

**MINUTES OF THE
SENATE COMMITTEE ON EDUCATION**

**Seventy-Eighth Session
March 17, 2015**

The Senate Committee on Education was called to order by Chair Becky Harris at 3:34 p.m. on Tuesday, March 17, 2015, in Room 2135 of the Legislative Building, Carson City, Nevada. The meeting was videoconferenced to Room 4412 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. [Exhibit A](#) is the Agenda. [Exhibit B](#) is the Attendance Roster. All exhibits are available and on file in the Research Library of the Legislative Counsel Bureau.

COMMITTEE MEMBERS PRESENT:

Senator Becky Harris, Chair
Senator Scott Hammond, Vice Chair
Senator Don Gustavson
Senator Mark Lipparelli
Senator Joyce Woodhouse
Senator Moises (Mo) Denis

COMMITTEE MEMBERS ABSENT:

Senator Tick Segerblom (Excused)

STAFF MEMBERS PRESENT:

Todd Butterworth, Policy Analyst
Risa Lang, Counsel
Jan Brase, Committee Secretary

OTHERS PRESENT:

Caleb Cage, Director of Military and Veterans Policy, Office of the Governor
Constance Brooks, Vice Chancellor, Nevada System of Higher Education
Evan Gong, Nevada Youth Legislator, Nevada Youth Legislature,
Senate District 5
Kyle Walker, Nevada Youth Legislator, Nevada Youth Legislature,
Senate District 20
Kate Marshall

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Paula Berkley, Food Bank of Northern Nevada
Ruben Murillo, Jr., Nevada State Education Association
Phyllis Gurgevich, President and Executive Director, Nevada Bankers Association
Kim McNair-Styles
Teresa Yeoman
Kelsey Blotter
Mary Wherry
Tray Abney, The Chamber
Mike Randall, Vice President, COO, Silver State Schools Credit Union
David Byerman
Sonia Anderson, CEO, Founder, Andson, Inc.
Anthony McTaggart, COO, Co-founder, Andson, Inc.
Brenna Marlene Ailes
Brandon Mendoza
Jennifer Gaynor, Nevada Credit Union League
Zhan Okuda-Lim, Nevada Youth Legislature Foundation
Valerie Weiner, Chair, Nevada Youth Legislature Board of Directors and Foundation
Sam McMullen, Las Vegas Global Economic Alliance; Nevada Bankers Association
Ray Bacon, Nevada Manufacturers Association
Nicole Rourke, Clark County School District
Scott Baez, Washoe County School District
Dale A. R. Erquiaga, Superintendent of Public Instruction, Department of Education
Lauren Hulse, Executive Director, Charter School Association of Nevada
Seth Rau, Nevada Succeeds

Chair Harris:

We will open the hearing on Assembly Bill (A. B.) 76.

ASSEMBLY BILL 76 (1st Reprint): Makes various changes relating to the education of veterans and their dependents. (BDR 34-296)

Caleb Cage (Director of Military and Veterans Policy, Office of the Governor):

Assembly Bill 76 is Governor Brian Sandoval's veterans' education bill with three major provisions. Section 1 requires the Department of Education (NDE) to share aggregate data on military dependent children with the Interagency Council on Veterans Affairs on an annual basis. Section 2 requires

the Nevada System of Higher Education (NSHE) to gather and share pertinent data annually. Section 4 extends provisions of higher education tuition to 5 years, rather than the currently mandated 3-year period.

To be clear, section 1 relates solely to aggregate data, information we can use to identify trends and other useful material for providing services to veterans. This recommendation originated with the Governor's Veterans Suicide Prevention Council. Our hope is to be able to make educated judgments in allocating resources and services to Nevada's military members and their families.

The Student Veterans Advisory Council requested provisions of section 2 as a means of assessing outcomes for student veterans within our system of higher education. The proposed legislation would also provide a measure of the effectiveness of recommended policies.

Both data components will be part of an annual report required by the Interagency Council on Veterans Affairs. Assembly Bill 76 is one of three bills requested by the Governor's Office related to data sharing, two of which have educational components.

Assembly Bill No. 260 of the 77th Session provided a 2-year exemption from NSHE tuition charges to honorably discharged veterans. The Veterans Access, Choice and Accountability Act of 2014 requires exemption from tuition charges for up to 3 years. Section 4 of A.B. 76 proposes to extend this period to 5 years within NSHE. I have submitted an outline of my testimony ([Exhibit C](#)).

Constance Brooks (Vice Chancellor, Nevada System of Higher Education):
The NSHE supports A.B. 76.

SENATOR WOODHOUSE MOVED TO DO PASS A.B. 76.

SENATOR DENIS SECONDED THE MOTION.

THE MOTION CARRIED UNANIMOUSLY.

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Chair Harris:

I will close the hearing on A.B. 76 and will open the hearing on Senate Bill (S.B.) 220.

SENATE BILL 220: Requires instruction on financial literacy in public middle schools and junior high schools. (BDR 34-654)

Senator Joyce Woodhouse (Senatorial District No. 5):

I have submitted my written testimony ([Exhibit D](#)).

Evan Gong (Nevada Youth Legislator, Nevada Youth Legislature, Senate District 5):

As a high school student who is working to make a difference in our community, I will graduate, a product of Nevada public schools, with necessary skills in English, mathematics, science and social studies. I feel much less confident about my education in personal finance and preparation for the real world including knowledge needed for balancing a checkbook, filing income taxes, obtaining a loan or investing in the future. These are the practical skills necessary to all students regardless of their career choice.

Everyone benefits from personal finance education. Financial illiteracy is a major burden in our State. During the recent recession, the Nevada economy suffered more than any other state in the Country. According to a study conducted by the University of Nevada, Reno, our State holds the highest personal bankruptcy and home foreclosure rates in the United States. Moreover, the national average for credit card debt is nearly \$16,000. I have seen these struggles firsthand. As an intern for a small financial advisory firm, I was shocked to see clients who were scrambling to save 10 years before retirement age. I wonder how my generation can avoid these long-term challenges, or the short-term problem of understanding student loans.

We strongly advocate for age appropriate financial literacy education starting at the middle school level. Students should gain exposure to the concepts, and teachers should have sufficient time to teach these concepts. Ideally, this course of study would be taught in the mathematics curriculum, allowing students to apply their knowledge of math concepts to real world applications. Students would understand the usefulness of the study of mathematics.

Most importantly, we support teaching financial education effectively and not in a 2-week time span just before graduation as part of a government class. Well-planned financial literacy classes can teach students budgeting, savings, understanding a paycheck and taxes, and planning for the future. Students can be prepared to recognize and avoid the dangers of credit card debt and identity theft which can lead to lifelong consequences.

Kyle Walker (Nevada Youth Legislator, Nevada Youth Legislature, Senate District 20):

I am a senior at Advanced Technologies Academy in Las Vegas where I study engineering. I have been accepted to and expect to attend Embry-Riddle Aeronautical University and will study aerospace engineering. Over the past 2 years, I have taken eight advanced placement courses and am in the top 10 percent of my graduating class. According to my high school, I am college ready. My achievements are a credit to the Clark County education system and to the State. In 3 months, after graduation, I will be thrust into adulthood and will be expected to survive. I have been taught everything I need to know to be effective in post-secondary education, but not the things I need to know to be successful in life. I know nothing of taxes, debt management or financial protection. Many students who do not have the advantage of a fiscally responsible support system must rely on a 2-week course wedged into the final months of their senior year of high school. This is a time when most students have given up and stopped caring about school.

According to "WalletHub," an online resource committed to promoting fiscally responsible decision making, Nevada ranks forty-ninth in the United States in financial literacy. The Nevada State College reports 43 percent of all Americans spend more than they earn. According to the Nevada Society of Certified Public Accountants, on average as a Nation, we spend 22 percent more than we earn. I helped craft S.B. 220 because I am terrified of this reality and because I want to help prevent future generations from being robbed of the education they need.

Kate Marshall:

I support S.B. 220. I have submitted a research paper, "Improving Student Financial Knowledge: A Pilot Study" ([Exhibit E](#)). We adopted age-appropriate curriculum for 4,700 students in Clark County, ninth graders in 16 high schools and students in 3 middle schools. We administered pretests and posttests which consisted of 50 questions. The research received national attention and was

presented to the U.S. Department of Treasury. The goal was to understand the effectiveness of financial literacy education. The average pretest score was 39 percent. The average posttest score was 60 percent. We found students understood paychecks, but did not know much about compound interest or saving for major purchases or retirement. They expect to simply make minimum payments on credit cards and do not understand the financial consequences. They do not understand delayed gratification, how college loans work or how to manage a bank account.

I urge support for this bill and understand the goals must align with the curriculum. The pilot financial education program described in the study was age appropriate. The teachers and students were enthusiastic and responded well.

Paula Berkley (Food Bank of Northern Nevada):

Our organization teaches a course named Bridges Out of Poverty. The course lasts 18 weeks, and we have found that including financial literacy education is essential in guiding our clients out of poverty. Participants are represented by a variety of backgrounds and ages. We support providing age-appropriate financial education as early as is practical.

Ruben Murillo, Jr. (Nevada State Education Association):

The Nevada State Education Association supports S.B. 220 and, we have submitted written testimony ([Exhibit F](#)). As a special education elementary schoolteacher, I operated a student store with the help of my students. One of the students' responsibilities was to learn financial management. They counted the money, made change and completed deposit slips. We organized activities related to business finance. The earlier this type of education starts, the better is the opportunity for students to be successful in their careers and their lives.

Phyllis Gurgevich (President and Executive Director, Nevada Bankers Association):

We support S.B. 220. Bankers around the State are engaged as volunteers in financial literacy efforts. The Nevada Bankers Association is a resource connecting educators with volunteers and materials they can incorporate into lesson plans. Bankers are available to speak to students in the classroom. These are commitments that will remain with or without S.B. 220. I have submitted written testimony ([Exhibit G](#)).

Kim McNair-Styles:

I am a teacher of mathematics and business and personal finance at the Advanced Technology Academy. We offer an introduction to business and finance class to ninth grade students. The curriculum includes banking, financial literacy, mortgages and credit cards. In 2007, I developed a course in math and personal finance which was offered to twelfth grade students. The course included projects which incorporated applied mathematics and has been successful. I support S.B. 220. Middle school and all high school students would benefit from an early start on financial literacy education.

Senator Denis:

Is the required 2-week course at the end of a student's senior year sufficient to learn financial basics? How would you envision the curriculum if financial literacy were offered in Grades 6 through 12? How much time would need to be devoted each year?

Ms. McNair-Styles:

The 2-week course provides a general overview. In an expanded program, middle school students should learn financial basics; how to calculate change, how to work a cash register and how to manage a checking account. Many high school students have jobs and do not have basic financial knowledge. Financial literacy should be incorporated into mathematics classes as part of the curriculum. I do not envision a full semester each year of strictly financial literacy training.

Teresa Yeoman:

I am a teacher at Southeast Career Technical Academy. Senate Bill 220 has reinforced my support of financial literacy education. Cosmetology students in my algebra II classes have not demonstrated interest in the mathematics curriculum, but they do want to learn to develop financial skills that will serve them as business owners. They will need to know how to create a budget which will allow them to make a profit.

As a parent, I have considered the importance of S.B. 220. My husband and I have talked to our children about personal finances, but would appreciate added support from teachers and educators.

As a member of the community, I have seen many people who were ill-prepared to cope with the recent economic slowdown. We, as educators, squandered an

opportunity to talk with students about the real life consequences of poor financial planning, both in terms of the effect on students individually and on the community collectively.

Senator Denis:

If you were required to teach financial concepts, would you have time to teach the curriculum required in your algebra II classes?

Ms. Yeoman:

I struggle to complete the required curriculum. There would have to be adjustments, but it is important to include financial literacy in our students' education.

Kelsey Blotter:

I support expanding financial literacy education to the middle school and junior high school levels. I graduated from Douglas High School in 2014, and am a college freshman. Based on my own experiences, the current law does not provide coverage of specific financial topics, and it is only taught in a cursory manner. Discussions of taxes and the differences between debit and credit cards only scratch the surface of real world experiences. When I reached my senior year of high school, discussions concerning college, scholarships and student loans became relevant. My peers and I felt unprepared to manage our own money.

My final project as a Girl Scout was to work to reduce poverty in my community through financial literacy education for middle school students. Students' families would benefit from the information, as would the community. This project became my Girl Scout Gold Award, equivalent to the Boy Scouts of America Eagle Scout rank; it is the highest award a Girl Scout can achieve.

Middle school is the appropriate level for beginning financial literacy education because middle school students regularly make financial decisions. They purchase items such as snacks, lunch and electronics. They are learning mathematical skills necessary to calculate interest rates.

As part of my Gold Award project, I worked closely with middle school mathematics teachers to create brief, yet instructive, lessons on topics such as budgeting, credit cards and financial vocabulary. Unfortunately, without a requirement to teach financial literacy, mathematics teachers found it was

difficult to incorporate additional material into an already demanding curriculum. Instead, my lessons are presented in courses such as speech and health education. I have had an opportunity to speak with students and can assure you they want and appreciate any assistance in preparing for their future. I hope my experiences will help you in your consideration of S.B. 220.

Mary Wherry:

My son and I support S.B. 220. He graduated from high school in 2012. He filed his income taxes for the first time in 2013. I offered to help him and any of his friends who were unclear about the process. A group of 25 recent high school graduates came to our home because they had not learned the most basic concepts of the personal tax reporting system. They were concerned about not having the opportunity to learn this information in high school.

Section 1, subsection 1, paragraph (f) of S.B. 220 addresses computing local, state and federal governmental taxes, but not how to complete the forms. I would suggest schools include this practical process into the curriculum.

Senator Denis asked about the ability to work financial literacy education into the mathematics curriculum. My son, as an Eagle Scout, took citizenship courses where he was exposed to financial management concepts. In Grade 4, he was assigned a prime factorization tree. The concept was new to me, and I have a brother who learned the theory in graduate school. It is important we prioritize what children learn and when they learn.

In Grade 8, as part of a family planning project, my son learned useful financial lessons relative to raising a child. There are opportunities to develop financial literacy education in courses other than mathematics. I would encourage the Committee and school faculty to consider these possibilities.

Tray Abney (The Chamber):

The Chamber supports S.B. 220.

Mike Randall (Vice President, Chief Operating Officer, Silver State Schools Credit Union):

Silver State Schools Credit Union supports S.B. 220. No one will doubt the value of reading, writing and arithmetic in education. It is only natural we would incorporate the necessity of reading a bank statement, writing a check and understanding the importance of balancing a checking account.

We support teaching the fundamentals; building a solid foundation, teaching the value of a savings account and helping students learn the practical skills of money management. These are the fundamental necessities of life in a monetized society. Once the foundation is laid, students can be taught the importance of credit, how to manage student loans and ways to invest their hard-earned savings. This is something we must address early in a student's career.

Financial institutions view financial education as a long-term investment in our future. Financially educated young people are more than likely to become financially secure adults. Better managed finances by our future adult members will mean fewer delinquencies, higher deposit balances and the ability to borrow at a lower cost.

We are seeing support and action on a national scale. The Financial Literacy and Education Commission was established in 2003 and is made up of 21 federal agencies led by the U.S. Secretary of the Treasury and the Director of the Consumer Financial Protection Bureau. The Commission recently issued guidance calling for a focus on youth savings accounts and continues to strategize about financial education on a national scale.

Silver State Schools Credit Union has been involved in providing financial literacy education on a formal scale for more than 12 years. We have presented to over 28,000 students in the State, hosted financial simulation programs, and have been actively involved in community and credit union programs. These programs invest heavily in that commodity we hold so precious, our children.

In 2012, we established the award winning Piggy Bank at Walter Bracken Elementary School in partnership with United Way of Southern Nevada, Junior Achievement of Southern Nevada and the Andson Foundation. A grassroots, on-site "bank" allows elementary school children to learn the value of saving in a very practical manner with savings accounts in their own name. We have opened a second Piggy Bank this year at Howard Hollingsworth Elementary School. In 1 year at Bracken, we accepted 2,000 deposits. This year, we expect to exceed 5,500 deposits. Since its inception in 2012, Bracken Elementary students have saved over \$60,000. One fifth-grade student has saved over \$4,000 since starting with the program when the student was in first grade. In week seven, the Piggy Bank program at Hollingsworth Elementary

School has 535 deposits. This is notable because 15 percent of the school's students are homeless.

One of our challenges is finding school partners. We need to dedicate time and staffing, and often, need to depend on a teacher or faculty member to invite us to a school or single classroom. Financial literacy education as part of classroom curriculum, the repetition and reinforcement, is far more effective than single classroom presentations.

Reaching out to students must begin as early as possible to create the foundation they need to be prepared. With a graduation rate averaging only 70 percent over the last few years, many of our high school students are moving into the real world without the proper tools to manage their lives.

David Byerman:

I support S.B. 220. My experience with education projects in Clark County has given me the opportunity to discuss the manner in which the requirement to provide financial literacy education is actually being implemented. Two weeks are allocated in a senior government class. I have been told there simply is not enough time and often the course is shortened to one class with limited materials.

Section 1, subsection 2 of S.B. 220 moves financial literacy curriculum to a mathematics course where it will be most effective; in that way, it becomes an applied skill rather than a theoretical skill. Lack of a solid financial literacy education will have dire lifelong consequences. Students should start saving in their youth when they can leverage the power of compound interest. Many are concerned that social security will not be available, and students should be prepared to provide for themselves.

Sonia Anderson (CEO, Founder, Andson, Inc.):

Andson, Inc. supports S.B. 220. I have many years of experience in credit counseling and debt management. I found, of my more than 60,000 clients, none lacked funds to pay their bills. They lacked discipline and budgeting skills. We created Andson Foundation to educate high school seniors in financial literacy. In 2010, we realized it was too late to make an impact if we started the curriculum in high school.

We developed curriculum for students from kindergarten through Grade 12. We started 5 years ago with 300 students, and this year we are working with more than 10,000 students. Financial literacy education is a basic life skill. The earlier we start, the more dramatic are the results. Our curriculum is a year-round program. We come into the schools every 4 to 6 weeks depending on the grade level. We focus on demonstrating wants versus needs, smart spending and short-and long-term goals. In middle school classes, we discuss budgeting, banking practical money skills, the influence of advertising and consumer awareness and making smart decisions. The goal is to build a foundation before students enter high school when they may be moving into the workforce. In high school classes, we discuss loans, credit cards, workforce development and student loans.

Two weeks' instruction at the end of students' senior year is not enough and too late. We have found our program is successful and in demand. Our staff continually updates materials and assures it is demographically appropriate. Students have been sharing the information with their parents who also benefit.

We support S.B. 220.

Anthony McTaggart (COO, Co-founder, Andson, Inc.):

Andson is working with Clark County School District (CCSD) providing a financial literacy program which could be scaled to work within S.B. 220. Our course includes six lessons in elementary school and eight in high school. The lessons are spread out over the year. We administer pretests and posttests, and assign homework and quizzes. We collect data and have efficiencies in place, making the process efficient and scalable. We provide training, printed material and data collection, costing roughly, \$5 per student. Within the next 24 months, we expect to reduce the cost to \$3 per student. Most of the cost is related to printed material. For rural schools, we will be producing an energetic and enthusiastic video course.

In other states, we are providing licensed curriculum and are confident in our ability to provide quality products. There are other organizations offering financial literacy education, Junior Achievement, The United Way and the Office of the State Treasurer under Kate Marshall. With these and other partners, I am confident the provisions of S.B. 220 could be incorporated into a mathematics program. Andson's programs are taught as part of many courses including social studies. We align our curriculum with the Jumpstart Coalition. The Coalition

works to leverage financial literacy instructors, financial institutions and Nevada's schools.

Brenna Marlene Ailes:

I support S.B. 220. I am a sixth grade student at Carson Montessori School in Carson City. Carson Montessori is a real world, hands-on elementary school. Financial learning begins in fourth grade with a simple classroom economy. We earn classroom dollars for doing jobs, helping at school and performing random acts of kindness. We begin by learning basic budgeting, how savings accounts and credit cards work and the value of purchasing power.

Every class at Carson Montessori has a philanthropic project. We learn to earn and the importance of giving back. The fourth graders work on a "Snap Challenge." The value of food stamps for a family of four is approximately \$16 per day. Students find healthy recipes, clip coupons, hunt for bargains, read grocery advertisements, purchase food, prepare a week's worth of meals and deliver them to a family. True financial education is a key part of real life.

Brandon Mendoza:

I am a student at Carson Montessori. We incorporate real-world, hands-on and purposeful learning into our classes every day by using the technique of curriculum wrapping. Nothing is taught in isolation. We never learn one single standard at a time.

As we move into fifth and sixth grade, these skills grow. We learn simple and compound interest. Investment counselors, bankers, builders, designers, architects and technology professionals help us learn to problem solve, how to responsibly spend money, how to budget, how to be property owners and what it means to have a mortgage or pay rent.

For my project, I bought desks and was hit by reality. First, I was assessed property taxes. I was taxed on all of my property, and it was a hefty bill. I was required to pay property insurance. I was fortunate to have insurance, because my home office suffered catastrophic, structural damage. Principal Daniels, as chief inspector, surveyed the ruins and determined my property was a safety hazard. I was issued a citation and was given 48 hours to make the area safe. I was approached by an unscrupulous contractor and made the foolish decision to pay him before he started the work. He did not complete the job, and I lost

\$3,500. I called Carson City's chief building inspector. He was helpful, but because there was structural damage, I could not complete the repairs myself. I was required to hire a licensed contractor. I learned all of these lessons through our financial literacy course, while completing everyday classroom lessons.

I discovered I will need to pay tax on my rental profits. I cannot sell my desks, because capital gains taxes may cost up to 50 percent of my profit. I have learned there is no free lunch. Can you imagine being dropped into the real world having to make these decisions without knowledge or training? Life is difficult, but only if you are not prepared. I support S.B. 220 for middle school students who need to learn vital life skills.

Jennifer Gaynor (Nevada Credit Union League):

The Nevada Credit Union League supports S.B. 220 and, I have submitted written testimony ([Exhibit H](#)).

Zhan Okuda-Lim (Nevada Youth Legislature Foundation):

As a senior in high school, I received 1 hour of financial literacy education instruction. I see the value of learning financial literacy earlier. I am a senior at Princeton University studying Education Policy at the Woodrow Wilson School of Public and International Affairs, and am just now learning personal finance principles. Many of these skills could be incorporated into algebra, geometry and calculus courses. Interest rates, percentages, savings versus borrowing are all math concepts. I support S.B. 220.

Senator Hammond:

Who presented the 1-hour financial instruction in your senior year?

Mr. Okuda-Lim:

The instruction was offered in my government class.

Valerie Weiner (Chair, Nevada Youth Legislature Foundation):

Each Nevada Youth Legislator represents 27,000 to 42,000 people under the age of 18. These are students who count on the Youth Legislature to be their voice. This measure was voted on by the Youth Legislature as the second-most important of the 21 bill draft requests considered this Session. It is an indication of the bill's importance. I support S.B. 220.

Sam McMullen (Las Vegas Global Economic Alliance, Nevada Bankers Association):

The Las Vegas Global Economic Alliance supports S.B. 220. They assert financial literacy education is a more important and current issue than many might believe. There is a correlation between entrepreneurialism, innovation and creativity at an early age. These concepts develop into employment and have society-wide implications.

The Nevada Bankers Association supports S.B. 220. Private resources could be utilized to support financial literacy education in the schools. This would serve to reduce the fiscal note and to encourage participation. The Association would be available to work with the bill's sponsors to develop amendments, and to arrange the coordination of interested parties.

Ray Bacon (Nevada Manufacturers Association):

As an advocate for business, I expect the best way to measure the effectiveness of financial literacy education is to measure the number of payday loan offices in the State 20 years from today.

Nicole Rourke (Clark County School District):

We have concerns regarding the mandates in S.B. 220. The CCSD has submitted an amendment ([Exhibit I](#)) removing the requirement to add financial literacy to the mathematics curriculum and middle school instruction. The objectives defined in this bill do not align with the Nevada Academic Content Standards for mathematics for middle school or for high school. For example, compound interest is included in the curriculum for algebra II. Additional financial literacy instruction could not easily be incorporated into the required curriculum. Financial literacy is taught as a unit in the CCSD government course. High schools choose from three curriculum options provided by various outside vendors.

Seventeen middle schools are participating in an optional course offered by Junior Achievement. This course is free of charge; however, Junior Achievement could not support all 59 middle schools without cost to the CCSD. Should all middle schools be required to include financial literacy education in their curriculum, we would incur costs for materials and teacher professional development.

Mathematics teachers are responsible for ensuring students master all grade level Nevada Academic Content Standards. Incorporating this unit within the scope of a mathematics class would require teachers to spend less time teaching all grade level standards to the degree required. One teacher today suggested there is not enough time in the mathematics curriculum to add more requirements. Something would have to give. We recommend keeping the financial literacy curriculum in the current courses offered.

Senator Hammond:

One of the most useful classes I attended was a course on tests and measurements. We learned the means of producing a valid, fair and equitable exam based on the material taught in the class and the amount of time spent on the material. The Smart Balanced Assessment Consortium (SBAC) exams are based on content standards. Middle school teachers are required to cover material that will prepare students for these tests. Introducing additional financial literacy material may result in a loss of instruction time.

Ms. Rourke:

The CCSD recognizes the importance of financial literacy education, and school administrators are looking for ways to accommodate instruction. An amendment option would be to require the State Board of Education to align these requirements with the standards. We are willing to work with the bill's sponsors and the NDE to determine the best course of action. The new testing and exams are very important, and we are committed to providing adequate instruction for our students.

Senator Hammond:

If I understand your response, you are suggesting one option is to align academic content standards with the curriculum proposed in S.B. 220. This would require adjustments to the SBAC exams, which may not be feasible. Is that correct?

Ms. Rourke:

That is my understanding, if the financial literacy education is required to be taught in mathematics course.

Mary Pierczynski, Ed.D., Nevada Association of School Superintendents, has asked me to express her organization's concerns about S.B. 220. They agree with the CCSD's assessment of the bill.

Scott Baez (Washoe County School District):

There is little room in the instructional day or the mathematics classes to include financial literacy education. Since 1956, Washoe County School District (WCSD) has partnered with Junior Achievement in teaching financial concepts. This year, more than 7,000 WCSD students will receive financial instruction. In the next 3 years, the program will be expanded to all our Title I schools at no charge. Several elementary schools and one middle school provide instruction through the Junior Achievement program at all grade levels. We support this type of education, but cannot support S.B. 220.

Dale A. R. Erquiaga (Superintendent of Public Instruction, Department of Education):

The Department of Education is neutral on S.B. 220. We have been working with Youth Legislator Gong and the sponsor of the bill in addressing many of the districts' concerns. The State Board of Education has not taken a position on where financial literacy education best fits in the curriculum. Youth Legislators have met with our staff and are learning about standards based education and assessments. They are learning that legislation may have unintended consequences that go beyond direct application.

Lauren Hulse (Executive Director, Charter School Association of Nevada):

We are neutral on S.B. 220. We support the overall concept of financial literacy education, but have concerns regarding implementation of the program and maintaining a degree of autonomy in charter schools.

Seth Rau (Nevada Succeeds):

Nevada Succeeds is neutral on S.B. 220. We have been working with the Nevada Youth Legislature and are hoping to explore options for providing access to quality financial literacy courses for all students.

Mr. Gong:

We are committed to working through the amendment process with those who have concerns regarding S.B. 220.

Chair Harris:

I will close the hearing on S.B. 220 and open the work session on S.B. 212.

SENATE BILL 212: Revises provisions governing discipline of pupils and prohibited acts at public schools. (BDR 34-177)

Todd Butterworth (Policy Analyst):

The Committee has received the work session document ([Exhibit J](#)).

Senator Hammond:

Senate Bill 212 would give disciplinary discretion to school administrators in certain circumstances. There was no opposition testimony in an earlier hearing, though we did hear neutral testimony from Ruben Murillo. We have discussed his concerns which are addressed in this bill. It would be possible to consider an amendment when S.B. 212 is heard in the Assembly.

Chair Harris:

Mr. Murillo was concerned about teacher protection. The discretion allowed to administrators would not diminish the ability to protect teachers, while applying appropriate student discipline.

SENATOR LIPPARELLI MOVED TO DO PASS S.B. 212.

SENATOR GUSTAVSON SECONDED THE MOTION.

THE MOTION CARRIED UNANIMOUSLY.

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Chair Harris:

I will close the work session on S.B. 212 and open the work session on S.B. 133.

SENATE BILL 133: Authorizes the reimbursement of teachers for certain out-of-pocket expenses. (BDR 34-118)

Mr. Butterworth:

The Committee has received the work session document ([Exhibit K](#)). An amendment proposed by Chair Harris is attached to the work session document, [Exhibit K](#). It proposes to exclude substitute teachers and add charter schools, increase the maximum annual reimbursement from \$100 to \$250, remove the requirement that the NDE regulate the reimbursement process and provide flexibility to school districts and charter schools in designing local implementation. The amendment requires receipts be submitted and retained by the school for possible inspection by the NDE and allows unclaimed property of less than \$500 to be donated to the Teachers' School Supplies Reimbursement

Account by the person holding the claim. The fiscal note would be substantially impacted by the proposed amendment.

Chair Harris:

Section 5, subsection 5 of the proposed amendment removes the 3-year records retention requirement. The school principal will retain receipts for 1 year. Our goal is to support our teachers and reimburse some of the costs they incur without building an expensive record-keeping process. The State Treasurer's Office has agreed to provide a procedure for accepting donations from the Unclaimed Property Fund. This should provide ongoing revenue outside of the State General Fund.

Senator Gustavson:

I support the concept of providing assistance for Nevada's teachers. I am concerned about the fiscal note and the cost of \$5 million which is not in the Governor's budget. I am also concerned about the logistics of distributing and accounting for the funds. Once a program is put in place, it tends to grow and cost the taxpayers more money. I would prefer the funds be included in the Distributive School Account to help cover the expenses.

Chair Harris:

The amendment does allow funding through gifts, grants and donations.

Senator Gustavson:

I could fully support S.B. 133 if it were completely funded by gifts, grants and donations.

SENATOR HAMMOND MOVED TO AMEND AND DO PASS AS AMENDED
S.B. 133.

SENATOR DENIS SECONDED THE MOTION.

THE MOTION CARRIED. (SENATOR GUSTAVSON VOTED NO.)

* * * * *

Ms. Rourke:

Four CCSD schools, John Vanderburg Elementary School, Sandy Searles Miller

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Elementary School, Frank Lamping Elementary School and Hyde Park Middle School are involved in an interactive program, the Hawaii Space Exploration Analog and Simulation. Students are interacting with scientists who are in a dome in Hawaii and are simulating a long duration Mars expedition. The students are creating models and providing suggestions to assist the crew in studying various problems which would be encountered on a mission to Mars. This is part of our Science, Technology, Engineering and Mathematics program.

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Chair Harris:

There being no further comment or business before the Committee, the meeting is adjourned at 5:38 p.m.

RESPECTFULLY SUBMITTED:

Jan Brase,
Committee Secretary

APPROVED BY:

Senator Becky Harris, Chair

DATE: _____

EXHIBIT SUMMARY				
Bill	Exhibit		Witness or Agency	Description
	A	1		Agenda
	B	5		Attendance Roster
A.B. 76	C	2	Caleb Cage, Office of the Governor	Written Testimony
S.B. 220	D	2	Senator Joyce Woodhouse	Written Testimony
S.B. 220	E	23	Kate Marshall	Handout, Improving Student Financial Knowledge: A Pilot Study
S.B. 220	F	2	Ruben Murillo, Jr., NSEA	Written Testimony
S.B. 220	G	1	Phyllis Gurgevich, Nevada Bankers Association	Written Testimony
S.B. 220	H	1	Jennifer Gaynor, Nevada Credit Union League	Letter of Support
S.B. 220	I	2	Nicole Rourke, CCSD	Proposed Amendment
S.B. 212	J	1	Todd Butterworth, Policy Analyst	Work Session Document
S.B. 133	K	12	Todd Butterworth, Policy Analyst	Work Session Document