficult it is to get a student caught up to a functional reading level. Early intervention is absolutely critical. That is why we are targeting K-3 at this particular phase.

My expectation would be that we could potentially have an impact on older students as well, but the intensity of resources would likely go up.

Deena Holloway:

Absolutely. In the reading literature across the nation the emphasis should be, and has been for the past 10 to 12 years, on early literacy, K-3. Those are your

best results. If you invest early in prevention rather than retention at a later date, your success rate will be higher.

Assemblyman Stewart:

We are going to use the existing facilities at a school and school personnel will find a room this teacher can use, correct? These teachers will be trained at UNLV, is that right?

Sylvia Lazos:

Each principal has to agree to provide a facility, usually a room where a computer is set up. Each principal also agrees to have a master reading teacher working constantly with the tutors. The tutors are minimum-wage employees of CCSD, but they are not run-of-the-mill people. They are persons who are taking care of their children, have a teaching certificate, or who are on a graduate program, and are in an in-between transition. These tutors are going to give high-intensity intervention to every child coming into the program. It is important the principal agrees these first graders, at a certain time, go into the program room, then go back to their classrooms. Students are not being pulled out. They maintain their academic core subjects in the regular classrooms. We are supplementing on-site with these very high interventions.

Deena Holloway:

Tutors are support staff personnel hired through the literacy services department. Schools were chosen specifically with three different criteria: a high population of ELL students, low reading scores, and most importantly, a principal who is willing to engage in the collaborative effort on the work that would be done. Dr. Lazos is correct. The principal provides a room for us, we meet with the administration in the spring, and we prepare for collaborating through their master calendar. When we are teaching intervention in the center with paraprofessional tutors and master reading teachers, intervention is also happening across the classrooms. The schedule is created so we can work with first, second, and third grade at different times. Schools have different schedules, and we work to meet their needs.

No child leaves their Tier 1 instruction to be engaged in intervention. Tier 2 intervention is in addition and on top of what they receive in Tier 1 reading and writing instruction.

Assemblyman Stewart:

So the principal has to agree to the program before it is implemented? We are going to have five additional programs this next year and five additional the following year in CCSD, and then five in WCSD? This bill just covers the next two school years. Is that correct?

Sylvia Lazos:

It is absolutely essential we have principal buy-in. We know from our empowerment study project that leadership is a key piece of turning a school around. If the leader is not onboard and willing to require all of the teachers to implement this program with fidelity in their classrooms, we are not going to see the gains you saw in the chart. It will just be another program we are putting money into without results or assessments. We will not know if the people in the building are doing what we ask them to do.

When Pedro Martinez was deputy superintendent, he basically asked the principals to enter into a contract. If you are going to get these resources, show us you are going to use them and we will not waste resources. There are a lot of other schools needing help. The concept is that not all schools are doing badly in Nevada. The number 50 score is not because the average school is doing badly. The number 50 in Nevada is because we have 60 elementary schools that are really doing very bad. When you go to one of these schools the children are excited, the energy is great, but they are not getting the instruction in the classroom they need. It is harder to teach a low-poverty, high-ELL child than a child who comes from a privileged background.

What is different about this is that we are using state-of-the-art research and scientific methodology to teach reading and breaking it down very rigorously. It is like having a McDonald's franchise. You will get an RSDC franchise, but you better make sure the literacy hamburger is put together exactly as we tell you. If you do not, you will not continue to get your RSDC support. There is high accountability and we know exactly what the results should be.

It is a pilot program because we need to keep quality. It is very labor intensive to have university professors reviewing results every single day and to have gratis systems involved. We cannot scale up immediately. We have to be very careful how we implement the program and put the right teachers in the classes and use the right methods. That is why you see the increment 2, 6, 11, and 15. If we cannot maintain quality, this is not going to work.

I believe this is the solution to our ELL and our Title 1 crisis. We have to go in and be the smartest, toughest type of teachers who have to work hard, but work smart. That is what the RSDCs do. If we get one in every one of the 16 schools in CCSD, and the 20 impacted schools in WCSD, I am confident we will save every Nevada child's life and give them an opportunity to succeed. Something, I regret to say, we are not doing today.

Assemblywoman Neal:

My question is about the selected schools and the language that says the School Board of Trustees would make the selection. I am assuming the first set is already selected. How are you going to inform the school board which schools they need to move forward with?

Sylvia Lazos:

The way it would work is one team would select a school and then give that recommendation to the school board. Then the school board would endorse that recommendation. I want to turn this question over to Deena Holloway to explain how these negotiations and selections actually occur. It is not a straightforward thing.

Deena Holloway:

In the past, we worked very closely with the deputy superintendent and with academic managers in conversations with school-site principals who were interested in housing this project and also in working collaboratively with us. I would anticipate the same process moving forward.

Assemblyman Kirner:

First of all, Assemblywoman Diaz, this is so cool. Thank you for bringing the bill forward.

Assemblywoman Diaz:

We wanted to bring a video so you could actually see it because seeing it is way cooler.

Assemblyman Kirner:

My question has to do with Washoe County School District. I am the only representative on this Committee from the north. I hear the coordination with the university and the staff in CCSD. You already have a start. We have no start up here, but we have Pedro Martinez, Washoe County School Superintendent. Can you tell me how this might evolve here in the north?

Sylvia Lazos:

You have a lot going for you because you have Pedro Martinez. He is the one who really got it started and gave the green light in CCSD. He knows the program, and he is a big supporter. What we would be working with is actually a three-way collaboration. It would be Pedro Martinez and his people here, UNLV, and UNR. The three of us would be working out the protocols, the training of the staff, and the supervision of results. Eventually, UNLV would come away so this could become a UNR/WCSD collaborative. We fully anticipate UNLV will have to be fully involved, particularly in that first year.

Assemblyman Kirner:

I understand this is a pilot program and that you will have so many in year one, so many in year two, and so on. You mentioned 60 schools, and each of the teams travel to each of the schools giving them multiple schools to work with. How many schools overall when you get to 16 in CCSD would that impact?

Sylvia Lazos:

The numbers show us that 60 elementary schools are the critically impacted schools. This is where you get to the third-grade statistics, and it breaks your heart to find out that 75 percent of the children are not reading on level. What we are looking at is to have an incremental quality and get up to one-sixth of schools by the end of year two. We will come back to the Legislature, give you a report to say this is how well we are doing, and we think we can take on another five or another ten. That is going to depend on Deena Holloway and Scott Loe in CCSD, because we cannot put into these schools people who are not fully trained.

Deena Holloway:

In response to your question regarding the number of schools, part of the benefit of this project is that ongoing research informs the professional development and the instruction that is taking place across the district and across the state. We do not do professional development for teachers just at these schools. We work collaboratively across the district. This gives us a think tank and hands-on experience with students and a place to work through best practice, then scale that out as well. We also have a master reading teacher who is here who could testify as well.

Assemblyman Kirner:

If you are able to implement this bill and we expand to 16 teams, will that handle 30 schools on the pilot, or 20 schools?

Assemblywoman Diaz:

The objective is to grow. It is one team per school. They do not travel. They stay in that school so the master reading teacher knows the teachers and the students. Those programs will continue to stay at those schools. We are just growing the teams exponentially. My hope is that we pass prekindergarten and kindergarten bills and with that under the children's belts, it will also help eliminate the dire need to be in 60 schools, and hopefully we only need 30. I hope we grow them as we need them.

Assemblywoman Neal:

In terms of African-American students who may fall into the ELL category, how are they integrated into the program? Do you have the results that show their relationship in the program?

Sylvia Lazos:

How you get into the program is simply you are a very high-risk for literacy failure. For example, at Jacob E. Manch Elementary School in CCSD, we have some African-American boys who in the middle of first grade are only recognizing five consonants. Just to get into kindergarten, my son had to have all of his consonants, but that is in another part of town. We are seeing a tiering. Sometimes the ELL Latino children are a little bit above the African-American children, and further research will try to find out why that is.

This is an opportunity for every child of any race and from any language background who does not have the basic skills coming into school to recover, to get that extra help and for that help to be absolutely targeted to that child. An African-American child may have more vocabulary than an ELL child, but may have more problems with phonics or phonetics, or another piece of the puzzle they have to put together in order to function as a reading child.

Scott Loe:

What I can add is, the process is 100 percent data driven. Student's eligibility for services is targeted by their performance on reading screening assessments done school wide at the beginning of the year. A large number of students we are working with in our target schools are at various stages of English language development, but there are a number of African-American children at some of the schools as well. I would also add it is our expectation in moving forward that every school where we place a center will have unique needs specific to that school. Whether it is a high student transiency rate over the course of the year, it is a high percentage of English proficient minority students, or a high percentage of ELL students, the basic concept is the same. We look at all of our students using data and make decisions that are data based about when to shift gears and try something different. There is uniformity between centers, but there is a great deal of flexibility. The centers have to adapt to the conditions they encounter once they are established. That emphasizes the need to have the same team onsite everyday all year long. Our intent is for each center to become hardwired into the ecology of the school itself.

Assemblyman Duncan:

I would love to see a video of how this works in practice. Could you give me a quick overview of the different practices we are doing in these classrooms that are really helping the children? Also, is this intervention program similar to the one used in Florida?

Assemblywoman Diaz:

Yes, this reading skill development center is modeled after the Florida and Utah reading skills development centers which have had the lead successful results.

Cybil Covert, Master Reading Teacher, Reynaldo Martinez Elementary School, Las Vegas:

We had explicit instruction taking place in our small group based on several different components that research shows are necessary for students to become a proficient reader. We include high-frequency words, fluency, building, and a word-study component based on Utah's similar procedures with which they have had immense success. We also have assisted reading, explicit phonics, and dictation pieces.

Chairman Elliot Anderson:

Are there any further questions? Seeing none, I will open up the tables for support.

Elayna Joy Hocking, Reading Skills Development Center, Department of Education Psychology & Higher Education, University of Nevada, Las Vegas:

I am in support of the program and the bill. As a doctoral graduate assistant, part of my job is to spend 5 to 10 hours just reviewing literature. We have weekly, biweekly hour-long discussions on the literature making sure we are incorporating the best practices research-based strategies into the classrooms. I go into the schools and help assess the screeners for the core and AIMSweb progress monitoring. We perform very sophisticated cognitive assessments specifically designed to assess phonemic awareness, working memory, attention and things related to vocabulary and background and higher-order reasoning. In this way we can provide early intervention. We are in the right place at the right time.

I am also in favor of the other bills that have been presented for mandatory all day kindergarten and prekindergarten programs. We have already begun to screen the kindergarten students now. Early intervention is critical. The sooner they can receive help, the better chance they have of becoming fluent and comprehensive readers.

This is another wave we are bringing to our community. I coordinate with the school psychologists on all six campuses. We have supervised all of the school psychology practicum students. There is a minimum requirement of 12 hours of rotation in going to the sites and helping with the cognitive assessments.

Additionally, I have had invaluable training and outstanding leadership provided by Dr. Loe and the passion and dedication of Deena Holloway. I have been able to participate in all of the professional development offered through CCSD including with Dr. Brown for the interventions for struggling readers, through all of the teacher and tutor training for phonetics. I have received a level of education most school psychology programs do not have the ability to offer. The reason that is important is it is another whole wave. We have such a limited number of schools that will receive these funds. I can take all of this training and then take it to another school or campus.

A significant improvement over the Utah and Florida programs is we have brought this to the schools. The chances of a student getting transportation to a reading center are slim to none. Bringing this program to the schools is a key concept.

Assemblyman Kirner, you are not alone. I lived in northern Nevada for 20 years, and the reason I am in Las Vegas now is because they closed the program at UNR. I received my master's degree from UNR, and I have my foot in both places. I have a vested interest in seeing the program brought to the north. [Submitted ([Exhibit J](#)).]

Carla Castedo, representing Mi Familia Vota, Reno:

We want to show support for A.B. 222 and all of the positive and wonderful things previously stated.

Calli Fisher, representing Washoe County School District:

Early literacy continues to be a top priority for WCSD and an important part of those efforts is having the resources to implement programs focusing on early identification and intervention. As previously mentioned, our superintendent Pedro Martinez had the opportunity to see the positive results of these development centers during his time with CCSD. Based on his experiences we are here in support of this bill. We see this as a component of our strategic plan in our comprehensive early literacy efforts.

Laura Martinez, representing Mi Familia Vota, Reno:

This is my "me too" showing support for this great bill, A.B. 222.

Ruben Murillo, representing Clark County Education Association and Nevada State Education Association:

We are in full support of A.B. 222. It is exactly what we need in our schools, especially with the early intervention in kindergarten, first, second, and third grades.

Kimberly Swoboda, Principal, Dean Peterson Professional Development Elementary School, Las Vegas:

We are one of six lucky schools to have an RSDC. I am very much in favor of it. As a principal, we face dire circumstances. Ours is one of the lowest-performing schools in the district with 100 percent of our students living in apartments. Sixty-seven percent are ELL students, and 93.1 percent qualify for free and reduced lunch. Our Criterion-Referenced Tests (CRT), which are administered to the third, fourth, and fifth grade students, show 28 percent of our students in the 2010-2011 school year were proficient in reading.

We know early intervention is the key to changing these numbers. We know we have to do better by our students. Our RSDC has allowed us to have a streamlined approach in our school to meet the needs of not only 80 kindergarten through third-grade students, but 800 students in our school. We accomplish that with the 30 hours of professional development that has been given to our teachers by our master reading teacher in collaboration with Deena Holloway with continuing professional development. That reading instruction professional development has been key to uniting our entire staff going in one direction and one purpose toward providing focused intervention with a consistent model for all of our students in need of intervention. It is no longer an intervention by invitation at our school. It is an intervention by design. Each grade level has a 50-minute intervention block of which the RSDC is a part for K-3. They receive structured instruction in fluency, comprehension, vocabulary, phonics and phonemic awareness, and spelling every day. It affects not only those 80 students. We have been able to expand and mirror this with our fourth- and fifth-grade interventions, thereby improving the performance in reading in all of our students.

When the master reading teacher is not providing intervention instruction in the mornings, she is in our classrooms providing side-by-side coaching with teachers who are using the intervention for struggling readers with their students. She provides immediate feedback to the classroom teachers, which allows us to move in one direction with one consistent intervention.

Part of the technology with the Reading Skills Development Center is the Istation ([Exhibit K](#)), page 3 which you have seen data supporting today. Every classroom teacher can see what every student is doing to improve in all of

those reading areas. It allows us to provide our response to instruction process for all students, not just the 80 students in the program.

I definitely speak in support of A.B. 222. It is an essential part of our school, and we are 100 percent committed. I speak for many principals who are my colleagues in CCSD. The RSDC allows our schools to be focused on collaboration, coaching, and consistency with all teachers.

Yvette Williams, Chair, Clark County Democratic Black Caucus:

This also deals with the issue of illiteracy which is a huge problem in the African-American community as well. We have spoken to your Committee previously regarding the Prime 6 schools and the historic problems within those schools. It does not appear we have schools in the pilot program that have a large population of African-American students. Professor Lazos mentioned African-American students are showing a trend to a more difficult time and are performing more poorly. We are not sure why.

I am in support of A.B. 222 but since the bill is written for high-risk schools, I am hoping the RSDCs will be available to those schools as well and we will be able to see reports and information on the advancements being made in this area. I want to bring awareness to the African-American students as it relates to illiteracy. This is a wonderful opportunity for them. I would like to see one of the Prime 6 schools as part of this Reading Skills Development Center.

Cybil Covert:

As a master reading teacher, I work collaboratively with administration and teachers to identify students who need extra reading instruction based on different assessments. I have been able to provide professional development and side-by-side coaching for teachers. Not only is intensive intervention happening in the center throughout the school day, but also in the classrooms. I meet weekly with the response instruction team to discuss student's progress. As I oversee the three tutors in the center that work with our students, I am also able to continue to provide professional development for the tutors and side-by-side coaching. I create the lesson plans for the tutors based on ongoing data that is taken for each student who comes to the center.

As a master reading teacher, throughout the school year, I have observed not only reading levels increase but an increase in motivation. One such student is a student named Christian. This is his second year as a second-grade student. At the beginning of the year he had a very negative attitude toward reading. Christian would be dropped off at school in the morning by his father, watch him leave, then run home. He did not want to be at school because of his inability to read. Now Christian is able to read more fluently, he is reading more

words per minute, and his attitude has improved tremendously. He loves coming to school, and he now reads to the kindergarten class to practice his reading skills, and he asks for books on a daily basis.

All struggling readers need this level of support. Thank you for considering this bill.

Mike Barton, Associate Superintendent, Clark County School District:

I am speaking on the record in support of A.B. 222. I appreciate the focus by legislators this session on the needs of all of the English language learner (ELL) students through this bill, Assembly Bill 272, Assembly Bill 328, as well as the larger discussion on the funding formula.

Currently in the Clark County School District (CCSD) we have nearly 53,000 ELL students and 154 languages spoken in the CCSD. Again, I and the students appreciate that the legislature is considering additional resources to meet the ELL needs, and it will make a difference.

We are in support of key programs like this that include professional development, additional time with students, and additional staff. Improving the academic achievement and language acquisition of ELL students is one of the top priorities of the district.

Aligned with this priority we have created a new top-level position in our district, an Assistant Superintendent of English Language Learner Programs, and that position is led by Lucy Keaton, Assistant Superintendent of Clark County School District who has seen great success in our district with ELL students at Hewetson Elementary School. Ms. Keaton is all about data-driven instruction and how that benefits students. She would be here today, but she has been wearing two hats as former principal at Hewetson Elementary School and also as a new Assistant Superintendent, but we would like to tell you we are developing a five-year strategic plan focused on ELL in our district and closing the achievement gap and increasing graduation rates.

While A.B. 222 and the university partnership can be a part of that strategic plan, we are also looking nationwide at a variety of best practices strategies and programs for our ELL students so we can ensure this is scaled, and we can replicate some of what Ms. Keaton has done in the past. This program, along with others, will be critical in our strategic plan.

Nicole Rourke, representing Clark County School District:

You have heard the Reading Skills Development Centers were created by the CCSD in cooperation with our colleagues from UNLV, and we support the services of students and teachers provided through these programs. While we support professional development for teachers and tutoring for students, we would like the bill to give flexibility to the district, provide the funding, and allow us to decide where to use tenets of our strategic plan currently in development. We think the program before you would be part of that plan, and we thank Dr. Lazos for bringing this bill forward.

Tanya Cooper, English Language Learner Specialist and Response to Intervention Coordinator, O'Callaghan Middle School, Las Vegas:

I am with my colleague Joseph Lawless, a seventh-grade English Language Arts teacher, and we are here in support of A.B. 222. I would like to paint a picture of my school for you. We have a very high population of Latinos and low socioeconomic students. We are a Title I school, with 46 percent of our sixth graders, 59 percent of our seventh graders, and 53 percent of our eighth graders nonproficient. Our students cannot read. In the middle school setting it is extremely difficult to teach the basic literacy skills necessary to be able to read. We have more students, less time, and staff that have not been trained in early literacy. At O'Callaghan Middle School we have taken our seventh grade fundamentals classes and leveled them. Mr. Lawless' class in particular is 75 percent Latino, and 62 percent of those are nonproficient with an average reading level of fourth grade plus four months. I have been working closely with Mr. Lawless to try to help our students gain the necessary precursor skills needed in literacy to close the achievement gap and get our students to grade level.

If and when this bill is implemented, it will help us solve this problem we are facing at the middle school level where we are trying to teach both seventh grade content as well as how to read with basic literacy skills.

Joseph Lawless, Teacher, O'Callaghan Middle School, Las Vegas:

I am here to discuss two things. First, the story of teaching that drives my daily inspiration in the classroom and second, to beseech to you consider A.B. 222 as an absolute necessity.

At the beginning of the year, I met a young man in my class named Horatio who lived in a one-bedroom, three-room total home housing nine persons. During the first week of school I would ask the class to read a text silently. I saw Horatio sitting there adamantly refusing to work. When I asked him to read a portion of the text aloud to me, he admitted that he could not. He tried to pronounce the word "important" as "im-por-taint." As I subsequently found out, Horatio came

to seventh grade nearly illiterate. His reading skills mirrored those of a student close to exiting the first grade. He was one of about 30 pupils in my class who had reading levels of about first-, second-, or third-grade. Through daily tutoring with me after school, Horatio has now gained three years in reading. Is partial closure of the achievement gap in literacy, however, even sufficient?

At the middle school level, we do not have the resources, the time, or wherewithal to teach the standards to students they must have in order to close the achievement gap of three to four years in literacy. The volume is unprecedented, and we are not able to handle it. It is for this reason I implore you to consider the absolute need for early intervention strategies such as those presented in A.B. 222.

Tom Maneeraj, Student, Clark County School District:

Today I would like to talk about my experience as an English language learner. I came to Las Vegas in 2010, and I did not speak English. I started middle school, and the counselor told me to go to the ELL class and they taught me how to write, to read, and to speak, and I am understanding more. I am an ELL, so make them move forward.

Aubrey Reinhart, Teacher, Gwendolyn Woolley Elementary School, Las Vegas:

I have also been a tutor for the RSDC. This program is very beneficial, not only for students, but also for teachers. As a first-year teacher of first graders, teaching them to read is one of my most important challenges. My experience in the RSDC has better prepared me for handling these challenges. My time at the RSDC has taught me how to explicitly teach reading and has given me the knowledge and tools I can use to better help not only my struggling readers, but all of my readers.

Had I not been a part of this program, I feel I would be wasting countless hours trying to figure out ways to best teach my students. I am very much in support of A.B. 222.

Chairman Elliot Anderson:

Do we have anyone else in support in Carson City or Las Vegas? [There was no one.] Is there opposition to A.B. 222 in Carson City or Las Vegas? [There was none.] Is there anyone in neutral in Carson City or in Las Vegas? [There was no one.] Mrs. Diaz, do you have any concluding remarks?

Assemblywoman Diaz:

I want to close by saying it is an all-win situation if we continue this pilot program where we have seen great results from Clark County and hopefully the 2014-2015 school year will bring it to Washoe County. Our hope is that when

we prove to the legislature this is a wise investment for those struggling readers, we can also bring it to the rural counties.

Chairman Elliot Anderson:

Thank you, Mrs. Diaz, for bringing this bill forward and for allowing me to express my appreciation. Like Mr. Kirner, I think this is a pretty cool bill. I am going to be happy to help you work on it and try to make this a reality because it is important for what we are considering in the broader education agenda.

We are due on the floor in ten minutes. We will begin moving bills, and there we will be a behind-the-bar meeting introducing bills. We will recess and come back for Mr. Munford's bill. For those of you who are here for Assembly Bill 278, if you cannot stay, we will be an hour-plus to hear Congressman Amodei speak. If you brought written testimony, please feel free to give it to the committee secretary. We will include it in the record. Additionally, if you do not have testimony prepared and want to have it as part of the record, please feel free to submit it online. It will be included for 48 hours after the hearing.

The meeting is in recess [at 4:37 p.m.].

The meeting reconvened [at 6:40 p.m.].

Chairman Elliot Anderson:

We have Mr. Munford presenting Assembly Bill 278. Madam Secretary, please note we do have a quorum.

Assembly Bill 278: Enacts provisions related to multicultural education.
(BDR 34-512)

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

This is the fourth time I have presented this bill since I have been in the Legislature. I am here today to introduce Assembly Bill 278 to the Assembly Committee on Education.

As many of you know, I retired from the Clark County School District after 38 years as a teacher. [Read from prepared testimony ([Exhibit L](#)).]

What motivated me to put this bill together is, when I was a teacher, I taught ethnic studies not only at the high school, but at the college level as well. We focused mainly on a book called *The African American Experience*. I used this book in 1997 and 1998. It was not a required class for graduation. It was an elective, but the counselors encouraged students to take this course. In my

personal view, no particular group can be given credit or the single recognition for the greatness of what America is today. The sum total of what America is today is the combination of all the ethnic groups. They all contributed. They all paid a price. They all made an effort. They all sacrificed. If you know your history, you know the process we went through to be where we are today.

Multiculturalists project cultural diversity and awareness in this society and strive to instill in each child a sense of pride in his or her heritage. It also develops a feeling of self-worth related to the quality of opportunity. Multicultural classes can help eradicate the basis of prejudice and racism that exists in our society. This speaks to the strength of the human spirit in our society in a way that lifts it from the ashes of past legacies.

As I mentioned before, this is the third or fourth session I have introduced this bill. [Continued to read from prepared testimony ([Exhibit L](#)).]

Assemblyman Eisen:

Mr. Munford, thank you for the presentation and the points you made regarding your motivation. My question is more technical. The bill itself directs the State Board of Education to adopt regulations to develop such a program. In the terms of your vision, would you envision this as discrete courses in the subject matter as a single, longitudinal experience for students in grades two through twelve, or would you see this as an integration of this material into existing courses?

Assemblyman Munford:

I have used many textbooks in teaching world history, U.S. history and U.S. government, and to some degree there has been integration of material and information related to the different ethnic groups. More than any course I ever taught, world history was really an ethnic studies course because it does go into every culture in the world on every continent. It was interesting, but it is not in-depth enough. It introduces you to the countries in the continents. It was valid and had quality information.

I had students come to me in the fall when it was time to put a little emphasis on Mexican-American independence. Most teachers did not feel comfortable or the sense of value or need so would gloss over the subject because they did not feel confident. In February it was required of the teachers to show some emphasis on black history and show the classic epic series of "Roots." They have shown it every year including this year. This series is close to the real journey that African Americans took to come to this country and is the best thing available.

Assemblywoman Dondero Loop:

I know that some of the schools have the African-American studies program in place. Do you know if some of the teachers who are teaching world history incorporate that program into the class? I know world history is a popular class in high schools, and sometimes students literally do not have enough time to take it within their course of studies. Do you find that as well, or am I misunderstanding the issue?

Assemblyman Munford:

I cannot speak for teachers at other schools, but at Bonanza, there was a little pressure because we had some principals who emphasized and pushed it.

I remember in world history, they had a day where students would dress up to depict a certain culture. They would have a food day, where they would bring food from various cultures around the world.

We have diversity even here in the Legislature. There is so much knowledge that we need to share for people to interact and relate to one another better. Most people shy away and back off when it comes to someone who is different. It is almost like fear because they do not feel comfortable. The reason they do not feel comfortable is because they do not have the knowledge. In teaching all of those classes, there is no culture or any group of people in the world that I am fearful of in terms of talking to any ethnic or religious group.

Assemblywoman Diaz:

In your mind, what would satisfy the program of multicultural education? When I think of elementary school teachers, would it be a unit of study, a week of social studies? When I was a student I got the most exposure to multicultural education in my middle school years when teachers had us do special reports on Cesar Chavez or Martin Luther King. How would you incorporate it across the board, elementary, middle, and high school?

Assemblyman Munford:

At the elementary level, you cannot become too political or socially conscious with the problems related to the multicultural. You more or less have to interject something at a certain period of time; for instance, if something were occurring nationally or locally—possibly a few names or dates, or locations on the map. You cannot speak to elementary students about the social problems and things that led to some of the confrontations and the really tense situations which have occurred in the country. You can present it very lightly and nicely.

Assemblywoman Diaz:

It does not have to be a class per se? For example, in middle and high school, you have classes that might be offered, but in elementary we only have one teacher. Is it your objective to have teachers integrate more of the multicultural education into, for example, social studies?

Assemblyman Munford:

The way I would implement it at the high school level and bring it into a curriculum would be to break it down into nine-week courses. The first nine weeks in the fall would be regarding Mexican independence month, Hispanic and Latino history. That is enormous going back to Columbus and then keep on going with a wealth of information. The second quarter I would introduce Asian history. Because of the large Asian population in Clark County as well as in the entire state of Nevada, it would be an appropriate time for Asian studies. The third quarter would fall in February, which is Black History Month and the time for African-American studies. The fourth quarter, I would bring in all other groups who have faced oppression, struggling times and had to face injustices and inequities. I would bring in women and some religious groups such as the Jewish religion. In America, they have had a tough time trying to overcome experiences they have had with the Protestant church. You can bring in the Catholic and what the Irish and the Italians had to deal with when they first came to America.

These are all educational points that are valuable. Young people should know these things. These things are on television all of the time, but students tend to overlook, because they do not know what is being talked about. They do not want to watch the information channels that would keep them informed, for example, what mankind is all about.

Something in passing that kind of shocked me the other day, was when someone said something about what do Basque eat, what is a Basque, and where do they come from? Assemblywoman Swank answered that they came as part of the diaspora. She was asked what diaspora was. Because she has anthropology in her background, I knew exactly what she was talking about. She was talking about where possibly the cradle of civilization might have begun in Africa, and everybody spread out around the world out of Africa. How would a young student react in school when someone told them that?

Assemblyman Aizley:

One of the problems has been the people who write the history books are mostly white male Protestants and they wrote their history. Growing up in Boston I had no idea that maybe there were Jews in the southwest. The University of Arizona was founded by three Jewish businessmen.

How many people know that? How many of you know that the Last Supper was a Seder? Tonight is the first night of Passover. How many people are aware of these things? They are not taught. I think you could do what you want in a history course and could do it a bit better.

Assemblyman Munford:

I know how difficult it is, and I appreciate your comments. They made a lot of sense and hit some very high points. As a teacher, I tried to pride myself as a student's teacher. I cared about all of my students. I was comfortable in talking to them and making them a part of the class. I retired in 2005 but diversity was beginning to develop at that time and even more so now in Clark County and even in Washoe County. This knowledge is so important. We cannot let it slip by. It is many things, but we need to learn how to interact with other people and to get along and understand one another. With texting now, we are getting farther away from communicating with one another. We do it all online.

Assemblywoman Fiore:

Have there been any studies done on the multicultural classes that actually show people will get along better and the classes actually makes a difference?

Assemblyman Munford:

We have never done a study like that in Nevada. Some states have, and it would be interesting. I will look into that. Some states have been ahead of us in establishing certain things related to multiculturalism, especially in some of the southern states with high African-American populations, as well as some of the larger cities east of the Mississippi.

Assemblywoman Diaz:

How much do you envision? Is it one professional development education credit, or is it three? As a teacher, I have to renew my license every six years, and within that six-year provision, I have to have six credits of continuing education. I think this would be a great way to motivate teachers to use those credits to educate themselves to better facilitate this process. How many credits are you looking for?

Assemblyman Munford:

Do you mean when they return to school for their recertification?

Assemblywoman Diaz:

Yes, because it says here that as of 2015 they have to submit proof they have taken a course in this area.

Assemblyman Munford:

If you were a classroom teacher that would be something, you would be excited about wanting to do, especially if you are in Clark County or Washoe County. You would be better equipped and have a sense that you had newly acquired knowledge. If you do not already have it on your transcripts as an undergraduate, when you return for your recertification you should take three credits of a multicultural class. I think that should be mandatory to give those students the route their family has taken to get to America and the impediments that got in the way of their goals.

Assemblywoman Neal:

What was the fiscal note on your bill the last time you presented it? The fiscal note now is \$15,000. That is not too bad.

Chairman Elliot Anderson:

Ms. Neal, no fiscal notes tonight.

Assemblyman Munford:

Come to my office and talk to me about the figures. Maybe I can present those when we come to work session. It may even end up in the Committee on Ways and Means.

Chairman Elliot Anderson:

Are there any further questions? [There were none.] We will open up for support here in Carson City and in Las Vegas. I will note for the record that Yvette Williams from the Clark County Democratic Black Caucus has signed in as support. She is no longer here. Seeing no additional support, we will turn to opposition for A.B. 278.

Brian Daw, representing Clark County School District:

I appreciate the indefatigable nature of Mr. Munford, and we both taught at Bonanza High School. Multicultural education is an important component to instruction and consideration of the cultural relationships between teachers and students. [Read from prepared text ([Exhibit M](#)).]

Chairman Elliot Anderson:

Is there any way we can fit this into existing history courses? Is there any way we could write this bill that would take you out of the opposition column?

Brian Daw:

I do not know the high school curriculum well enough, but I can certainly query that and get back to you.

Chairman Elliot Anderson:

I would appreciate that. I think there is value in learning about other cultures' histories. I took a history of Mexico course in college and it was one of my favorite classes ever. I would hope there is something we can do to salvage this bill and its worthwhile goals.

Are there any questions for Mr. Daw? Seeing none, is there any further opposition in Clark County? [There was none.] Is there anyone neutral either in Carson City or Las Vegas? [There was no one.] Mr. Munford, do you have any closing remarks?

Assemblyman Munford:

I appreciate the Committee listening so diligently. It went well, and maybe in the work session I can present or say something that will be more convincing in terms of fusing it into the curriculum. I understood what my colleague Mr. Daw was trying to say, and I just do not feel the books I have used go deep enough or into enough detail.

Chairman Elliot Anderson:

I will close the hearing on Assembly Bill 278. Do we have any public comment? [There was none.]

The meeting was adjourned [at 7:20 p.m.].

RESPECTFULLY SUBMITTED:

Sharon McCallen
Committee Secretary

APPROVED BY:

Assemblyman Elliot T. Anderson, Chairman

DATE: _____

EXHIBITS

Committee Name: Committee on Education

Date: March 25, 2013

Time of Meeting: 3:00 p.m.

| Bill | Exhibit | Witness / Agency | Description |
|-------------|----------------|--|---|
| | A | | Agenda |
| | B | | Attendance Roster |
| | C | Grant Gabriel, Chair, Representing Senate District No. 16, Nevada Youth Legislature | Prepared Testimony |
| | D | Valerie Wiener, Private Citizen, Las Vegas, Nevada | List of Nevada Youth Legislator Awards |
| A.B. 222 | E | Assemblywoman Olivia Diaz, Clark County Assembly District No. 11 | Reading Skills Development Center: How is it making a difference? |
| A.B. 222 | F | Oscar Peralta, representing Nevada Hispanic Legislative Caucus, Las Vegas | Prepared Testimony |
| A.B. 222 | G | Sylvia R. Lazos, Justice Myron Leavitt Professor of Law, William S. Boyd School of Law, University of Nevada, Las Vegas: | ELL Reading achievement gap, CCSD, 2011-12 |
| A.B. 222 | H | Deena Holloway, Coordinator, K-12 Literary Services Department, Clark County School District | Letter of support for Dr. Kathleen J. Brown |
| A.B. 222 | I | Scott Loe, Associate Professor, Department of Psychology, University of Nevada, Las Vegas | Reading Skills Development Consortium |
| A.B. 222 | J | Elayna Joy Hocking, Reading Skills Development Center, Department of Education Psychology & Higher Education, University of Nevada, Las Vegas: | Letter of Support |
| A.B. 222 | K | Kimberly Swoboda, Principal, Dean Peterson Elementary School, Las Vegas | Projected Istation ISIP Total Reading Score Growth for Students |

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| A.B. 278 | L | Assemblyman Harvey J. Munford, Clark County Assembly District No. 6 | Prepared Testimony |
| A.B. 278 | M | Brian Daw, representing Clark County School District | Prepared Testimony |