



NEVADA LEGISLATURE
LEGISLATIVE COMMITTEE ON EDUCATION
(Nevada Revised Statutes 218.5352)

SUMMARY MINUTES AND ACTION REPORT

The sixth meeting of the Legislative Committee on Education was held on June 7, 2006, at 8:30 a.m. in Room 4401 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. The meeting was videoconferenced to Room 2135 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. A copy of this set of "Summary Minutes and Action Report," including the "Meeting Notice and Agenda" ([Exhibit A](#)) and other substantive exhibits, is available on the Nevada Legislature's Web site at www.leg.state.nv.us/73nd/Interim. In addition, copies of the audio record may be purchased through the Legislative Counsel Bureau's Publications Office (e-mail: publications@lcb.state.nv.us; telephone: 775/684-6835).

COMMITTEE MEMBERS PRESENT IN LAS VEGAS:

Senator William J. Raggio, Chairman
Senator Barbara K. Cegavske
Senator Bernice Mathews
Senator Maurice E. Washington
Assemblyman Mark Manendo
Assemblyman Bob McCleary

COMMITTEE MEMBER PRESENT IN CARSON CITY

Assemblywoman Bonnie Parnell, Vice Chairwoman

COMMITTEE MEMBER ABSENT:

Assemblyman Chad Christensen

OTHER LEGISLATOR PRESENT

Assemblywoman Debbie Smith, Washoe County Assembly District No. 30

LEGISLATIVE COUNSEL BUREAU STAFF PRESENT:

Carol M. Stonefield, Principal Research Analyst, Research Division
Brenda Erdoes, Legislative Counsel, Legal Division
Sara Partida, Deputy Legislative Counsel, Legal Division
Melinda Martini, Education Program Analyst, Fiscal Division
Maryann Elorreaga, Senior Research Secretary, Research Division

OPENING REMARKS

Chairman Raggio called the meeting to order and welcomed the Committee members present, guest presenters, members of the public and those viewing the meeting over the Internet. He commended and thanked the Committee Staff members for their dedication and efficiency in providing the Committee with the information it had requested for consideration.

Chairman Raggio said that, during the interim, the Committee had focused its attention on high school and the transitions into and out of high school made by Nevada's students. The discussion on dropouts a few months ago led the Committee to question what could be done about truancy. He said there would be a presentation on compulsory school attendance and enforcement of truancy laws. The Committee was hopeful the presentation would include some recommendations for action the Legislature could take to help keep students in school.

APPROVAL OF MINUTES OF THE MAY 10, 2006, MEETING

The Committee **APPROVED THE FOLLOWING ACTION:**

SENATOR CEGAVSKE MOVED TO APPROVE THE MINUTES OF THE MAY 10, 2006, MEETING HELD IN CARSON CITY. SENATOR MATHEWS SECONDED THE MOTION. MOTION PASSED.

REPORT ON NEVADA PARENT INVOLVEMENT SUMMIT

- Assemblywoman Debbie Smith, Washoe County Assembly District No. 30, thanked the Committee for the opportunity to discuss the Parent Involvement Summit which had taken place in March 2006. She said meetings had begun last summer to plan and set a vision for the Summit. They decided on the theme, "Connecting the Dots" because it was their desire for everyone involved in education to be able to connect the dots between involved parents and student achievement. She said it was the goal of Nevada's Legislators to give Nevada's students the best opportunities possible for student achievement. She acknowledged and thanked Senator William J. Raggio, Washoe County Senate District No. 3, Assembly Speaker Richard Perkins, Clark County Assembly District No. 23, Governor Kenny C. Guinn, and Keith Rheault, Superintendent of Public Instruction, Nevada Department of Education for their support and involvement in the project.

- Janie Lowe, Consultant, Office of Special Education, Elementary and Secondary Education, Nevada Department of Education (NDE), reported on the Nevada Parent Involvement Summit. She discussed the basic format, structure, proceeding, and targeted audience of the program. Participants included members of the Nevada Legislature, the Washoe County School District (WCSD) Board of Trustees, the State Board of Education, and the NDE. Speakers included Governor Kenny C. Guinn, Superintendent Keith Rheault, and nationally recognized keynote speaker Anne T. Henderson. During the break-out sessions the participants discussed several topics including: Reaching the ELL Parent, Linking Parent Involvement and Student Achievement, and Research-based Practices in Parent Involvement presented by Anne T. Henderson.

Chairman Raggio asked if there were specific recommendations for legislation that could be made by the Committee particularly for involving parents of English language learner students.

- Barbara Clark, Nevada Parent Teacher Association Legislative Vice President, said it was the opinion of most of the stakeholders present at the summit that there was still a long way to go to complete collaboration between the stakeholders at the district and state level to bring about effective parent involvement. She said it was a common goal of the State and the districts to target parent involvement but efforts in reaching the goals needed to be aligned. The participants had identified several needs at both the district and State levels:
 - 1) A parent involvement facilitator or coordinator in each district and at the State level to monitor and facilitate parent involvement.
 - 2) Infrastructure at the district and State levels to ensure people understood the standards of parent involvement.
 - 3) Establishment a statewide parent involvement advisory committee that would make policy recommendations to the Legislature. Also, once the Legislative Session was over, to look at those policies on parent involvement coming out of the Session and see how they could be effectively implemented throughout the districts and the State. and
 - 4) A statewide parent involvement coordinator.

Chairman Raggio said that, although the suggestion to look at what came out of the next Legislative Session was good, the Committee had hoped for some specific recommendations to consider for implementation, which would enhance the level of parental involvement.

Chairman Raggio noted the Met Life Survey of the American Teacher, 2004-2005, found that 20 percent of beginning teachers found relationships with parents of their students to be unsatisfying. The survey found that 98 percent of new teachers think to be effective they must work well with parents. But the survey also found that 73 percent of new teachers thought parents treated the schools as adversaries.

Assemblywoman Smith said a group in the WCSD had been working with the University of Nevada, Reno College of Education staff to develop a training program for incoming teachers to educate them on effective parent involvement. They were developing a model that could be used statewide and by Regional Professional Development Programs. She asked the Committee to lend its support to the establishment of a statewide parent involvement advisory committee as had been suggested by the participants in the Parent Involvement Summit.

STATUS REPORT FROM THE COMMISSION ON EDUCATIONAL EXCELLENCE

- George Ann Rice, Chairwoman, Commission on Educational Excellence, said the Commission had met again on May 22 and 23, 2006, to review grant requests for the remaining \$5,938,276 available through Senate Bill 404 (Chapter 437 *Statutes of Nevada 2005*). There were four priorities for the granting of proposal requests in the second round:
 - 1) Schools in need of improvement that did not apply during the first round and schools that had applied in Round One but received no funding;
 - 2) Schools that received less than 25 percent of the original amount which they had requested in Round One;
 - 3) Schools to be opened in 2006 and 2007 that had not had the opportunity to apply previously; and
 - 4) Schools that had previously applied but had received less than the original amount requested.

The schools in priority category one requested \$8.5 million. Eleven proposals were fully funded, 29 were partially funded, and four were not funded at all. A total of \$5.1 million was approved in the priority one category. There were 36 applications in the priority two category, with requests totaling \$8.7 million. Eleven proposals were fully or partially funded for a total of \$1.6 million. At that point, the fund was depleted so no consideration could be given to proposals from the schools in priority categories three and four. Dr. Rice said the Commission would meet again in August to hear the preliminary project activity report from the outside evaluator, The Center for Performance Assessment, and to coordinate site visits.

Chairman Raggio asked if, after the site visits, the Commission or the evaluators would delineate some of the usages that may not be effective or appropriate.

Dr. Rice said she believed that would be done.

Chairman Raggio said if special funding for education was to continue, the Committee needed to have reasonable assurance the programs were effective.

- Gloria Dopf, Deputy Superintendent, Office of Instruction, Research, and Evaluative Services, NDE, reviewed a packet of information ([Exhibit B](#)) compiled by the Center for Performance Assessment which listed available Commercial Remediation Programs, Innovative Programs, and Professional Development Programs as well as NDE SB 404

Programs and Budgets Allocated. She explained that the document was a prototype and that the NDE would work diligently with staff to develop a consensus about the categorization of the listed elements.

Chairman Raggio said he would like for NDE to work closely with staff to clarify how programs such as AP Testing and the remediation program Academy of Math would be considered innovative and to highlight programs that could be effectively utilized in a broader fashion.

Assemblywoman Parnell noted there was a good deal of professional development listed and asked for information which would explain how professional development would directly impact innovation.

Senator Cegavske commented on the large number of programs listed and noted that some of them had previously been shown to be ineffective. She said it would be difficult to analyze so many different programs.

Chairman Raggio said he shared some of Senator Cegavske's concerns, noting there were at least 100 programs listed and it would be very difficult to evaluate them. He said the charge to the Commission on Education Excellence, under SB 404 was to identify programs, practices, and strategies that had been proven effective in improving academic achievement and proficiency of pupils. He said it was necessary to try to identify groups that would produce effective programs.

STATUS REPORT FROM THE COUNCIL TO ESTABLISH ACADEMIC STANDARDS FOR PUBLIC SCHOOLS

- Keith Rheault, Superintendent of Public Instruction, NDE, said one of the primary responsibilities of the Council on Academic Standards was to periodically review and revise the standards of content and performance that are under its authority. He said the Council had held workshops in February and May of 2006, and then approved the new, revised math standards for kindergarten through grade 12. He said the Council would next work on standards for English Language Arts. Revised standards in Health and Technology would be adopted in 2007.

Chairman Raggio asked if the math standards had to go to the State Board of Education for adoption.

Dr. Rheault said the Council had authority to revise and approve the standards but *Nevada Revised Statutes* 389.520(3) stated "The State Board shall adopt the standards of content and performance established by the Council." He said, to avoid a duplication of efforts, either the Council or the State Board of Education should have the authority to both approve and adopt the standards.

Chairman Raggio said that would be a good item to put on the Work Session agenda.

STATUS REPORT ON EDUCATIONAL TECHNOLOGY IN NEVADA

- Bart Mangino, Chairman, Commission on Educational Technology, presented a document titled "State Educational Technology Implementation Funds: Funding Status and Technology Counts Data" ([Exhibit C](#)). He reviewed a table that summarized the allocation of the \$9.95 million for educational funding for fiscal year 2006-2007.

Category Description	FY2006	FY2007	Total
Technology Infrastructure	\$2,412,500	\$2,412,500	\$4,825,000
Technical Support	\$398,000	\$398,000	\$796,000
High Quality Content Material	\$545,000	\$545,000	\$1,090,000
Professional Development	\$746,250	\$746,250	\$1,492,500
Pilot Projects	\$348,250	\$348,250	\$696,500
Library Databases	\$500,000	\$-	\$500,000
KLVX	\$400,000	\$-	\$400,000
LCB Evaluation	\$150,000	\$-	\$150,000
Total	\$5,500,000	\$4,450,000	\$9,950,000

Mr. Mangino said the Commission had conducted three rounds of funding. Information on funding applications for rounds one and two was made available to the Commission on Educational Excellence in an attempt to avoid any duplication of funding. He summarized the Commission's grant criteria, which emphasized scientifically based research and improving student achievement. He said the school districts that requested funding were questioned extensively regarding the research and evaluation components of their proposals as well as the anticipated impact they would have on student achievement.

- Tara Shepperson, Shepperson and Associates, presented a document titled "Evaluation of Educational Technology in Nevada: Oral Report to the Legislative Committee on Education" ([Exhibit D](#)). She reviewed the goals, methods, and measurements to be used when evaluating educational technology in Nevada. She said the evaluation would determine:
 - 1) If educational technology was meeting goals of the Commission on Educational Technology.
 - 2) Whether funded programs for educational technology were assisting teachers to teach more effectively.
 - 3) Whether educational technology was assisting administrators with data-driven decisions. And
 - 4) If funding provided by the Nevada Legislature was being used effectively.

She reviewed the programs selected for evaluation and site visits and gave an overview of the evaluation plans and schedules between April 2006 and May 2007.

Chairman Raggio asked if the Commission had met with the Academics Standards Council to discuss the issues.

Mr. Mangino said there had not yet been any formal meetings.

PRESENTATION ON A TIMELINE TO IMPLEMENT THE *STATE IMPROVEMENT PLAN* OF THE NEVADA STATE BOARD OF EDUCATION

- Gloria Dopf, previously identified in these minutes, presented a report to the Committee titled “Highlights of Nevada Department of Education and Timelines for Implementation of State Improvement Plan Goals – Excerpts from Office Plans” ([Exhibit E](#)). The report highlighted timelines for key NDE actions linked to each of the five goals in the “State Improvement Plan.” Included in the report were office action plans for three of the offices within the NDE which identified the goals they were addressing. She summarized the action plans and how the offices were achieving the goals.

STATUS REPORT ON IN\$ITE FINANCIAL ANALYSIS PROGRAM AND REPORTS ON SCHOOL DISTRICTS AND CHARTER SCHOOLS IN NEVADA

- Rick Wells, Vice President for Finance and Consulting Services, EDmin.com Inc., conducted a Microsoft PowerPoint presentation titled “In\$ite in Nevada” ([Exhibit F](#)). Mr. Wells said In\$ite was a reporting system, not an accounting system. He explained how the system worked; how the data could be used and by whom; and the benefits of using the In\$ite system. He said In\$ite transformed accounting data into useful management information which made complex school district financial data understandable; produced “agenda free” decision quality data; reported consistent and comparable data; and provided 280 reports for analysis. An example report was the “District Comparative — 4 Function” report which showed a Nevada comparative of each district per pupil operating expenditures by four functions.

PRESENTATION ON CURRICULUM CALIBRATION TO MEASURE ALIGNMENT OF COURSEWORK TO ACADEMIC STANDARDS

- John Hollingsworth, Chief Executive Officer, DataWORKS Educational Research conducted a Microsoft PowerPoint presentation titled “Curriculum Calibration” ([Exhibit G](#)). He said the motto of DataWORKS was “All students successfully taught grade level work every day.” Mr. Hollingsworth explained the Curriculum Calibration process and why teaching on grade level was so important to students. He reviewed the DataWORKS services available in the areas of curriculum, instruction, assessment, and research support.

PRESENTATION ON HIGH SCHOOL PREPARATION AND COLLEGE AND WORKFORCE READINESS ASSESSMENTS

- Rafael Magallan, Director of State Services, College Board, submitted a packet of documents ([Exhibit H](#)) which included information regarding Nevada public schools

participation in College Board sponsored advanced placement program participation and performance.

- Sandra Williams-Hamp, K-12 Education Director, College Board, said College Board was a not-for-profit membership organization. All of Nevada's school districts and three of its colleges and universities were members. In the 2004-2005 academic year, over 71 Nevada high schools had participated in at least one of the numerous programs offered by College Board. She said the Advanced Placement program (AP) was the cornerstone of their efforts to prepare all students for college success.
- Jhone Ebert, Executive Director, Curriculum Division, CCSD, said the CCSD developed a comprehensive action plan, utilizing College Board program tools, which coordinated the efforts of the district to address the needs of students, parents, counselors, teachers, and administrators. Through PSAT testing, they had been able to increase the number of students in AP courses by 50 percent. She said there were other data available that showed the implementation of the tools had resulted in student success.
- Dotty Merrill, Assistant Superintendent, Public Policy, Accountability and Assessment, WCSD, said the WCSD had a long history of working with College Board and recently, as a result of their board's decision to support fully funding the administration of the PSAT to 10th grade students, WCSD had seen some additional benefits of that relationship. She said they were looking forward to data that would be gathered in the fall regarding the students who took the PSAT test in October of 2003 and who would be graduating this spring. Those data should demonstrate that they had expanded the pipeline and the opportunities for their students, allowing them to be better prepared when they arrived at colleges and universities. The WCSD teachers had used the Summary of Answers and Skills to provide an analysis of the PSAT test question information; linking those directly to the Nevada content standards and benchmarks and using that analysis to improve classroom instruction. She said the PSAT is the only nationally normed test for which all of the students, their families, and teachers receive the actual tests taken by the students and was a very valuable tool in the teachers' review of the Summary of Answers and Skills because they could see specific items which were difficult for students and for which many students may have provided incorrect answers.

PRESENTATION ON PROPOSAL TO CONSOLIDATE THE DELIVERY OF DEAF EDUCATION

(At the direction of the Chairman this item was taken out of order)

- Gary W. Olson, Executive Director/Advocate for Nevada's Deaf and Hard of Hearing Advocacy Resource Center, presented a document ([Exhibit I](#)) which addressed his concerns regarding the delivery of education for deaf and hard of hearing children. He addressed the lack of free, appropriate public education of deaf and hard of hearing

children, the need for funds to assist the Nevada school districts to recruit highly qualified teachers of the deaf who could provide student instruction without the use of interpreters, and the consolidation of existing deaf education services into regional model programs.

PRESENTATION FROM THE NEVADA DEPARTMENT OF EDUCATION ON THE STATUS OF ACCOUNTABILITY REPORTS REQUIRED PURSUANT TO CHAPTER 385 OF THE *NEVADA REVISED STATUTES*

- Paul LaMarca, Assistant Deputy Superintendent, Office of Assessments, Program Accountability, and Curriculum, NDE, conducted a Microsoft PowerPoint presentation titled “Nevada Annual Reports of Accountability” ([Exhibit J](#)). Dr. LaMarca reviewed proposed changes to *Nevada Revised Statutes* (NRS) 385.347(1)(b) regarding the contents of the annual report of accountability. He suggested the requirements to aggregate district-sponsored charter schools into district totals be retracted. Dr. LaMarca then reviewed the cost to produce the printed reports required by NRS 385.347(8).

PRESENTATION ON COMPULSORY SCHOOL ATTENDANCE AND CURRENT ENFORCEMENT OF TRUANCY PROCEDURES

- Sharon Chase, Coordinator, Attendance Enforcement and Dropout Prevention, CCSD, said:

It is critical to identify strategies that intervene effectively with youth who are chronically truant and that interrupt their progress to delinquency and other negative behaviors by identifying the underlying reasons behind their absence from school. National data support the belief that skipping school, while an indicator of pre-existing problems, causes even more troubles and sends young people on a downward spiral of failure and Juvenile Justice involvement. There are several factors that contribute to this situation: the family may contribute due to a lack of guidance and supervision, domestic violence, poverty, drug and alcohol abuse, lack of awareness of attendance laws, and differing attitudes towards education. The school may be a contributor when there are large schools, insufficient staff to adequately monitor attendance, inflexibility in meeting diverse cultural and learning styles of students. Economic factors enter when students are employed, there are single-parent homes, a high mobility rate, parents holding multiple jobs, and a lack of affordable transportation and child care. Finally there are the variables created by student drug and alcohol abuse, lack of understanding of truancy laws, lack of social confidence, mental health difficulties, and poor physical health. Dropping out is a process based on lack of identification with school. Alienation and disengagement based on unfavorable school experience over time, such as failure, absences, and behavior problems lay the groundwork for this failure. The onus of preventing and correcting truancy cannot be born by any single entity if we expect to effectively handle the problem. Truancy must be understood to be both a symptom and cause of multi-faceted difficulties in a person’s life. A renewed

commitment to keeping more students in school until they graduate from high school is not just sound educational policy, it is sound economic, public safety, and criminal justice policy. Increasing on time graduation rates offers a win-win strategy that will not only improve economic vitality but will predictably reduce crime, lower incarceration costs, and salvage lives in the process. Despite substantial research on policy and programs that can increase graduation rates, there have been very few significant State or federal initiatives to seriously implement these programs. With your assistance, we can change that. The most comprehensive research on dropout prevention has been conducted and compiled by the National Dropout Prevention Center at Clemson University. If this Committee is considering legislation, I would suggest, based on their current research, the following: First work jointly with the Committee on Juvenile Justice to increase funding for truancy court. Due to limited funding and reallocation of personnel, Juvenile Probation has been unable to handle the large numbers of truants who have been cited. During the 2003-2004 school year, two probation officers were assigned to truancy. The CCSD issued 1,367 habitual truancy citations and 230 subsequent truancy citations for a total of 1,597. Every student being issued a citation saw a probation officer for supervision. Based on the data, the recidivism rate was 17 percent. Beginning with the 2004-2005 school year, juvenile probation was reduced to one probation officer for truancy due to funding issues. As a result, all students receiving habitual truancy citations were issued a warn and release letter from Probation. Students and parents were not required to appear at Juvenile Probation Intake. Students with subsequent truancy citations were the only ones being seen by the probation officer. That year we issued 1,116 habitual truancy citations and 209 subsequent truancy citations. The recidivism rate was 19 percent. The first semester of the 2005-2006 school year produced 294 Habitual Truancy citations and 108 Subsequent Truancy citations. Juvenile Probation still has one probation officer assigned however; there have been continuous turn overs due to training and promotions. As a result, there has been less continuity this year. In addition, some of the students with Subsequent Truancy citations were warned and released rather than supervised. The recidivism rate for first semester this year was 21 percent. The requirement of schools to re-cite for truancy and order for students to appear at Juvenile Intake has caused an overload of work for staff and school district police. As a result, schools are reluctant to issue truancy citations. Students have discovered that there are few, if any, consequences for their behavior and they continue being truant. Next, work jointly with the Committee on Juvenile Justice to provide the ability for Truancy Court to charge a student with falsifying required attendance records and lying to the judge about going to school and related matters. Students coming before the Truancy Court judge have forged teachers' signatures on their attendance sheets or have gotten friends to forge the teachers' signatures. In addition, students have stood before the judge and lied regarding their actions. Currently, there is no consequence for them or their parents. Truancy laws need to be strengthened in order to hold students and parents accountable for lying in court. Next, work jointly with the Committee on Juvenile Justice to add random urinalysis drug testing, at the parent's expense, to

consequences for habitual truancy. Students who are truant often have substance abuse problems. Presently Truancy Court cannot take action on a student who may be using drugs. With the addition of the urinalysis, students testing positive can be moved to the Delinquency Court where they can be monitored and receive services that Truancy Court is not able to produce. Next, provide funding for free summer school for 7th and 8th graders who are credit-deficient. Immediate remediation and reinforcement of skills assist the students in regaining confidence and missed information in a timely manner. In addition, students who are transitioning to the high school have the ability to make up the required classes so that they can move with their class. Next, support accurate reporting of attendance data and fund schools to be able to collect the data. This would be accomplished by providing, at every secondary school, a full time attendance clerk who deals exclusively with attendance reporting, parent notification, dropouts and non returns. Currently, there are not enough personnel to effectively monitor school attendance. Many schools have reallocated staff by reducing hours or eliminating the position of the attendance clerk, especially at the middle school level.

Chairman Raggio said that when parents enrolled their child in school for the first time, they had to sign an agreement that stated they understood the truancy laws.

- Hector Garcia, Chief of School Police, CCSD, submitted a report titled “Truancy Interdiction Program” ([Exhibit K](#)) and a document titled “Clark County School District Proposal to Establish a Truancy Interdiction Center” ([Exhibit L](#)). He said the CCSD had proposed piloting a Truancy Interdiction Center where truant students would be assessed and then their parents would be called to pick them up. Mr. Garcia explained how the program would work and what was expected to be accomplished by the implementation of the program.
- Eric Bye, Intervention Specialist, WCSD, said early intervention needed to be a process that involved the student’s entire family. He said WCSD had a committee which included the District Attorney, members of Juvenile Services and outside agencies that work together to “wrap around” rather than detain the truants. He said intervention needed to start at an earlier age.

PRESENTATION FROM HALIMA ACADEMY ON RECOMMENDATIONS FOR LEGISLATION REGARDING CHARTER SCHOOLS

Mark Deal, Director, Halima Academy, said he thought there should be an additional school district created just for charter schools. He expressed his concerns regarding having to pay for a Charter School Consultant; the amount of insurance charter schools are required to carry; difficulties charter schools have in dealing with contractors; receiving students from the school district after the official count day; and the mandate that charter schools must have three teachers on their boards of directors. He said he would like to see legislation that promoted charter schools.

Chairman Raggio asked Mr. Deal to submit his recommendations to staff so they could be considered during the Committee Work Session.

INFORMATIONAL ITEMS

Chairman Raggio referred to the report from the Statewide Council for the Coordination of the Regional Training Programs on Expenditures for Leadership Training ([Exhibit M](#)) and the Report from the NDE on Grants to School Districts for a Program of Performance Pay and Enhanced Compensation for Licensed School Personnel ([Exhibit N](#)), which were included in the meeting packets. He asked that the members review the information and analyze the utilization of the funding.

PUBLIC COMMENT

- Julie Whitaker, Director, Government Relations, Nevada State Education Association, commented on the NDE report regarding enhanced compensation. She said her association had been able to gather information regarding the method and manner and the usage of the money and would be glad to share that information with the Committee staff.

ADJOURNMENT

There being no further business to come before the Committee, the meeting was adjourned at 2:43 p.m.

Respectfully submitted,

Maryann Elorreaga
Senior Research Secretary

Carol M. Stonefield
Principal Research Analyst

APPROVED BY:

Senator William J. Raggio, Chairman

Date: _____

LIST OF EXHIBITS

[Exhibit A](#) is the Meeting Notice and Agenda provided by Carol M. Stonefield, Principal Research Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit B](#) is a packet of information compiled by the Center for Performance Assessment, submitted by Gloria Dopf, Deputy Superintendent, Office of Instruction, Research, and Evaluative Services, Nevada Department of Education (NDE).

[Exhibit C](#) is a document titled “State Educational Technology Implementation Funds: Funding Status and Technology Counts Data,” submitted by Bart Mangino, Chairman, Commission on Educational Technology.

[Exhibit D](#) is a document titled “Evaluation of Educational Technology in Nevada: Oral Report to the Legislative Committee on Education,” submitted by Tara Shepperson, Shepperson and Associates.

[Exhibit E](#) is a document titled “Highlights of Nevada Department of Education and timelines for Implementation of State Improvement Plan Goals — Excerpts from Office Plans,” submitted by Gloria Dopf, Deputy Superintendent, Office of Instruction, Research, and Evaluative Services, NDE.

[Exhibit F](#) is a Microsoft PowerPoint presentation titled “In\$ite in Nevada,” submitted by Rick Wells, Vice President for Finance and Consulting Services, EDmin.com, Inc.

[Exhibit G](#) is a Microsoft PowerPoint presentation titled “Curriculum Calibration,” submitted by John Hollingsworth, Chief Executive Officer, DataWORKS Educational Research.

[Exhibit H](#) is a packet of several documents regarding College Board programs in Nevada public schools submitted by Rafael Magallan, Director of State Services, College Board.

[Exhibit I](#) is a document which addresses the delivery of education for deaf and hard of hearing children submitted by Gary W. Olson, Executive Director/Advocate for Nevada’s Deaf and Hard of Hearing Advocacy Resource Center.

[Exhibit J](#) is a Microsoft PowerPoint presentation titled “Nevada Annual Reports of Accountability,” submitted by Paul LaMarca, Assistant Deputy Superintendent, Office of Assessments, Program Accountability, and Curriculum, NDE.

[Exhibit K](#) is a report titled “Truancy Interdiction Program,” submitted by Hector Garcia, Chief of School Police, Clark County School District (CCSD).

[Exhibit L](#) is a document titled “Clark County School District Proposal to Establish a Truancy Interdiction Center,” submitted by Hector Garcia, Chief of School Police, CCSD.

[Exhibit M](#) is a report titled “Expenditures for Leadership Training,” submitted by the Statewide Council for the Coordination of the Regional Training Programs.

[Exhibit N](#) is a report on grants to school districts for Programs of Performance Pay and Enhanced Compensation for Licensed School Personnel, submitted by the NDE.

This set of “Summary Minutes and Action Report” is supplied as an informational service. Exhibits in electronic format may not be complete. Copies of the complete exhibits, other materials distributed at the meeting, and the audio record are on file in the Research Library of the Legislative Counsel Bureau, Carson City, Nevada. You may contact the Library online at www.leg.state.nv.us/lcb/research/library/feedbackmail.cfm or telephone: 775/684-6827.