

**MINUTES OF THE
SENATE COMMITTEE ON FINANCE**

**Seventy-ninth Session
April 10, 2017**

The Senate Committee on Finance was called to order by Chair Joyce Woodhouse at 8:12 a.m. on Monday, April 10, 2017, in Room 2134 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 Joyce Woodhouse, Chair
Senator David R. Parks, Vice Chair
Senator Moises Denis
Senator Aaron D. Ford
Senator Pete Goicoechea
Senator Ben Kieckhefer
Senator Becky Harris

GUEST LEGISLATORS PRESENT:

Senator Yvanna Cancela, Senatorial District No. 10
Senator Patricia Farley, Senatorial District No. 8

STAFF MEMBERS PRESENT:

Mark Krmpotic, Senate Fiscal Analyst
Alex Haartz, Principal Deputy Fiscal Analyst
Lona Domenici, Committee Manager
Colby Nichols, Committee Secretary
Kurt Englehart, Committee Assistant

OTHERS PRESENT:

Barbara K. Cegavske, Nevada Secretary of State
Cadence Matijevich, Deputy Secretary for Operations, Nevada Secretary of State

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Theodore Small, Vice President, Clark County Education Association
Jill Pendleton, Principal, Ed W. Clark High School
Mike Barton, Ph.D., Chief Academic Officer, Clark County School District
David Vallett, Ph. D., Assistant Professor, Department of Teaching and Learning, University of Nevada, Las Vegas
Nicole Rourke, Associate Superintendent, Clark County School District
Louis J. Markouzis, Principal, Lowman Elementary School, Clark County School District
Anna Slighting, HOPE for Nevada
Meredith Smith, Director of Policy, Nevada Succeeds
Chris Daly, Deputy Executive Director of Government Relations, Nevada State Education Association
Tracy Wilking, Peer Assistance and Review Consulting Teacher, Clark County Education Association
Dolly Rowan, Clark County Education Association
Stephen Augspurger, Executive Director, Clark County Association of School Administrators and Professional-Technical Employees
Lindsay Anderson, Government Affairs Director, Washoe County School District
Mike Paul, Ed.D., Director, Professional Growth Systems, Washoe County School District
Natha C. Anderson, President, Washoe Education Association
Brian Myli, Ed.D., Vice President of Leadership and Innovation, Public Education Foundation
John Guedry, Treasurer, Board of Directors, Public Education Foundation
Raymond Specht, Vice Chair, Board of Directors, Public Education Foundation
Tera Anderson, Board of Directors, Public Education Foundation
Gena Petrov, Ed.D., English Language Learner Project Facilitator, Clark County School District
Jeffrey Hinton, Teacher, Advanced Technologies Academy, Las Vegas
Angela Fitch, Special Education Teacher, Clark County School District
Ramona Esparza, Principal, Valley High School, Clark County School District
Antonio Rael, Associate Superintendent, Clark County School District
Vikki Courtney, Vice President, Clark County Education Association
Susan Slykerman, Clark County Education Association

CHAIR WOODHOUSE:

I call this meeting of the Senate Committee on Finance to order. We will begin today by hearing testimony on Senate Bill (S.B.) 515.

SENATE BILL 515: Revises provisions relating to the financial administration of the Securities Division of the Office of the Secretary of State. (BDR 7-894)

BARBARA K. CEGAUSKE (Nevada Secretary of State):

I will read from my prepared testimony ([Exhibit C](#)) introducing S.B. 515. Pages 1 and 2 of [Exhibit C](#) detail why this bill is important to my office and the staff I have brought with me today to help advocate for this bill.

CADENCE MATIJEVICH (Deputy Secretary for Operations, Nevada Secretary of State):

I will now read my written remarks from [Exhibit C](#). Page 3 through page 9 of [Exhibit C](#) details what this bill will do and why we are seeking the changes proposed by it.

Sections 1, 2, and 3 of the bill would revise the requirement that the revenues collected from enforcement actions be deposited in the General Fund for credit to the Secretary of State's operating General Fund budget. Instead, it would be required that those revenues be deposited with the State Treasurer for credit to the General Fund.

Section 4 of the bill would repeal *Nevada Revised Statutes* (NRS) 90.851, which specifies the uses of the funds collected because of enforcement actions authorized by chapter 90 of NRS. This would make them available for unrestricted General Fund use. Repealing this statute would also remove the authorization for unspent funds in our Securities Division operating budget to be carried forward at the end of each fiscal year.

I would note that the proposed repealing of this section of the statute is not intended to entirely repeal the Secretary of State's operating General Fund budget account. There are some notes in the legislative digest that indicate this, which was certainly not our intent.

Section 5 of the bill would require the Controller's office to transfer any unexpended balance of funds remaining in the Secretary of State's operating General Fund budget account that were collected because of enforcement action through NRS chapter 90 and deposit them in the General Fund at the end of the current fiscal year for unrestricted use.

I would note that making this change would support a recent recommendation from the Governor's Finance Office Division of Internal Audits that the operating budget for our Securities Division be funded by the State General Fund, rather than from monies collected because of enforcement actions.

The Division of Internal Audits presented audit report number 17-02 to the Executive Branch Audit Committee on February 22, 2017. The report concluded that modifying the Division's funding statute to fund operational costs from the General Fund would provide a more effective ratio of services to budget costs and would eliminate any potential conflict of interest due to the Securities Administrator having the authority to impose penalties and fines to cover enforcement operating costs.

MARK KRMPOTIC (Senate Fiscal Analyst, Fiscal Analysis Division, Legislative Counsel Bureau):

The bill is consistent with the way the Committee closed the Secretary of State's budget last week. I would note something about the repealed section of NRS proposed by section 4 of the bill. Fiscal staff intends to discuss this section of the bill further, so that there are no unintended consequences eliminating the main operating budget for the Secretary of State. If necessary, upon discussion with the Legal Division of the Legislative Counsel Bureau, we will propose any changes to this bill at the time it goes into a work session.

CHAIR WOODHOUSE:

Seeing no other questions or comments, the Committee will close the hearing on S.B. 515. The Committee will now move on to the work session for S.B. 122.

SENATE BILL 122: Establishes a program to provide grants for family planning services. (BDR 40-630)

The Committee has received an amendment from Senator Cancela. I have asked her to come here to put that amendment on the record.

MR. KRMPOTIC:

This bill was heard on April 3. It was referred to this Committee primarily to address the fiscal note submitted by the Division of Public and Behavioral Health (DPBH) for \$3,260. Fiscal staff received a communication ([Exhibit D](#)) from Cody L. Phinney, the administrator of DPBH, which removed the fiscal note and

indicated that the cost could be absorbed by DPBH. Therefore, there would be no fiscal impact on any agency because of the passage of this bill.

SENATOR YVANNA CANCELA (Senatorial District No. 10):

The proposed amendment to the bill ([Exhibit E](#)) addresses the policy aspects of the bill that do not change the fiscal impact, which as Mr. Krmpotic said, is zero. It is clarifying language based on testimony we heard in both this Committee and in the Committee on Health and Human Services.

The first piece of [Exhibit E](#) talks about a conceptual amendment. We heard, in great detail, from our rural counties that they wanted to make sure there was language ensuring that consultants and community health nurses will also be eligible for the grants. That was previously left unclear in the bill.

[Exhibit E](#) would also change section 5, page 2 of the bill, which speaks specifically to what the grant will go towards, to include language that has been narrowed down to make sure it is clear that the grant funds may only be used for methods of contraception and family planning listed in the statute. This is specifically referencing paragraph (d) where federal Food and Drug Administration-approved methods are listed. I wanted to be very clear that none of this money would go towards abortions. This section lists out the contraceptive methods that could be distributed.

Lastly, there needs to be a section included that speaks to corresponding federal language concerning parent involvement. [Exhibit E](#) includes language that ensures that grant recipients comply with federal codes and encourages family participation. It also includes language specifying mandated reporting in cases of potential abuse or rape. Grant recipients are bound by federal law in these situations to report those cases.

Those are the amendments proposed by [Exhibit E](#). I am happy to take any questions from the Committee.

SENATOR PARKS MOVED TO AMEND AND DO PASS AS AMENDED
S.B 122.

SENATOR FORD SECONDED THE MOTION

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THE MOTION CARRIED. (SENATORS GOICOECHEA, HARRIS AND KIECKHEFER VOTED NO.)

* * * * *

CHAIR WOODHOUSE:

Senator Cancela, you will make the Floor Statement for this bill. That concludes today's work session. The Committee will now hear testimony on S.B. 300.

SENATE BILL 300: Makes an appropriation to the Clark County School District for a program of peer assistance and review of teachers. (BDR S-4)

SENATOR DENIS:

I have submitted to the Committee, and I will now read, my prepared remarks ([Exhibit F](#)) introducing S.B. 300.

SENATOR GOICOECHEA:

Would there be an additional cost if the peer assistance and review (PAR) program was expanded into Washoe County?

SENATOR DENIS:

I believe so. There are witnesses here today who will speak to that later.

THEODORE SMALL (Vice President, Clark County Education Association):

I represent the teachers on the PAR panel. We have brought several consulting teachers, mentees and principals of schools involved in the PAR process with us today.

We have submitted a presentation about PAR ([Exhibit G](#)) for the Committee's review. The PAR program is the result of a collaborative initiative between the Clark County School District (CCSD), the Clark County Education Association (CCEA), the Clark County Association of Administrative Professional-Technical Employees (CCASAPE) and community stakeholders. The Program's goal is to improve the performance of the newest teachers at our toughest-to-staff schools.

Page 3 of [Exhibit G](#) shows the legislative history of the PAR program. The Program is about having peers support themselves. The Program affected 19 schools the first year of its implementation. Last year, with the same amount

of funding, we were able to expand the Program to 25 schools. That is thanks to retention support. We are looking for funding to double the amount of teachers in the Program. There were 250 teachers involved in each of the two years the Program has existed. That includes 30 teachers who were involved in both years of the Program. If we double that 250 number, we are looking at about half of brand-new teachers in the CCSD being able to find support in the PAR program.

Page 4 of [Exhibit G](#) details the structure and goals of the PAR program. The Program is meant to support novice teachers. When we began the Program in 2013, we looked at multiple ways to support teachers. The PAR initiative was one of the first programs we created aimed at this. We wanted to retain more teachers while making their first year of teaching as good as possible. There are three components of the PAR program: the PAR panel, the consulting teachers and the PAR advisory.

JILL PENDLETON (Principal, Ed W. Clark High School, Clark County School District):

I am the cochair of the PAR board with Mr. Small. I have had the opportunity to be engaged in this work for about two years and have seen the substantial impact that consulting teachers have had on our novice teachers.

I began as a member of the PAR panel, which is a twelve-member team composed of six teachers and six school-based administrators. The PAR program is unique in that it is a collaborative effort between two unions. The PAR panel members are accountable to these two organizations and work closely with consulting teachers.

The real work of the PAR panel happens three times a year. Each member of the PAR panel is assigned to a pair of consulting teachers. During these three meetings, the consulting teachers brief the members of the PAR panel on the performance of the new teachers they are observing. We talk about their strengths and weaknesses, and we engage in dialogue about offering recommendations for improvement. Ultimately, the PAR panel sends recommendations for teacher contract renewals to the superintendent.

Page 6 of [Exhibit G](#) details the qualifications and duties of the consulting teachers (CT). They provide the heart of the work in the program by supporting novice teachers. We currently have 13 CTs, and I have found the work they do

to be inspiring. They are dedicated to understanding the new Nevada Educator Performance Framework (NEPF). I believe the CTs are the instructional leaders in understanding the NEPF and its implications for classrooms. They are the experts on the standards and are also proven leaders.

We were very deliberate in our selection of CTs. We talked to administrators in the schools in which the CTs were teaching. We sent PAR panel pairs to their classrooms to observe them in action. The 13 CTs we brought on are currently working with 250 mentees, 30 of which are in their second year of the Program.

Page 7 of [Exhibit G](#) details the PAR advisory, which is a collaboration between stakeholders who are engaged in educational work. The advisory is composed of CCSD trustees and associate superintendents, members of the community, people involved in higher education, business partners and members of the Legislature. These people guide the work of the PAR panel, monitor its progress and provide suggestions to improve the PAR program.

Page 8 of [Exhibit G](#) details the demography of the schools currently involved in the PAR program. The PAR program is currently not used at the school I administer; I would love to have this type of support available for the new teachers at my school. Currently, PAR is supporting 15 elementary schools, 2 middle schools and 8 high schools.

MIKE BARTON, PH.D. (Chief Academic Officer, Clark County School District):
I have been involved with the Program for about four years. I was a part of the original fact-finding mission in Montgomery County, Maryland that researched the PAR program in that county.

The PAR program is about teacher retention and student achievement. Research shows that teacher turnover is very high once the teachers have one year to five years of experience. The program is designed to retain those teachers, which will lead to better student achievement results.

Page 9 of [Exhibit G](#) breaks down the mentees involved in the PAR program. Roughly 25 percent of new teacher hires in CCSD are involved in the Program. As Mr. Small indicated, the request within S.B. 300 would get that percentage closer to 50 percent.

Ms. Pendleton had mentioned that 30 teachers have remained in the PAR program for two years. They required additional support in their second year. Twenty-three of those 30 teachers have been successful and will no longer require support. Two teachers out of those 30 teachers have resigned from the district, and five teachers have either moved out of state or to a school that does not offer PAR support.

Page 10 of [Exhibit G](#) shows what the CCSD and the CCEA each paid into the PAR program. While there was a legislative appropriation of \$1 million during the last Session, these two organizations saw the need to subsidize support. The leftmost column of page 10 shows the CCSD provided an additional \$463,200 to support additional salaries and benefits, provide substitutes for the CTs, support technology and cover mileage.

The CCEA has also chipped in \$68,350 for training, surveys, the PAR panel and research. I would also be remiss in not mentioning that the CCEA has been nationally recognized for this work. They worked with the Nevada Education Association in regards to PAR. This PAR pilot program has been nationally recognized.

DAVID VALLETT, PH. D. (Assistant Professor, Department of Teaching and Learning, University of Nevada, Las Vegas):

I have been the evaluator of PAR for the last two years. In order to conduct the initial research, we sent out surveys to all new teachers within CCSD. The surveys were based on both rubrics of the NEPF; one for high-leverage teaching practices, and one for professional standards. We also examined teacher retention rate within the district and within PAR schools.

This year's research will incorporate those factors as well as actual NEPF evaluations of new teachers and a pre- and post-survey. The survey results as seen on page 12 of [Exhibit G](#) are preliminary, but promising. We found that, in terms of confidence in their own instructional practices, PAR participants did not fare any better than the baseline. What we did find, though, is they fared better in confidence in their ability to meet professional standards. These are things like communicating well with parents, networking with colleagues, dealing with individual education plans and other things of that nature.

The PAR participants were slightly less likely to express confidence in their ability to work with English language learner (ELL) students. Typically, these

PAR teachers were in schools that had high concentrations of ELL students. This comes down to those teachers having a more realistic understanding of their own abilities. We consider this a good thing. It means they are more likely to work to improve their skills in this area.

The last result I want to discuss is the one I consider the most important, as it shows a return on investment for the Legislature and the CCSD. Page 13 of [Exhibit G](#) shows the retention results of the program. Last year, 74 percent of first-year teachers within PAR schools remained at those schools for this year, as opposed to a number lower than 70 percent in years past. These are the most difficult-to-staff schools in the CCSD. We have increased the number of teachers who stay at those schools. The coaching has also reduced the amount of teachers who fall into the nonrenewal category, from 1.5 percent to 0.1 percent.

MR. SMALL:

Page 14 of [Exhibit G](#) shows the expansion plans for PAR. The additional funds would give us, at minimum, the chance to have 300 additional teachers enrolled in the PAR program. We would be able to hire an additional seven CTs. We are a year behind the work done in Washoe County School District (WCSD).

We know that as a national average, it costs between \$10,000 and \$20,000 if you lose a trained teacher. That is the money spent in hiring, training and professional development of a new teacher. As we retain more teachers, this results in overall increases in the funding available for the CCSD.

SENATOR GOICOECHEA:

How many CTs could you put in place with a \$2 million appropriation?

MR. SMALL:

The first year of PAR, we had 16 CTs. We have 13 this year, but we increased from 19 schools to 25 schools.

SENATOR GOICOECHEA:

That is with 13 CTs?

MR. SMALL:

Yes.

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SENATOR GOICOECHEA:

Those figures are for the last biennium; is that with a \$1 million appropriation?

MR. SMALL:

Yes.

SENATOR GOICOECHEA:

You anticipate around 25 CTs with this \$2 million appropriation?

MR. SMALL:

We will put as many CTs into play as we can. If we get this appropriation, we could enroll around 500 teachers in the PAR program. Once we know how many participants we have, we can have the conversation about how many CTs we need. The CTs cover two or three schools right now. It depends on how many new teachers we could support. From there, we figure out a ratio of about 1-to-15 for CTs to new teachers.

SENATOR GOICOECHEA:

Is that one CT to 15 teachers ratio the goal?

MR. SMALL:

Yes.

CHAIR WOODHOUSE:

Seeing no further questions, we will now move to testimony in support of S.B. 300.

NICOLE ROURKE (Associate Superintendent, Clark County School District):

The CCSD supports this bill for a number of reasons. The reason I am here to testify today is to discuss a friendly amendment we have submitted ([Exhibit H](#)). The CCSD, the CCEA and the University of Nevada, Las Vegas (UNLV) all worked together to evaluate the program. We decided this amendment would be appropriate. It includes other additional expenses in the allowable use of funds for the grants we receive. It would include mileage, supplies and professional development as well as substitute teachers for when the teachers are involved in professional development. These were funded from our General Fund monies previously.

SENATOR FORD:

Is this is a friendly amendment in the sense that the sponsors have accepted it?

Ms. ROURKE:

Yes. I presented it to both Senator Denis and the CCEA.

LOUIS J. MARKOUZIS (Principal, Lowman Elementary School, Clark County School District):

My school is located in the northeast valley of Las Vegas, one of the most economically disadvantaged neighborhoods in the State. The PAR program assists teachers in the neediest schools of the CCSD. Many of the schools supported by PAR are schools that either have gone through a turnaround process or are currently doing so. This process is vital to make systemic changes in these schools.

The PAR coaches are highly effective practitioners in the field of education. Through all of my observations as an administrator, PAR coaches incorporate a variety of instructional strategies. They work shoulder-to-shoulder with our most vulnerable employees: our new teachers. In addition, PAR provides teachers with strategies to build lasting student and parent relationships. They work closely with teachers on research-based, highly effective instructional strategies that lead to an increase in student achievement. I certainly support the program.

ANNA SLIGHTING (HOPE for Nevada):

I have submitted for the Committee's review my comments in support of S.B. 300 ([Exhibit I](#)). I will now read my prepared remarks.

MEREDITH SMITH (Director of Policy, Nevada Succeeds):

I have submitted my written testimony in support of S.B. 300 ([Exhibit J](#)). I will now read from my written testimony. Nevada Succeeds fully supports S.B. 300.

CHRIS DALY (Deputy Executive Director of Government Relations, Nevada State Education Association):

I have submitted a proposed amendment from the Nevada State Education Association (NSEA) to S.B. 300 ([Exhibit K](#)). I will now read my prepared remarks from [Exhibit K](#). The NSEA supports S.B. 300 and seeks an amendment to expand PAR Statewide.

TRACY WILKING (Peer Assistance and Review Consulting Teacher, Clark County Education Association):

Programs like the Great Teaching and Leading Fund and the Alternative Routes to Licensure (ARL) get teachers into schools. The PAR program's CT role is to increase the retention of those new teachers. We work with 250 brand-new teachers in 25 of CCSD's most at-risk schools.

Many of our brand-new teachers come from out-of-State. They are ARL teachers or Nevada Department of Business and Industry licensed. They are not familiar with the student population they serve. Many ARL teachers have little classroom experience prior to starting.

As CTs, we work one-on-one with up to 25 teachers to help them learn and implement the NEPF standards in their instruction. We help them overcome the challenges of learning to teach with the limited experience they bring. We work cooperatively with administrators to help them support new teachers.

Dr. Monica Cortez, principal of Western High School, and Mr. David Kirkhart, assistant principal of Western High School, asked that I share with you their thoughts on the impact that CTs have had on their school:

Western High School has a population of nearly 2,700 students. Western High School is a Title 1 school serving a diverse urban population. Our student transiency rate is over 47 percent. Our graduation rate has risen from 39 percent in 2012 to over 72 percent in 2016. We have 130 licensed positions, and nearly 50 first-year through third-year probationary teachers on our campus. This is our second formal year working with PAR CTs. Our CTs work directly with teachers who are new to the profession.

At Western High School, PAR CTs work with 22 teachers each this year. They provide weekly, and often daily, ongoing support, strategies and assistance that directly affects student learning. Prior to working with PAR, our school retained less than 30 percent of our first-year teachers. This year, only one teacher will be leaving the profession. This puts our retention rate at 95 percent.

PAR CTs are changing the overall transiency rate of educators at Western High School. Student learning and outcomes ultimately are

positively impacted by the retention of teachers. The PAR CTs foster the needed support for teachers new to the profession to effectively grow and develop into effective educators.

Since we, as CTs, are still classroom teachers, we have professional conversations based on NEPF and on best practices. Our work is supportive, not evaluative. We are able to encourage mentees to reflect on their growth. We work with some new teachers who are able to pick up the craft quickly and help them become more skilled. We also work with some teachers who would likely quit or face nonrenewal without our support.

In my particular caseload, I nominated one of my mentees for the CCSD's new teacher of the year award. On the other end of the spectrum, I worked with a teacher that, through my work, was able to be saved from nonrenewal. The only reason she was renewed, according to her supervisor, was that administration and the teacher knew she could access a second year of PAR support.

We have also brought for the Committee's review two documents ([Exhibit L](#)); pages 1 and 2 of [Exhibit L](#) are a CCSD PAR newsletter. We put these newsletters out quarterly, and they teach the new teachers and other staff about what we do and what the NEPF standards are.

Pages 3 and 4 of [Exhibit L](#) include statements from principals and PAR mentees that indicate the level of support they receive through PAR. We hope and ask that the Legislature will help us as we seek to provide support for new teachers through PAR by supporting S.B. 300.

DOLLY ROWAN (Clark County Education Association):

I am a classroom teacher in the CCSD. I come today to share a story. Years ago, I watched a first-year teacher struggle. She tried and tried. She had the heart and soul of a marvelous teacher.

However, our site kept sending their specialists, and those specialists kept giving her advice. She followed all of that advice. Nevertheless, she was getting different advice from each specialist. She struggled into her second year. It got worse.

I went to the Vice President of our union at the time. I told them that something had to be done. We need to help teachers like this. They need consistency and support. We lost that teacher. She had what we wanted and needed in every teacher. She was committed, but, in my opinion, did not receive the support she needed.

Our union has created the PAR Review Committee and they do an excellent job. I would like to see that the Legislature not only support the PAR program, but also expand it. The program needs to be in play not just for at-risk schools, but also for at-risk teachers across the State. I also hope that we can have our best teachers train new teachers at sites.

STEPHEN AUGSPURGER (Executive Director, Clark County Association of School Administrators and Professional-Technical Employees):

We too are in strong support of the passage of this bill. Principals of schools involved in PAR support this program. It has been one of the best things we have done in the CCSD to improve retention and the quality of new teachers.

I think one of the unanticipated outcomes of PAR has been the increased collaboration between principals and teachers, and just as important, between leadership of the CCEA and the CCASAPE. It has been a great opportunity for these groups to work together on a program that is great for employees and that has led to superior student outcomes. We strongly encourage the passage of this bill.

CHAIR WOODHOUSE:

Thank you all. Seeing no further commenters in support of the bill, we will now hear testimony from those in neutral standing on this bill.

LINDSAY ANDERSON (Government Affairs Director, Washoe County School District):

I am testifying in neutral only because there is no official bill for PAR in Washoe County at this time. I appreciate Senator Denis mentioning in his testimony that the PAR program in Washoe County is also critically important to supporting new and struggling teachers.

The Legislature has heard testimony about using Montgomery County as the model baseline for the start of the PAR program in Nevada. Doctor Keith Morrison, who was the superintendent in the WCSD in 2011, came directly

from Montgomery County. He brought with him the passion for and expertise with the PAR program.

We looked for strategic grant opportunities to start the pilot PAR program in the WCSD at that time. There were changes in the way teacher evaluations were done in 2011. Some of those grant programs that were federally funded are ending. There are budget challenges in the WCSD.

We are trying to keep as many teachers as we possibly can in the classrooms. This program is facing possible cuts. That is not what we want to do. We appreciate the consideration in amending this bill to include the WCSD PAR program.

MIKE PAUL, Ed.D. (Director, Professional Growth Systems, Washoe County School District):

I have overseen our PAR committee since its inception. As Lindsay Anderson said, we started with the PAR program in 2013 with a small pilot group of seven schools. We are now in our third year of districtwide implementation. The PAR program has been hugely successful, more successful than we had imagined possible.

Our PAR program is able to include all of our first-year teachers for all three years of full implementation. In addition, we are very happy to be able to include veteran teachers who have been identified as struggling in the PAR program as well.

I wanted to share some statistics that we are very proud of. Last year, we hired 421 new teachers. We were able to retain 89 percent of those. We strongly feel this is because of our CTs and the PAR program. As for veteran teachers, we had 34 veteran teachers identified for participation in the PAR program. Out of those, we have had 77 percent of them successfully transition through the program.

As previously mentioned, the WCSD is facing a budget shortfall. We feel very strongly that we can keep this highly successful program in play with some additional funding.

SENATOR KIECKHEFER:

Do you know how much WCSD spends on its PAR program?

MS. LINDSAY ANDERSON:

I do not have the total amount. The amount that we proposed to Senators Denis and Woodhouse for inclusion in this bill was \$400,000. That would keep the program operating at full capacity.

SENATOR KIECKHEFER:

Is that figure an annual or a biennial cost estimate?

MS. LINDSAY ANDERSON:

It is an annual cost estimate.

NATHA C. ANDERSON (President, Washoe Education Association):

The PAR program is wonderful. I can tell you that we have been using this program for some time in Washoe County. It has been very successful. I was in a school with a teacher who was upset when the PAR panel said they did not think this teacher was a good fit for the profession. He had been teaching for eight or nine years.

The PAR panel has to do that. As an association, we love our profession. We want to make sure it is moving forward the way it should be. That applies to both novice and experienced teachers. The PAR panel allows for that. Many people take ownership of the profession through this program. We would like to have it expand, but the budget crisis is quite concerning. That is why we asked to be included as a part of this bill.

CHAIR WOODHOUSE:

Seeing no further neutral testifiers and no one who wishes to speak in opposition to this bill, let us continue on to final comments.

SENATOR DENIS:

There is a huge need for this program. I am the spouse of a first-grade teacher who is in her sixth year and sometimes questions her desire to continue to teach. She has had mentors who helped her. I know how important it is to have mentors like that.

I am also the father of someone who is beginning their student teaching this fall. This perspective lets me see how important it is to provide support for new teachers. I see the challenges teachers face in my district. This program provides extra help for those teachers. In addition to being a new teacher, they

may be working in schools with high concentrations of ELL students or at-risk students. I wish we could fund programs like PAR to include every teacher. One day, I hope we get to that point.

The money we spend on education is making an investment in our students. Making an investment in our teachers contributes to the success of the students. It is so important to help our children achieve their goals. I appreciate the support, and I hope that we can move this bill forward.

CHAIR WOODHOUSE:

I have experience in this field. I am a retired educator and was recruited to come to CCSD to be a first grade teacher a long time ago. This was long before mentorship programs like PAR came along. I came to CCSD with four other teachers; three were elementary teachers and the other was a middle school teacher. All of us had excellent preparation at the college level. After the first year of teaching, I stayed on with CCSD, and my four friends returned home. This was a great loss to the CCSD.

I had two mentors when I started my teaching career. My other four friends did not have mentors in their buildings. I think that made a difference. I would second Senator Denis' comments in that I hope we can move this program forward.

With that, I will close this portion of the hearing. We will now hear testimony on S.B. 155. Senator Farley is here to introduce the bill.

SENATE BILL 155: Makes an appropriation for educational leadership training programs. (BDR S-1)

SENATOR PATRICIA FARLEY (Senatorial District No. 8):

I have submitted my testimony introducing this bill for the Committee's review ([Exhibit M](#)). I will now read my prepared remarks. I know that there are several members of the Committee who have had the opportunity to spend a day observing this training and to speak with the teachers.

I love this program so much, and I am honored to carry this bill forward. I think this is a great opportunity for businesses to collaborate with educators. It also creates valuable relationships and friendships.

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SENATOR KIECKHEFER:

Is the program developed and implemented Statewide?

SENATOR FARLEY:

Yes.

BRIAN MYLI, ED.D. (Vice President of Leadership and Innovation, Public Education Foundation):

The Public Education Foundation (PEF) drives change. Through the Leadership Institute of Nevada, we empower administrators and teachers to be agents of that change. I have submitted for the Committee's review an executive summary with appendices ([Exhibit N](#)) that I will reference through my testimony.

I will now read the Executive Summary from page 1 of [Exhibit N](#). For every dollar the State puts forward, through either Legislative appropriation or grant funding, the PEF has secured \$6.90 from the private sector.

The first academy implemented under the Institute is the Executive Leadership Academy. Pages 1 through 4 of [Exhibit N](#) provide an overview of the Executive Leadership Academy. The appendices on pages 14 and 15 of [Exhibit N](#) list the faculty and course content of the Executive Leadership Academy. Upon completing the program, participants may earn a certificate in Education Leadership and Management from Georgetown University's McCourt School of Public Policy. The appendices on pages 11 through 13 of [Exhibit N](#) provide additional demographic data.

The second leadership program I would like to talk about today is the 21st Century Site-based Leadership program, which provides training to district leadership and school principals on the skills, attitudes and behaviors needed to successfully implement the reorganization of the CCSD. Pages 7 and 8 of [Exhibit N](#) provide an overview of this program. We acted quickly to secure private sector funding and human capital needed to design a program that will accelerate the reorganization.

As the Rice University Education Entrepreneurship Program states:

Today's schools are complex and dynamic organizations in which school leaders face many challenges. They must master finance,

operations, curriculum and discipline. They need to create a vision, foster a culture of achievement, build relationships among diverse groups and use data to make decisions. They must be great educators and effective business leaders. Indeed, effective leadership in schools is the second most impactful school variable behind effective teachers when it comes to student achievement

SENATOR FORD:

I want to disclose that I am a board member on the PEF.

JOHN GUEDRY (Treasurer, Board of Directors, Public Education Foundation):

I am here in support of this bill as it addresses a significant issue facing K-12 education in Nevada. Now, more than ever, with the anticipated passing of Assembly Bill 469, we need to ensure that our principals and other CCSD leaders have the knowledge to make sound decisions.

ASSEMBLY BILL 469: Provides for the reorganization of large school districts in this State. (BDR 34-986)

The Executive Leadership Academy has a four-year track record of training over 100 public school leaders Statewide to make creative, precise and deliberative decisions from the knowledge they have gained through experts from within and without the industry.

You will hear from a few of those newly trained leaders this morning. [Exhibit N](#) provides direct supportive quotes from even more of them. I can summarize a few of the many benefits this program provided the program alumni. Expanded vision, improved decision making, the inspiration to question the status quo, better service of special-needs students, more out-of-the-box problem solving, reignited passion, confidence and improved collaborative skills are just a few.

Based on these positive responses, this is a program that we must support and grow. Combined with the 21st Century Leadership Academy, the second program the PEF is currently working on prepares CCSD leaders in their roles related to the CCSD reorganization and cultural shift to a site-based decision model. This very practical program focuses on organizational change.

I hope we have provided all the evidence needed to show we are in support of the training of leaders throughout the district and the State to make sure the

right people are in the right positions in the public education system. While we have had a private generous donor fund the initial first-year cost of the 21st Century Leadership Academy, I asked for a commitment from members of the reorganization committee last summer to continue this program once this Session ends, or all the work we have done could end. For these reasons, I ask the Committee to support this bill.

RAYMOND SPECHT (Board of Directors, Public Education Foundation):

As we are all aware, there is a significant reorganization of the CCSD pending. We are taking one of the largest school districts in the country and asking it to totally reorganize itself while still keeping up with its day-to-day duties. The only way that can be effectively done is to have exceptional leaders in place.

I have been in banking for over 40 years and have started four banks and turned around a troubled bank. I have learned firsthand the importance of having strong leaders around me. We need to ensure the people who will turn the CCSD around also have leadership skills.

When you are appointed to a leadership position, you do not suddenly wake up in the morning having the skills you need. You do not gain those skills by osmosis. Leadership skills are something that are taught. The PEF academies have been very effective in that role.

This is not just a regional leadership program. It is available to the whole State. This is not just asking the Legislature for funding. This is a partnership program with matching funding from community and business organizations. We ask for your support of this bill.

CHAIR WOODHOUSE:

This bill is asking for \$1 million in each year of the 2017-2019 biennium. Would the PEF match that dollar-for-dollar?

SENATOR FARLEY:

Yes. My understanding of the bill is that the PEF has to secure the first dollar, which is then matched by the State.

TERA ANDERSON (Board of Directors, Public Education Foundation):

I am a member of the PEF Board as well as a part of the Executive Leadership Academy class of 2016-2017. I am involved in the Academy as a private sector

participant. I am a second-generation Las Vegas resident and a proud product of the CCSD.

As a community member and a business professional, I truly believe the services being rendered to the leaders participating in the program are supplemental professional development tools that are otherwise not provided throughout their careers. The content of the material and the access to it connects participants with thought leaders throughout the country. This is an efficient way for the State to evaluate and refine successful models for localization. What the PEF has been able to create thus far is incredibly impressive for a program in its infancy.

The short-term monetary contribution asked by this bill pales in comparison to the potential long-term costs to our State, if we have to try and find another vehicle for professional development for our teachers and administrators. I thoroughly support this bill as an investment to grow the success the PEF has produced.

GENA PETROV, ED.D. (English Language Learner Project Facilitator, Clark County School District):

Participating in the Academy has positively affected my performance as an educator. It has strengthened my focus on student actions as well as my development of content and educational-analytical practices. Being a participant has also encouraged collaborative work with fellow educators.

As a bilingual educator, it has guided my work with the NEPF and the district's improvement initiatives for ELL students. Being a participant has conclusively affected my influence as an educator with peers, administration, parents and community leaders. It has succinctly bridged my educational knowledge and allowed me to share it with others.

Most recently, I presented at the Southern Nevada Educator Leadership Symposium. This was an amazing opportunity directly derived from being a part of the Academy. Presenting allowed me to share my research, not only with fellow educators, but to parents and community leaders as well. By doing so, I was solution-driven and focused on educational practices that were actionable and galvanized by instructional involvement.

Finally, the capstone project at the Academy has conclusively developed my call to action as it relates to student and familial cultural responsiveness. The information that was elicited through the culmination of conversation, collaboration and research most deeply encouraged my desire to extend further understanding of culture and language to my peers. It is because of the opportunities to coproduce ideas related to family and community engagement that I have been offered opportunities to present at the district level not only my own postdoctoral work, but also that of my capstone team as well.

JEFFREY HINTON (Teacher, Advanced Technologies Academy, Las Vegas):
I have taught in the CCSD for 15 years. I am the 2014 Nevada Teacher of the Year. I currently serve as the president of the Board of Directors of the PEF's Teacher Leader Academy. I also serve as a capstone mentor for this year's Academy. I love teaching; in my opinion, there is no greater calling than dedicating one's life to the betterment of others.

A few years ago, I almost quit the profession. I, like many other dedicated educators, questioned whether I should stay in this profession. After so many years in the classroom, I felt that all my experience, knowledge and expertise were simply going to waste. I felt unable to advance professionally while maintaining my profession.

I have been very successful at raising student achievement over the years. I love what I do. However, I felt trapped in the isolation of my classroom; unable to break out of the silo professional educators often find themselves in. I was thinking a different profession might have valued my dedication and hard work more. It may allow collaborating professionally and allow me to have a voice on the subjects that I know best. I felt conflicted.

My principal nominated me to participate in the inaugural class of the Teacher Leadership Academy. It was a long and arduous journey, but I am here this morning to tell you that my experience rejuvenated what I had temporarily lost. The Academy gave me a renewed sense of passion and purpose to lead teachers in the pursuit of improved academic achievement. Thanks to the Academy, I now have a voice and I feel that my professional knowledge and experiences can be leveraged to help more students achieve success.

We are currently facing a critical teacher shortage, not only in the State, but also across the Nation. Too many smart and dedicated professionals are leaving

the classroom. Programs like this positively affect teacher retention. The PEF's Teacher Leadership Academy allowed me to avoid the fate of so many other teachers. I will always be grateful for that. It is my sincere hope that many, many more teachers have the opportunity to be involved in this worthwhile program. Funding the PEF is essential if we want to continue producing teacher leaders who can, and will, make a difference for students and the communities they are in.

ANGELA FITCH (Special Education Teacher, Clark County School District):

I am currently enrolled in the Teacher Leader Academy. The Academy has opened my eyes to the opportunities available to teachers. Before the Academy, I believed the only way to grow as a professional and to make a difference outside of my classroom was to go down the path of administration.

The Academy has shown me that professional growth is still possible when staying in the classroom. It has provided districtwide collaboration opportunities, opened my eyes to the Legislative process and helped me be more effective at my own school. Every day, between my resource and my co-teaching classes, I work with 50 students with learning disabilities and about 100 general education students. Many of our general education students are in need of individualized support. Some of these students are performing below their grade level, others are ELLs. Districtwide peer collaboration has provided me insight into successful school models I can implement to improve student outcomes.

Districtwide collaboration has shown me what is needed in middle school to ensure my students succeed at high school. This has helped me better prepare my students for the upcoming transition. Now that I have a better idea of what is needed in high school, I have proposed changes to our in-house program to encourage credit retrieval and computer-based instruction. I have more effectively encouraged teachers to take on leadership roles and pursue opportunities for growth.

After speaking with my Academy cohort, I was able to effectively recruit a team of coworkers to enroll in the National Board Program. I find myself encouraging my peers to take part in leadership opportunities such as leading staff development sessions and joining the committees that affect schoolwide policy. Our cohort has learned how to work with teachers and administrators in a way that is more likely to achieve results. I was taught to develop reasons for change beyond anecdotal classroom stories. We learned that we need to

provide administrators and representatives quantitative data and reasons why proposals should be supported.

Finally, I have learned the value of a teacher's voice in the Legislative process. The quality of that involvement depends on how well informed and engaged teachers are. The Academy helps teachers set aside personal stories and feelings. It has allowed our group to hear others' perspectives and better understand how education policy is created. This is my first time participating in this process. Prior to the program, I was intimidated by policymaking; I did not know how to get involved and did not think I would. This year, I have learned that teacher input can be valuable when creating policy.

All of this is possible with the empowerment and insight gained from programs like the PEF's Teacher Leader Academy. Thank you.

RAMONA ESPARZA (Principal, Valley High School, Clark County School District):
I wanted to reiterate what has been said about the Executive Leadership Academy. This is my twenty-fourth year in the CCSD. I made the decision to transition from being a teacher to becoming an administrator. This is my third year as a principal. My first year was a challenging time. You feel like you are alone in your classroom.

I was honored and privileged to be selected to be a part of the Executive Leadership Academy in my second year as a principal. During that time, I will say it was pivotal because of the challenges that I had to endure with my staff. The challenges at an urban high school can be difficult, but can be overcome. When I did go through the Academy, being given access to national presenters and individuals who were agents of change really formed my thinking strategically. I was able to navigate systems to the benefit of my students.

I want to give the Committee two concrete examples of how going through the Academy shaped my decision making. The first is that I was able to open up a wellness center within my high school. It took a year and a half to navigate the protocols and policies. Many people asked why I was trying to accomplish this. I answered that it was because the PEF said that I could. It was a can-do attitude that helped me understand this is what my students needed. We are in our second year of having that center open, providing counseling services with a full-time social worker. There are mental health counseling services there too.

The second example is my capstone project. My project focused on how to address our teacher shortage by "growing our own." We did a partnership with the UNLV and the Nevada State College to use grant funding to grow students into future teachers.

The Executive Leadership Academy is critical for future leaders to experience. Our students deserve visionary leaders to advocate for them and celebrate their successes. If we expect all students to have equal access to high-quality educational experiences, then we should expect that for administrators as well.

ANTONIO RAEI (Associate Superintendent, Clark County School District):

I, too, am an alumnus of the Executive Leadership Academy. Belief drives behavior. The only way to change student outcomes at the CCSD is to change the behavior of those who touch their lives every day. If we do the same things in the same ways, we can expect the same results. The pathway to change the behavior of educators is to change their beliefs.

We are in a unique time at the CCSD. Multiple testifiers today have talked about the in-progress reorganization of the CCSD. We need people who can build the pathway forward. We need people to come up with a new vehicle to drive us to our new destination.

This is exactly what the PEF is well positioned to do. It has been successful in this already. The PEF takes leaders, changes their thought processes and behavior and creates a different CCSD. One of the privileges of being a part of the Academy was learning how to change the status quo and to challenge the way things are today.

When I came to the Academy, I was the principal of Mojave High School. We were a federally designated turnaround school. We were struggling at every capacity. In the Academy, I had the privilege of working with other turnaround principals, district leaders and business partners. What a great privilege for me to learn to think differently and outside of the box.

The reality of the new CCSD is that the principals are miniature chief executive officers. They are leading small businesses. When the privilege to invite my teachers to the Academy came, I was the first to advocate for them. To lead successful organizations, you have to have successful team members who think and behave differently than the norm. They challenged the way I thought and

brought new ideas to my school. We created unique programs that are still intact to this day. We created a school-within-a-school model that is unique. It is a complete online program at Mojave.

Today, as an associate superintendent, I have the privilege of being a part of the 21st Century Site-Based Leadership Program. I am now at the table with the top leaders of our district and working with some of the most influential thought leaders in education across the Nation. We are creating new pathways forward with the goal of a better CCSD.

The Leadership Academy is equipping change agents in the CCSD. That will help us create the district we all desire and the district that you, the Legislative leaders, have worked so hard to create the conditions for: a district with improved outcomes and greater hope. This is both the mission and the proven success of the Academy. If we are going to create a more powerful and impactful CCSD, we have to invest in the human capital. We have to invest in leadership at all levels.

VIKKI COURTNEY (Vice President, Clark County Education Association):

It is a pleasure to see that the PEF has created opportunities for both educators and administrators. They encourage them to think differently. I am proud to be in support of this bill.

CHAIR WOODHOUSE:

Seeing no more speakers in support of this bill, and none in opposition or neutral to this, I call Senator Farley to deliver the closing statement.

SENATOR FARLEY:

I have had the opportunity to talk with many members of the business community that support this program either directly or with funds, as well as many of the participants. All have shown a lot of excitement and passion for this. They share the enjoyment of the success in seeing teachers become leaders. I love that the community has taken on a partnership and commitment to make our schools better. With that, I am pleased to present this bill.

CHAIR WOODHOUSE:

Will the bill before us today fund this as an ongoing program, or is this a one-shot funding source for the biennium?

SENATOR FARLEY:

We would like this to be an ongoing program. We may have to talk about one-shot funding as well.

CHAIR WOODHOUSE:

We can certainly consider this each Session if need be. That will conclude this portion of the hearing. There is a bill draft request (BDR) to introduce. We have been notified by the Governor's Finance Office of a request for a General Fund appropriation which was not included in the *Executive Budget* as transmitted on January 17, 2017. The appropriation request includes a request for a supplemental General Fund appropriation of \$34,358 for the Highway Patrol for a projected shortfall related to higher-than-anticipated costs for providing protective services to dignitaries visiting the State.

SENATOR FORD MOVED TO INITIATE A BDR AT THE REQUEST OF THE GOVERNOR TO APPROPRIATE \$34,358 FROM THE GENERAL FUND TO THE HIGHWAY PATROL TO ALLEVIATE A PROJECTED SHORTFALL.

SENATOR DENIS SECONDED THE MOTION

THE MOTION CARRIED UNANIMOUSLY

* * * * *

CHAIR WOODHOUSE:

I will now open the floor up for public comment.

SUSAN SLYKERMAN (Clark County Education Association):

On behalf of the ninety-odd administrators, teachers, parents and students here today, I would like to advocate for equitable funding for all students. Senate Bill 178 would help achieve this goal along with all the other education bills we have heard today.

[SENATE BILL 178](#): Revises provisions relating to the funding formula for K-12 public education. (BDR 34-792)

Senate Bill 143 would ensure that a school library is in every public school in the State. We support this bill as well.

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SENATE BILL 143: Requires each public school in a school district to establish and maintain a school library. (BDR 34-59)

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CHAIR WOODHOUSE:

Seeing no further public comments, I adjourn this meeting as of 10:07 a.m.

RESPECTFULLY SUBMITTED:

Colby Nichols,
Committee Secretary

APPROVED BY:

Senator Joyce Woodhouse, Chair

DATE: _____

EXHIBIT SUMMARY				
Bill	Exhibit / # of pages		Witness / Entity	Description
	A	1		Agenda
	B	8		Attendance Roster
S.B. 515	C	9	Barbara Cegavske / Secretary of State	SB 515 Presentation
S.B. 122	D	1	Cody Phinney / Division of Public and Behavioral Health	SB 122 Fiscal Note
S.B. 122	E	2	Senator Cancela	SB 122 Proposed Amendment Rural Nevada Counties
S.B. 300	F	4	Senator Denis	SB 300 Presentation
S.B. 300	G	15	Theodore Small / Clark County School District	SB 300 Presentation
S.B. 300	H	1	Nicole Rourke / Clark County School District	SB 300 Proposed Amendment Clark County School District
S.B. 300	I	1	Anna Slighting / HOPE for Nevada	SB 300 Testimony in Support
S.B. 300	J	1	Meredith Smith / Nevada Succeeds	SB 300 Testimony in Support
S.B. 300	K	1	Chris Daly / NSEA	SB 300 Proposed Amendment Nevada State Education Association
S.B. 300	L	4	Tracy Wilking / Clark County School District	SB 300 Testimony in Support
S.B. 155	M	3	Senator Farley	SB 155 Presentation
S.B. 155	N	17	Dr. Brian Myli / Public Education Foundation	SB 155 Presentation