

**MINUTES OF THE
COMMUNITY IMPLEMENTATION COUNCIL**

January 11, 2017

The meeting of the Community Implementation Council was called to order by Chair Glenn Christenson at 1:01 p.m. at the Grant Sawyer Building, Room 4401, 555 East Washington Avenue, Las Vegas, Nevada, and via videoconference at the Legislative Building, 401 South Carson Street, Room 2134, Carson City, Nevada. Exhibit A is the Agenda and 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 (LAS VEGAS):

Glenn Christenson, Chair
Brent Husson, President, Nevada Succeeds; Vice Chair
Nora Luna, Director of Diversity and Grant Funding, Nathan Adelson Hospice
Verenice Flores, Senior Accountant, Fair, Anderson & Langerman
Vikki Courtney, President, Clark County Education Association
Felicia Ortiz, Member, State Board of Education, Congressional District 3; Vice Chair
Erin Cranor, Member, Clark County School District Board of School Trustees, District G
Ryan Woodward, Area Manager, JPMorgan Chase; Member, Las Vegas Metro Chamber of Commerce

COMMITTEE MEMBERS ABSENT

Ken Evans, President, Urban Chamber of Commerce

STAFF MEMBERS

Brenda Erdoes, Legislative Counsel, Legal Division, Legislative Counsel Bureau
Risa Lang, Chief Deputy Legislative Counsel, Legal Division, Legislative Counsel Bureau
Angela Hartzler, Secretary, Legal Division, Legislative Counsel Bureau
Jordan Haas, Interim Secretary, Legal Division, Legislative Counsel Bureau

OTHERS PRESENT:

Deanna Wright, President, Clark County School District Board of Trustees
Lisa Mayo-Deriso, Break Free CCSD
Sylvia Lazos, Policy Director, Educate Nevada Now
Amanda Marin
Caryne Shea, Vice President, Honoring Our Public Education (HOPE)
Michael Vannozzi, Vice President of Creative Strategy, TSC² Group
Tom Skancke, President, CEO, TSC² Group
Richard Neal, Chief Operating Officer, Clark County School District
Dr. Eva White, Assistant Superintendent, Strategic Resources and Capital Improvement,
Clark County School District

Andrew Doughman, Vice President of Policy and Communication, TSC² Group
Brian Knudsen, Senior Associate for Analysis, BP2 Solutions

Glenn Christenson:

I will now call the third meeting of the Community Implementation Council (CIC) to order. The executive team of the Clark County School District (CCSD) Board of Trustees is here today. Today's meeting will be of an informational nature. We will hear about the progress that the School District has made on the reorganization in partnership with the CIC and the Consultants. Since our last meeting, the School District Trustees have filed a lawsuit against the Nevada Department of Education and the State Board of Education requesting that **Assembly Bill (A.B.) 394** be declared invalid. I will not comment on the particulars of the lawsuit, but I will note that it has not stopped our work. As CIC Members, we are continuing to work with School District personnel, including the Superintendent, the Deputy Superintendent, the Chief Operating Officer and many others. I am encouraged by the internal enthusiasm regarding the successful implementation of the Clark County Schools Achieve initiative. The Consultant team is continuing to work closely with District personnel, and they have had more than 12 meetings since the lawsuit was filed. Mike Strembitsky, a member of the Consultant team, spent the past week in School District offices providing practical and strategic support for the transition. The Consulting team and I have spoken with Rick Neal, the new Chief Operating Officer, on the allocation of 80 percent of the School District's resources to the local school level. Nothing should stop the collaboration of the District, the CIC and our Consultants in seeing that the Clark County Schools Achieve initiative comes to fruition.

To put this lawsuit in perspective, there are many laws and regulations passed that some party does not like. Interested parties have a problem, so they sue to ensure that their issues are addressed. We must not lose sight of our main objective: improving student outcomes in our community. This Council is working with the Consultant team to assist the District in driving cultural change and pushing resources down to the local school level. Our core purpose is to empower families, principals, teachers, support staff and students to create the best school for their community, focused on student outcomes and achievement. We will ensure that the spirit of the initiative is imbued in the fabric of the District. We are also working to find efficiencies for this process. We have many common goals with the Trustees and welcome the opportunity to work more closely with them to achieve those goals.

Deanna Wright (President, Clark County School District Board of Trustees):

I have learned much in my 8 years serving on the School Board. In last week's Board meeting, I said that I am not the same person I was when elected to the Board. On the Board, we spend a great deal of time listening. Everyone who comes before us has a deep love and care for children. Some who come before the Board have children of their own, and some have a passion for K-12 education and wish to be heard. Most of those who become involved in the School District have good intentions. I have listened to those who have come before the Board over 8 years, and it has changed me. As the President of the School Board, I am one of seven individuals. We have diverse opinions and come from

different backgrounds. We represent different parts of the community which have different needs. We all have good intentions and come from a place of love and caring for our children and education. In that regard, we are all part of a team that works on behalf of our kids. This team is also made up of the Superintendent and his staff, teachers, principals, support staff, administrators and parents. We have working people, business people, elected officials and seniors supporting our team. Every person in the community is part of the team that supports children.

Our team has accomplished much in the past few years. Our graduation rate has gone up more than 15 points; we have made the case to the Legislature that more funding is needed to help our diverse learners succeed; and we significantly closed the teacher shortage gap. There is great teamwork on the CIC. We can continue to do great things for kids. Though there are some issues with the reorganization regulation, everyone in this community wants to find a solution that will work best for our kids and community as a whole.

Going forward, we should foster a respectful relationship between the Board of Trustees and the CIC. This reorganization can achieve great things if done correctly, and parents, teachers, principals, support staff, administrators and community members will come together to build schools around students and their individual needs. Central Office administrators will continue doing everything in their power to support schools. Our primary goal is to raise our students' achievement. We will not agree on everything, but we can agree that we all must do our best for our kids to increase graduation rates and student achievement.

Lisa Mayo-Deriso, Break Free CCSD:

I am on the School Organization Team (SOT) at Bonanza High School, which two of my children attend. We have our first training today from 2:30 p.m. to 5:30 p.m. I am here today as a parent interested in the data and reports being produced about the R142-16 budget and the school reorganization. There is not a parent on the CIC, so it is the responsibility of parents to monitor and evaluate the quality, accuracy and relevance of the work being conducted by the consultant group and this Council.

I read the Initial Assessment of the Transition of the Clark County School District to a Decentralization Model report, and I would like to have my questions answered. As a businessperson, I perform surveys, research, polling and analytical work, and I know that online reports, like the report in question, are easy and inexpensive, but there are faults. For example, people can answer twice, or one person can answer for another. One concern I have is with the methodology of this report, which does not indicate the entire population to which the survey was distributed, or if there were safeguards to ensure only one response per person. The first graph in the Methodology section of the report notes that 59 percent of respondents were principals at elementary schools, 18 percent at middle schools, 7 percent at high schools and 16 percent were marked as "other." A layperson would not understand the meaning of these percentages. For example, the high percentage of elementary school principal respondents would make them think that those principals participated more, but there are many more elementary schools than other types of schools. In the District, there are 216 elementary schools, 59 middle schools, 49 high schools, 19 alternative schools and

8 specialty schools, creating a notable skew in the respondent data towards elementary school principals. The report does not make note of this fact, so it is misleading.

I would also like the consultant group to provide us with cross tabulations, which are quantitative research methods used to analyze relationships between variables. We should cross-tabulate all of the survey results with the response rate and the amount of time the respondent principal was at the school. I am concerned about the question “[d]o you believe that CCSD is prepared to implement A.B. 394?” to which 69 percent of respondents responded negatively. Unless those values are cross-tabulated, they are misleading and imply that the principals are not prepared. Cross tabulations can show us if those principals who answered “no” have been in the District for 6 years or less, which would explain their unease. If the principals who have been in the District longer feel prepared to handle the reorganization, then they could assist in mentoring the newer principals who feel less prepared. I do not agree with bringing in outside business people to mentor principals. If the cross-tabulations reflect my expectations, then we have principals in the District who can serve as mentors. We should be working this out internally rather than bringing in outside business people.

Sylvia Lazos (Policy Director, Educate Nevada Now):

I am on the school organization team (SOT) at Southeast Career Technical Academy, which my child attends. Our SOT had its first meeting yesterday. As a lawyer, I am primarily concerned with the lawsuit. I would suggest that each CIC Member read the complaint, as it is well-drafted and succinct in identifying issues with the regulations. Some have referred to the lawsuit as obstructionist. I was with Trustee Wright on the KNPR radio station to discuss the lawsuit.

Lawsuits can help us proceed to a negotiated settlement if we view them as an opportunity to listen to the other party rather than seeing the issue defensively. This lawsuit provides a productive path towards a settlement, which will save money. In litigating the Education Savings Account vouchers, the costs were over \$1,000,000. That money could be put to better use elsewhere in the State or School District. The lawsuit also provides clarity, and we are currently in an unclear situation. One pressing issue in the lawsuit is weighted funding. When fully funded, weighted funding is about justice and giving every student a chance to succeed. Educate Nevada Now supports this concept. When weighted funding is not fully funded, it inevitably creates winners and losers in our community. We should not tell one school that their funds will be decreased and to decide where to cut programs in favor of giving another school a staff member they desperately need. This pits communities, schools and parents against each other. The purpose of the reorganization is to create a better community.

This Council is in a position to urge the State Board of Education and the Superintendent of Education to work on a compromise immediately. In the letter sent by Carlos McDade to the Superintendent on October 23, he requested a discussion on some of the regulations. The Superintendent directed CCSD back to the CIC. Our community needs these issues resolved as soon as possible, and the reorganization will not be possible without clarity and communication. The weakness in this process has been a lack of communication with the

Trustees. I was pleased to hear Chair Christenson and Trustee Wright speak about communication today.

Amanda Marin:

I am a former employee of CCSD, where I was a specialized programs teacher assistant. I have a Bachelor of Science degree in Health Administration and Health Management. This Council is concerned about student safety, and I have written a petition concerning this topic to share with you. I would request that special education students at Helen J. Stewart School specifically, as well as other special education schools, be moved into the regular school system. Myself and other employees at this school witnessed students being abused in attempts to keep them in the classroom. There was retaliation against staff who reported this abuse. I am bringing this petition to you because the students and teachers at these schools are in a dangerous environment. Additionally, the students are not reaching their full academic potential due to maltreatment from staff. Under federal law, it is illegal to have special education students in such an environment, and the rights of the employees are being violated on a daily basis.

The United States of America is known for defending abused people and children around the world. I am requesting that the Nevada Legislature ask Congress to move students from special education schools into the regular school system for the benefit of the students. From my experience assisting speech therapists and teachers at Helen J. Stewart School, I can say that these students would experience a greater academic benefit being around students in the regular school system. A new law regarding special education students states that parents should assist in their children's education

Chair Christenson:

You have reached your 3-minute limit for public comment. Additionally, I am not sure if this is the proper venue for your request. I will ensure that your comments are on the record.

Ms. Marin:

I also have concerns about the budget. In the CCSD Board of Trustees meeting in April of 2016, it was said that the District has reduced its operating budget from \$2,400,000,000 to \$2,200,000,000. The children at Helen J. Stewart School are in danger and need to be placed into the regular school system.

Caryne Shea (Vice President, Honoring Our Public Education (HOPE)):

In the coming Legislative Session, I hope to see an increase in per-pupil base spending, funding of a weighted formula and the continuation of successful programs like Zoom Schools, Victory Schools and Read by Three. These factors will affect the success of the Clark County Schools Achieve initiative. It is encouraging to see the work that CCSD staff members have done in contributing to the implementation of the reorganization. I am concerned about the strained relationship between the Board of Trustees, the State Board of Education and our State Superintendent, Dr. Steve Canavero. I would ask that the CIC

act as a trusted third party in facilitating a resolution between these groups. All sides of this argument are legitimate, and this conflict will serve as an obstacle in the upcoming Legislative Session if not rectified. One legislator has commented that they would not have pushed for so much funding for education in the 2015 Session if they had been aware of this dysfunction. We look forward to seeing the CIC have an active role in a resolution between the interested parties. We cannot just agree to disagree on this issue.

Chair Christenson:

I will now open agenda item IV, a discussion of the role of CIC Members in the reorganization of CCSD.

Michael Vannozzi (Vice President of Creative Strategy, TSC² Group):

Since our last meeting, the consultant team has been working on Phase Two of the implementation process. This includes providing tactical and strategic support to the Superintendent and senior management at CCSD in transitioning from a centralized management structure and culture to a decentralized structure; assisting with the development of a budget framework that transfers budgetary responsibility to schools in accordance with the recommendations of the Advisory Committee to Develop a Plan to Reorganize the Clark County School District and the R142-16 budget; assisting with the development of strategies to communicate with the public regarding the reorganization; continuing to staff and assist the CIC in providing outreach to the community; and providing a formal progress report concerning the implementation of the plan to reorganize CCSD and R142-16 at the end of Phase Two. Phase Two ends on February 15, so we are slightly less than half way through this process.

Over the last few weeks, the consultant team has been working on engaging CIC Members in the transition, with a focus on providing tactical and strategic support to CCSD. Over the next few months we will create action plans to address key challenges related to the transition. Those challenges include developing a framework that allocates 80 percent of all unrestricted funds to the local school level; delivering training to CCSD administrators on the new organizational paradigm; developing strategies to price and obtain updated technology systems, especially Enterprise Resource Planning Systems, that can better help the District implement the organizational paradigm; developing best practices for school organizational teams (SOTs) and identifying exemplar SOT models; developing and propagating a shared vision for the paradigm in partnership with the Board of Trustees; addressing issues relating to purchasing and risk management in the paradigm; greatly broadening the scope of parent engagement within CCSD; and coordinating mentor and volunteer services to facilitate the cooperative and productive relationships between the business community, local schools and others. We have reached out to CIC members to start creating activities to address these challenge verticals. We will provide you with a formal progress report on each of these efforts at the next meeting. At this time, I will provide a context of activities thus far.

On the executive training front, Vice-Chair Husson has been engaged with Brian Knudsen from the consultant team and Deputy Superintendent Kim Wooden and her office. They are

developing supportive training to ensure the success of the Clark County Schools Achieve effort. This work is focused on key groups of central administrators, including the Executive Cabinet, ancillary support staff and central services administrators in the Operations unit. The goals of the trainings include formalizing a culture that supports school autonomy, implementing a mission of customer service to schools, developing communication protocols that are clearly understood and aligned with accountability and organizational performance goals, and ensuring that the Executive Cabinet and ancillary support staff members are aligned around the shared vision and culture of school empowerment and autonomy. These efforts are in the early stages.

Brent Husson (President, Nevada Succeeds):

I have nothing to add to Mr. Vannozzi's remarks at this time.

Mr. Vannozzi:

We will keep you updated on that effort as it progresses.

Regarding SOT best practices, Member Courtney and I have had conversations about the strategic goals of such an effort. At the suggestion of Member Courtney, we brought in Brenda Pearson, a Doctoral student at UNLV, to help us. I had a long meeting with her several days ago in which we discussed bringing in other stakeholders to guide this effort. This would include representatives from the Clark County Association of School Administrators, the support staff, administrators, parent groups, community groups and non-profit organizations like Communities in Schools.

To date, SOTs have been completely formed at most CCSD schools. All but six schools now have support staff members on the SOTs. Individual schools are starting to have SOT meetings. An accurate assessment of the state of the SOTs will inform our efforts in forming the SOT best practices vertical and the related family engagement vertical that Member Luna is helping to lead.

Vikki Courtney (President, Clark County Education Association):

I have nothing to add to Mr. Vannozzi's remarks at this time.

Mr. Vannozzi:

Regarding the shared vision vertical, I thank Trustee Cranor for bringing the idea of the Clark County Schools Achieve brand to the Board last week. As highlighted in the initial assessment reports, it is important that the Trustees, the administrators and the broader community all speak with one voice, with a shared vision for the reorganization. A focus group of District administrators, those in charge of much of the reorganization, came up with the brand of Clark County Schools Achieve, and we introduced it as a suggestion at our last CIC meeting. The Board of Trustees recently elected new members. Trustee Wright has started using the Clark County Schools Achieve brand. This brand is starting to catch on. Since the last CIC meeting, the Consultant team has been working cooperatively with the

CCSD Communications team, including Michelle Booth and Melinda Malone, to develop the right brand identity for Clark County Schools Achieve. We will continue to work on these efforts in the coming weeks and months.

Erin Cranor (Member, Clark County School District Board of School Trustees, District G):

I spoke with the Trustees about the Clark County Schools Achieve brand, and there are no objections.

Mr. Vannozzi:

We are working towards the establishment of several new verticals. One will address issues related to purchasing and risk management in the new organizational system. Member Evans has expressed an interest in participating in this process. Another vertical will coordinate mentor and volunteer services to facilitate cooperative and productive relationships between the business community and local schools. Member Woodward has had initial conversations with members of the business community, including the Public Education Foundation and the Chair of the Metro Chamber of Commerce.

Members of the CIC have already been working closely with CCSD personnel on several verticals. Chair Christenson has been engaged with the strategic budgeting process, Vice-Chairs Ortiz and Husson have been working on the acquisition of the Enterprise Resource Planning technology and modernization process, and Chair Christenson and Member Luna have worked on the family engagement vertical.

Ms. Cranor:

The Partnership Office at the School District has a board of community and business leaders. Most of our schools have business partners currently, so I would recommend communicating with them as an initial step.

Mr. Vannozzi:

We will take that under advisement.

Mr. Woodward:

The consultants and I have a meeting scheduled with that board next week to collaborate on efforts already underway in the District.

Chair Christenson:

Are you concerned about any specific hindrances to this project's completion?

Mr. Vannozzi:

Due to the outstanding time and effort provided by District personnel, I cannot think of anything that will completely impede us.

Chair Christenson:

I will now open agenda item V, an update from the consultant on the reorganization.

Tom Skancke (President, CEO, TSC² Group):

As a point of order, there was no motion taken on the minutes of the previous meeting.

Chair Christenson:

We do not yet have minutes on which to take a motion. We will have them prepared for the next meeting.

Mr. Skancke:

Since our last meeting, the central administration of CCSD, under the Superintendent's leadership, has begun to transform the way it does business at every level. It has made fundamental moves that allow it to act swiftly in implementing the reorganization and regulations. The Superintendent has moved to change the organization chart, putting schools at the top level and the central administration at the bottom. This reflects a shift in the District's culture. In October of 2015, the Consultants told the CIC that one of our purposes was to create and assist in that cultural shift. The Superintendent is working to make that shift quickly to reflect the intent and spirit of A.B. 394. Administrators are putting plan and purpose into action. They are changing their methods to ensure that schools have the resources needed to succeed.

The Superintendent has also reorganized his cabinet's structure. Previously, almost 12 cabinet officials reported directly to the Superintendent. They supervised broad swaths of District administration. Now, the Superintendent has streamlined the administration to be responsive to the schools' needs. He has given Deputy Superintendent Kim Wooden a greater role in overseeing ancillary support roles like communications, police services, emergency medical services and community and government relations. She will oversee and work cooperatively with a new hire, the Chief Instructional Services Officer, to provide services to schools that will boost student achievement. The Superintendent has created a new position in the District, the Chief Operating Officer, which shows the District's commitment to the Clark County Schools Achieve reorganization. This position will be filled by retired Colonel Rick Neal, a 25-year veteran of the United States Air Force and former Commander of the 799th air-based group at Creech Air Force Base. He will oversee the District's non-instructional operations, such as business and finance, technology services, human resources, risk management, food services and transportation. I have known the Colonel for many years, and he was the right person for this position. If he can run Creech

Air Force Base, then he can assist the District in the reorganization. The Superintendent has also appointed Dr. Mike Barton to serve as the Chief Academic Officer of the School District. Mr. Barton will provide functional support to the School Associate Superintendents as they work to ensure that all schools have the necessary resources to drive student achievement.

Creating these three positions is one of many steps that the Superintendent has taken to prepare for the reorganization. These steps are fundamental to the success of the Clark County Schools Achieve vision. They show the commitment of the District administration, the Superintendent and his team to this effort. It took courage and leadership to make these moves. These moves may not be popular, but reorganization of the Central Office is necessary to ensure that the reorganization can continue.

By next year, CCSD must move to a model in which at least 80 percent of the unrestricted resources are allocated to the local school level. In the following year, at least 85 percent must be allocated to the local school level. The District's central administration must review the way it does business and change the way that resources are divided. We are changing the culture and thought process of an entire organization, one that is larger than some of the gaming companies in Southern Nevada. It will take a great deal of effort for the District to shift from the way it has done business for decades.

The District has developed a theory of action to guide its efforts. "If the primary work of the School District occurs at the school level and the District holds principals and teachers accountable for the quality of student learning, then those that the District holds accountable should have the autonomy and authority to make fiscal decisions on how best to spend those funds allocated to them to ensure student achievement." This is precisely the theory of action that is necessary for the success of the reorganization.

Richard Neal (Chief Operating Officer, Clark County School District):

Today, my colleague Dr. Eva White will walk you through the strategic budget process that we will use to help empower schools to make some of the decisions that Mr. Skancke discussed.

Dr. Eva White (Assistant Superintendent, Strategic Resources and Capital Improvement, Clark County School District):

I am working to assist schools by creating their initial strategic budgets and workbooks. I will also help schools in any way necessary to determine creative ways to meet the needs of their students. Resource allocation is my passion, so I am grateful for the opportunity to help the District in this way.

In the 2013-2014 School Year, I was asked by the Superintendent to oversee the flex budgets. At that time, we had 111 schools interested in having flex budgeting. Over the next two years, we expanded from 111 flex budgets to 188 strategic budgets. For the 2016-2017 School Year, we went from 188 schools to 321 that opted into strategic budgeting.

When the SOTs are creating plans with their workbooks, they have the same mission as the District, to identify a strategic imperative. The Pledge of Achievement is about every student in every classroom, without exceptions or excuses. We want that mission to permeate every aspect of the District. To do that, we must talk about what we believe in. If we believe that thoughtful planning—based on data and stakeholder input—is valuable in making targeted decisions for our kids, then we need to allow schools to link the resources with the effects that we are asking them to produce. Those effects are improved instruction and increased achievement. We want classrooms to be amazing so children can maximize their potential.

A line item budget does not allow for certain analyses. It does not give feedback on specific programs that schools are using. It does not truly justify expenditures or create a link between achievement and spending. It does not allow for local decision-making. Personally, if I know what I am accountable for, then I will produce a stellar result. This approach incorporates accountability measures into the process. Schools are like people in that they do not like to be told what to do; they know the needs of their school and community best, and they want an opportunity to go forward and fulfill those needs. A line item budget does not allow them to do that.

Mr. Skancke went over the theory of action. It is vital that we maintain a clear focus on improving instruction and increasing achievement. What sets our industry apart from any other is that we are working for the future of children. Such an industry requires open communication between different entities. In starting this process, we made sure that the Academic, Finance and Human Resources Departments were all discussing what needed to happen at the school sites. We then converted the entitlement formulas into dollars so that, instead of schools being allocated in accordance with full-time equivalents, they were given dollars and an opportunity to align their resources with the responsibility for the outcomes.

Previously, our different departments worked in separate silos. A year ago, we decided that the strategic budgeting process would only be successful if everyone worked together in the best interest of children. We had to put aside what happened in our own department and our own workloads. To make this a collaborative effort, we created a governance team that included our department, Budget and Finance, Human Resources, Technology Services and the Academic unit. We meet on a monthly basis to discuss things that are not working well between the departments operationally, and we talk about how to collectively serve schools in a better way.

Ultimately, the closer you are to the children, the more important you are. Teachers are the most important people in the buildings right now, since they are the closest to the kids. The further away I got from teaching, the less important I became to the children. We must all work together with the mission of making sure that the students get the benefits from what we do, whether we are operational or instructional staff.

After looking at the conversion from full-time equivalents to dollars, we devised a per-pupil allocation. There are program adjustments that are made to some schools, as well as to all classes from kindergarten through and including third grade due to class-size ratios defined in the law. In our presentation, we have listed the per-pupil allocations for grades four and

five in elementary schools, as well as in middle schools and high schools. There is a formula for determining the funds for magnet schools, small schools, Career and Technical Academies and Prime 6 Schools, and adjustments have been made.

The regulation outlines boundaries for programs that are kept within the Central Office. Going forward, we will review whether those programs would be better managed at the school level.

In the 2016-2017 School Year, 321 schools will be utilizing strategic budgets. This means that they have moved from flexibly using dollars to strategically using them. Being flexible means changing spending priorities, but not necessarily based on the vision for improving instruction and increasing achievement. The difference between the strategic and flex budgeting systems is our focus on an aligned, comprehensive manner of budgeting. The strategic system aligns achievement goals with resources: time, people and money. This aligns money from the General Fund with dollars from other federal and State programs. The budget should be one comprehensive plan that is well-aligned with all of the resources, rather than needing to have separate budgets for each source of funding, such as Title I dollars.

With the student-based strategic budgets, we can get data on which to make upcoming decisions. We can create and measure program metrics and link spent dollars to student achievement and progress. We need to know what our academic return on investment is for the dollars put in. We have limited computer programs to assess this currently and have been looking into technological alternatives. With a capable program, we could see how dollars are spent in certain schools and if those dollars provided students with higher achievement. We are eager to measure and share the data we find.

The strategic budget workbooks will be delivered to the schools next week in accordance with the regulation, and the SOTs will have about a month to examine the data and prioritize their resources. The workbooks will then be submitted to my office, where we will work with Human Resources and the Budget Department to have them ready in time for the State's budget timeline. The tentative budget will be submitted to the State by April 15 and the final budget will be adopted in May. In August, we will adjust the budgets based on actual student enrollment.

Going forward, we must continue to consider our goals for the reorganization. Strategic budgeting must continue to bring the decision-making power to those closest to the students. We must all work together to focus on improving instruction and increasing achievement. This transition from a full-time equivalence-based budget to a per-pupil budget will require some technological improvements to our information system. Some staff members do a great deal of work by hand to get the workbooks done for the schools, a process which could be done much more efficiently with the right equipment. We must continue to refine the roles that everyone plays so that they know what is expected of them. The people with the accountability should have the resources. As **A.B. 394** states, there must be a greater percentage of dollars going to the schools, so we must determine a way to do that in line with the regulation. We will continue the training, monitoring and reviewing

of the strategic budget process, and reflect on feedback from our stakeholders to refine that process.

Ms. Cranor:

Dr. White has been working to improve the capacity of individual schools to do strategic budgeting for student success, as well as the capacity of CCSD to support schools in that endeavor. The creative, innovative and entrepreneurial ways they are overcoming obstacles is inspiring.

Mr. Woodward:

What happens in August if there are extra funds or a deficit of funds? Where do deficit funds come from, and where do extra funds go?

Dr. White:

Because the District is paid on a per-pupil basis, more money comes in if there are more kids. That money is then allotted to the schools proportionately. If there are fewer kids, less money comes in, so the schools must rethink their budgets. For that reason, we allow for planning in the spring and adjustments in the fall based on the actual number of students.

Mr. Woodward:

Is the budget relatively accurate every year? Will the strategic budgeting make it a more accurate process?

Dr. White:

I suggested to principals that they think through the budget in several ways. First, I asked how they would budget based on the projection. Then, I asked them how their budgeting would change in the event of a 5 percent increase or decrease in students. They know about population growth or stagnation in their communities, so I asked them to plan based on that. The principals need to think ahead so that the actual numbers are not a surprise. The people who do the budget projections were only off by approximately 500 students last year, District-wide. There can be unexpected changes, such as a housing development finishing ahead of time. In those cases, we advise the principals to come to us, and we do consider those situations on a case-by-case basis.

Ms. Cranor:

The District's Demographics Office has been remarkably accurate. They had little difficulty until the advent of charter schools. We have submitted several bill draft requests to remedy that situation. We hope to have better communication so that the opening of charter schools is not a surprise and does not require major adjustments to the school budgets.

Felicia Ortiz (Member, State Board of Education, Congressional District 3):

Please tell Chongwei Ran, the programmer for the strategic budgeting, that we appreciate his work. We are aware of the communications problem with the budget program that requires manual input. Are you concerned about transitioning this process once the weighted funding formulas are involved?

Dr. Eva White:

When the budgeting process started, we were doing the work on a Microsoft Excel spreadsheet. That is still the basis for the calculations. We made sure that any new formula can be put into the spreadsheet and it will auto-populate the per-pupil amount.

Mr. Husson:

Delegation is a key component in this reorganization, and I believe that Dr. White was well-placed by the Superintendent and the Chief Operating Officer. Was the strategic budgeting process being used this year created last year?

Dr. White:

Yes. Last March, we put out the workbook with the projections. That was the first time we released the workbooks as a web-based product. The school staff worked to make decisions internally and place dollars where they were needed most. We determined the student enrollment and adjusted the budget allocations accordingly.

Mr. Husson:

With the changes brought on by the reorganization, the SOTs will be carrying out the budgeting process. Has your office considered how to communicate with these teams instead of just the principal?

Dr. White:

We have done training with principals regarding the A.B. 394 reorganization so that they will be able to impart that knowledge to staff, students and parents. I also took part in John Vellardita's training with those who wished to be on the teams. I have also offered our training services to the School Associate Superintendents. We do our best to meet with principals and others at school sites who have questions, and we have offered to meet with SOTs that have questions. We have not needed to have meetings like this yet, but we have made it clear that our services are available.

Mr. Husson:

A large part of this transition will be a mindset change. You have already begun that process with the principals. Could you give me an estimate of how many of those principals truly grasp the strategic budgeting concept versus those who are doing it because they

have been told to do so? Where is the District in terms of this mindset shift? Part of my obligation on this Council is to look at the training modules and assess what needs to be done to help the principals and SOTs work within a new system and the mindset changes necessary to accomplish that.

Dr. White:

Almost 2 years ago, we decided to give every school an opportunity to participate in the budgeting. We went from 188 to 321 schools engaged in the budgeting process. Before that, I had done a survey to see which principals were and were not interested. When we had group meetings, all of the principals would say that they wanted a role in budgeting, but that could have been mob mentality rather than their true feelings. On the survey, fewer than 20 principals said they were not interested. I asked them if I could discuss the process with them personally to better explain things. They all were excited about the prospects for their teachers and students, but they were worried that it would be a cumbersome project to manage. I spoke to our programming staff, and that was when we decided to make the budgeting web-based, thus removing some of the operational concerns of the principals.

Several weeks before the workbooks went out, I sent them to a variety of principals at different schools to get feedback. I sent them to principals who were familiar with the budgets and to those for whom it was a new process. We then adjusted the workbooks based on the feedback we were given. The principals knew that we were acting on their input. When people know that you want their input and will act on it, they develop trust. At least 50 percent of principals are fully capable of allocating their resources. Some of these principals are concerned with how the process will change with the SOTs and want to ensure that they abide by the intent of the law. I am only worried for a few principals, and that is because they are afraid. Fear can keep people from doing what they are able to. I was with a principal and a School Associate Superintendent this morning, and we were talking about changes the principal would make from last year's budget. I try to address the concerns of each principal, in the same way that we expect each principal to make good decisions for each student when making the budget.

Mr. Husson:

You just described the perfect way to create change in large organizations. You take those that know how to do the process and work individually with those that are not capable and get them up to speed. That is what we intend to do with CCSD.

Dr. White:

The principals that perform well are the beta-testers for the next set of workbooks. They also work with me on making the workbooks so there is an expert on every level that has agreed to take calls from their colleagues. They mentor those who need help.

Verenice Flores (Senior Accountant, Fair, Anderson & Langerman):

Does the per-pupil allocation include adjustments for special education or English as a Second Language programs?

Dr. White:

It does not. Those funds come from categorical dollars that are not part of the General Fund. That money goes directly to schools from the Central Office. Those funds are noted in the workbook to ensure that people are working with their whole staff in the budget instead of just their nondiscretionary funding staff.

Ms. Flores:

Some schools will have more students in these programs than others, so how are you making sure the money goes to the right place?

Dr. White:

Since the categorical dollars come from the Central Office, I have no role in deciding where they go. I can only enter the data into our workbooks.

Ms. Flores:

Do you expect a large adjustment once we start using a weighted funding program to do the budget?

Dr. White:

If the dollars are funded, then it will not be as big of an adjustment. I am not prepared to speculate further on the matter.

Nora Luna (Director of Diversity and Grant Funding, Nathan Adelson Hospice):

Regarding the per pupil funding, where does the money come from for the adjustments? How does that change the per-pupil funding for magnet schools or Career and Technical Academies?

Dr. White:

The money comes from the General Fund, unless there is something specifically categorical for a grant.

Ms. Luna:

I am on the Charter School Authority. We decide the school locations about a year before they open, so I think it will be possible to collaborate with you on when and where charter schools will open.

Chair Christenson:

How many hours does it take to put these workbooks together?

Dr. White:

There are approximately 3 weeks, twice a year, when I am working 20-hour days. I enjoy the work, but it could be a more efficient process.

Mr. Neal:

Other departments have to come in to help us complete the workbooks, and communicating with them is still a manual process. Since the process takes so long, the schools have less time to plan.

Chair Christenson:

Two years ago, Dr. White asked me to give a guest lecture in her class at UNLV. The topic was how business policies, practices and procedures can help in the education delivery system. It is good to hear terms like return on investment, metrics and performance goals creep into the culture.

We will now discuss the District's information technology systems.

Andrew Doughman (Vice President of Policy and Communication, TSC² Group):

In our last meeting, we discussed the District's human capital management system. We noted that this is one of the major challenges in the reorganization process; CCSD staff members have made this point as well. This is an information technology and systems challenge. In order to effect the spirit of the reorganization in bringing dollars, responsibility and accountability to the school level, systems must be in place to make this empowerment model successful. New systems and processes can create new patterns of thought. When you transform a product, you cannot just do the same things better.

We have been working with Vice-Chair Ortiz to further understand the challenges in this area. We have had several meetings with CCSD staff and are continuing to schedule meetings to understand the systems the District uses for the backend management of its operations. The District has added systems over the years as it has grown and new responsibility has been placed onto it. This spirit of innovation should be commended. However, it has created inefficiencies. Several systems operate in silos and do not communicate with each other. The School District has seven new schools coming online,

meaning seven new sets of cost centers have to be created within the human resource system so people can be paid. Then these accounts must be created again in the budget system run by the vendor System Application Product. That's a manual process that's duplicating labor.

The strategic budgeting process is a great tool. Because it is manually created, though, the changes that principals make to it must be manually transferred back into the Central Office's overarching System Application Products budget system. Reducing these redundancies and manual processes should help the District be more transparent, more responsive and better equipped to ensure that more resources are allocated to local school precincts.

Ms. Ortiz:

We can look at the Clark County Schools Achieve mission as being similar to a construction project. Before you build a house, you need the right tools. Right now, we are taking an inventory of those tools. We need to determine if we are using the most current and efficient tools. We cannot expect a child to succeed if they do not have a solid foundation, and part of the foundation for this process is having the right tools in place. We are making sure that everyone working towards the goal of student achievement has the tools to help them make decisions quickly to drive that student achievement. At the end of the day, any efficiencies we can generate will impact the children.

The human capital management system is an obvious area of concern. Other areas we have talked about could use assistance as well, such as some departments within the Central Office. We will keep working on that and visiting with people in the District to understand their needs and make sure that all of the tools are in place to build a solid foundation for this to succeed for many years to come.

Mr. Husson:

You mentioned that our current technological situation is partly due to the rapid growth of the District, which necessitated patching systems together. Has the current budgeting process added to the situation? Is there an account in which the District has been saving money for new technology?

Mr. Doughman:

We will pass those questions along to the District personnel.

Mr. Skancke:

We have been working with the Superintendent and the Chief Operating Officer over the last week to evaluate how much this system would cost the District. The most common estimate is \$30,000,000. We are looking to assess a more exact cost based on the District's needs. The range of costs has been between \$20,000,000 and \$46,000,000.

The business community can be a great asset in funding the technological needs of the District. Since our last meeting with stakeholders in January, we have received several phone calls from the business community asking how they can help. One of the CIC's roles is to bring in resources like this. No one has offered to write a check yet. For decades, the Superintendent and the School District Trustees have expressed the need for a technology system that can link communications. Without such a system, we cannot get the data needed to move our performance and budget in the right direction.

As a businessman, I have seen that prices can drop when you refuse to pay a high price. For example, the cost of an aircraft can decrease from \$4,000,000,000 to \$1,000,000,000 when the buyer refuses to pay such a large bill. The original cost of an F-35 airplane was \$135,000,000, but that price dropped substantially due to the buyer's unwillingness to pay that amount. We do not need to pay \$46,000,000 for this system. That is where the CIC can work with the Trustees, the Superintendent and the Legislature to find a solution. It is unfortunate that it has taken this long to make the technological investment, which is a critical piece of the District's ability to go forward. It is necessary to forge a partnership between CCSD, the business community and the Legislature to acquire a central system that will allow for communication between our school districts and the Nevada System of Higher Education (NSHE). This will facilitate the transfer of data from the districts to colleges in Nevada so those institutions can be prepared for incoming students. If we view education systemically from K-12 to higher education and have an integrated communication system, we will be better able to provide the best education system possible.

I approximate that an efficient technology system could save \$5,000,000 to \$10,000,000. The Human Resources Department would no longer need four people entering data manually, and Dr. White and her staff would not be making budget workbooks by hand. We must focus on being more efficient. It is incumbent upon this Council to work with the consultant team, the Superintendent and the District to find a solution.

If purchased today, a computer system would likely take a year to implement, as approximated by five software and hardware companies I have spoken with. This has been a 20-year conversation, so nothing will be fixed overnight. If we do all of this work without the technology to back it up, we fail as a community. We are close to solving and fixing our K-12 problem education problem.

Regarding Vice-Chair Husson's question as to whether the District is saving up for this, I doubt it. If we had begun this process 20 years ago, we would not be talking about a price of \$46,000,000. We will determine how the District budgets for these kinds of purchases. There have been many budget cuts over the last 10 to 12 years, but as the state continues to grow and attain prosperity, now is the time to make the investment.

Mr. Husson:

Please determine the expenditures on the current systems we use. There was an initial investment, but there are also licensing fees for the student information system, human

resources system and others. Knowing those costs will help us evaluate other options and provide an idea to potential business partners what we are asking for.

Mr. Skancke:

We will do that, and we appreciate your input. Now that we have identified the problem, it is time to work on the solution.

Ms. Luna:

Have you looked at Infinite Campus as a program to integrate all of the systems?

Mr. Skancke:

I will ask the Superintendent. We have spoken with several people in NSHE that are interested in creating an integrated system between the school districts and higher education.

Mr. Doughman:

We are taking an inventory of the current expenditures and licenses.

Chair Christenson:

I will now open the discussion on the family engagement part of this process.

Brian Knudsen (Senior Associate for Analysis, BP2 Solutions):

We have started working on the family engagement vertical under the direction of Member Luna and Chair Christenson. Family engagement means something different to everyone, so we must acknowledge that we all have a different perspective. We have had conversations with Parent Teacher Associations and the Family and Community Engagement Services (FACES) Department. One of our goals is celebrating parent engagement and model behavior. You have heard from two school organizational team (SOT) members today, and I met with another member this morning. There are currently 1,174 parents on SOTs. These parents are politically engaged, civically minded and actively participating within their schools. They must have a positive experience for the reorganization to be successful.

We also need to support principals in building parent engagement. The District works hard to support principals, but there is still more to do. I spoke with an Assistant Principal this morning who was struggling to bring in even three parents to run the SOT election. She needs more resources and support in understanding how to engage her parent group.

We must also support outside organizations. The School District is not the only organization focused on families and children. There are non-profits, municipalities and business organizations that have access to families. As we move forward, we should identify those

resources in the community and leverage them to inform, educate and inspire additional family engagement through the SOT process.

Another focus is ensuring that there is appropriate translation at the school sites. Numerous languages are spoken within the schools, and it is essential that family members can adequately communicate with school staff. The FACES department is actively working on strategies to bring more translators into schools and identifying best practices that other schools across the country use. They may need additional outside groups to help provide those resources.

Ms. Luna:

One of our main goals is that the SOTs be representative of the communities. We must gather information about which schools still need SOT members. If we can determine what qualifications are needed to be on the SOT, then we can devise a plan to train parents. There must be a specific process for using interpreters. It is not enough for people to say that they speak the language; they need identification that they are proficient in the language and have a developed and appropriate vocabulary.

Mr. Knudsen:

We will consider your advice in our upcoming meetings. We will seek out organizations that can support the goals you have outlined.

Ms. Luna:

Is there a list of schools that need help identifying parents for the SOTs?

Mr. Vannozzi:

Not yet, but the District is working to figure that out. Both the family engagement and SOT verticals will benefit from the participation data that we gather. A fundamental goal of the reorganization is to create a vast array of social networks throughout the community.

Chair Christenson:

In our meeting with Member Luna, she was well-aware of the challenges parents are experiencing. Also present at the meeting were the FACES department, Cheryl Adler Davis and Nicole Rourke. Member Luna discussed the importance of using highly qualified translators, and it was suggested that the Teachers' Association might have multilingual teachers who could serve as interpreters. We should reach out to them. In my meeting with Member Woodward, Ms. Adler Davis and Ms. Rourke, there was a great deal of talk about customer service by the District. I am pleased to hear these business concepts creeping into our discussions.

Ms. Luna:

A stipend is given to members of the Charter School Authority for attending meetings. Would this be a useful tool in encouraging parent participation on the SOTs?

Mr. Vannozzi:

Stipends were recommended during the A.B. 394 Advisory Committee meetings, though they are not mentioned in the regulation. Many parents must take time off from work to participate in these meetings, so stipends might be a valuable option.

Mr. Woodward:

I am a businessman and a parent of students in CCSD. One of the easiest ways to find parent mentors for the SOTs would be to seek out businesspeople who have children in our schools and would be willing to participate. They have a vested interest in ensuring excellence and achievement in schools. We should consider helping the schools to identify these potential parent mentors.

Member Cranor:

Several members of the Board of Trustees would like their comments on the record. Trustee Young said that the Board is interested in supporting the CIC. Trustee Edwards asked that we find another source of payment for the TSC² Group's contract rather than School District dollars budgeted for student achievement. Trustee Child recommended that there be a parent representative on the CIC.

The community is now discovering that entrepreneurial thinking and useful business principles are also present in the District. This kind of thinking and creativity has long guided District personnel. One of the reasons we hired Superintendent Skorkowsky was because of the customer service initiative he undertook as a regional Superintendent in the early 2000s. Rather than referring to these concepts as "creeping in" to the District, I would suggest that these principles have been around since the beginning, and the community is finally beginning to see them.

Chair Christenson:

I will now open agenda item VI, public comment.

Seeing none, I will now adjourn this meeting at 3:16 p.m.

RESPECTFULLY SUBMITTED:



Jordan Haas, Interim Secretary

APPROVED BY:



Glenn Christenson, Chair

Date: 2/15/17