



NEVADA LEGISLATURE
LEGISLATIVE COMMITTEE ON EDUCATION
(*Nevada Revised Statutes [NRS] 218E.605*)

SUMMARY MINUTES AND ACTION REPORT

The fifth meeting of the Nevada Legislature's Committee on Education was held on Wednesday, May 28, 2014, at 9 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 website at <http://www.leg.state.nv.us/interim/77th2013/committee/>. In addition, copies of the audio or video record are available 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 Joyce Woodhouse, Chair
Assemblyman Elliot T. Anderson, Vice Chair
Senator Moises (Mo) Denis
Senator Scott T. Hammond
Assemblywoman Marilyn Dondero Loop
Assemblyman Harvey J. Munford
Assemblyman Lynn D. Stewart

COMMITTEE MEMBER ABSENT:

Senator Aaron D. Ford

OTHER LEGISLATOR PRESENT:

Senator David R. Parks
Assemblywoman Ellen Spiegel

LEGISLATIVE COUNSEL BUREAU STAFF PRESENT:

Todd M. Butterworth, Senior Research Analyst, Research Division
Diane C. Thornton, Senior Research Analyst, Research Division
Risa B. Lang, Chief Deputy Legislative Counsel, Legal Division
Karly O’Krent, Deputy Legislative Counsel, Legal Division
Andrea McCalla, Program Fiscal Analyst, Fiscal Division
Tarron L. Collins, Senior Research Secretary, Research Division

OPENING REMARKS

- Chair Woodhouse welcomed the presenters and public to the fifth meeting of the Legislative Committee on Education (LCE) and provided general Committee information and testimony guidelines.

APPROVAL OF MINUTES OF THE MEETING HELD ON MARCH 26, 2014, IN LAS VEGAS, NEVADA

- The Committee **APPROVED THE FOLLOWING ACTION:**

ASSEMBLYMAN STEWART MADE A MOTION TO APPROVE THE MINUTES OF THE MARCH 26, 2014, MEETING HELD IN LAS VEGAS, NEVADA. THE MOTION WAS SECONDED BY SENATOR DENIS AND PASSED UNANIMOUSLY.

DISCUSSION REGARDING THE CREATION OF A PUBLIC EDUCATION STABILIZATION ACCOUNT

(As directed by Chair Woodhouse, this agenda item was taken out of order.)

- Joyce Haldeman, Associate Superintendent, Community and Government Relations, Clark County School District (CCSD), introduced the Public Education Stabilization Account and provided legislative history.
- Jeremy Aguero, Principal Analyst, Applied Analysis, provided a Microsoft PowerPoint presentation that highlighted: (1) analysis of funding methods; (2) basic per-pupil support; (3) cumulative combined balance; (4) cumulative reversion and recession balances; (5) education loses; (6) Nevada's education funding program; and (7) State General Fund appropriations ([Exhibit B](#)).
- Ms. Haldeman reviewed the basic funding components.
- Bob Dolezal, Superintendent, White Pine County School District (WPCSD), commented the Stabilization Account is crucial to small school districts and would allow for instructional coaches, professional development, assistance in deferred infrastructure issues, and technology infrastructure in an effort to increase student achievement.
- Concluding, Ms. Haldeman suggested the LCE consider a bill draft request (BDR) to create a Public Education Stabilization Account.

Discussion ensued among Senator Denis and the presenters regarding the funding required to establishing a Stabilization Account. Ms. Haldeman pointed out that without a stabilization account there is temptation to dedicate revenue to other projects within the

State. Mr. Dolezal stated the quality of our education system is the basis for economic development in the State.

In response to Assemblyman Stewart's question regarding funding mechanisms in other states, Mr. Aguero replied Nevada's system is unique. He commented there is no perfect system since other states all have different funding mechanisms.

- Chair Woodhouse commented on the positive effect specialized teachers, in the areas of art, computer, music, physical education, and in the library, have on students.

Upon a request by Chair Woodhouse, Mr. Aguero stated he would provide updated information on how other states fund and protect their stabilization accounts.

- Chair Woodhouse called for public comment.
- John Eppolito, President, Americans for Better Schools, testified in opposition to the use of education funding for teacher training of the Common Core State Standards (CCSS). He expressed concerns with the data collected on students not being used to increase the quality of education and funding that is being wasted.
- Deb Nuebecker, CCSD parent, voiced her support of the Stabilization Account. She provided testimony in opposition to the CCSS and summarized questionnaire comments on CCSS from a notebook collection ([Exhibit C](#) and [Exhibit C-1](#)).
- Craig Stevens, Director, Government Relations, Nevada State Education Association (NSEA), expressed NSEA's support for the creation of a Stabilization Account.
- Carolyn Edwards, Trustee, CCSD, and representative, Nevada Association of School Boards (NASB), indicated NASB's unanimous support for the creation of a Stabilization Account.
- Jennifer Carvalho, CCSD parent, announced the formation of a new parent advocacy group, Honoring Our Public Education, tasked with the goal to raise additional funding for students. She supports a Stabilization Account.
- Tom Fischbach, citizen and advocate, Las Vegas commented on a YouTube video regarding CCSS he would like to present at a future meeting.

DISCUSSION REGARDING THE DEFINITION OF "ENGLISH LANGUAGE LEARNER" AND ASSISTING STUDENTS WHO FALL OUTSIDE THE DEFINITION

- Jonathan Gibson, Education Programs Professional, Office of Educational Opportunity, Nevada's Department of Education, presented "English Learner Definition" ([Exhibit D](#)). He highlighted the following: (1) classification processes; (2) definitions; (3) definition initiatives; (4) identification in Nevada; and (5) opportunities for Nevada.

Discussion ensued between Vice Chair Anderson and Mr. Gibson regarding the common English Language Learner (ELL) definition and identification application. Vice Chair Anderson stated, he would not support funding that would make it harder to identify ELL students.

There was discussion between Assemblyman Stewart and Mr. Gibson regarding the identification evaluation process for ELL students. Mr. Gibson discussed the difficulties encountered when a second language is not identified for an ELL student.

- Assembly Munford inquired whether there is communication between parents and schools to identify a student's needs.
- Mr. Gibson replied the federal ELL definition begins in kindergarten; however, Nevada informally identifies and serves pre-kindergarten students, who will be identified ELL, in accordance with Senate Bill 504 (Chapter 515, *Statutes of Nevada 2013*). He pointed out the benefits of the academic content mastery component in the Nevada Academic Content Standards for ELL students.

A discussion ensued between Vice Chair Anderson and Mr. Gibson clarifying the use of Title III funding for an ELL student and coordination of services to allow early language instruction.

- Chair Woodhouse commented the Committee should forward this recommendation to Nevada's congressional delegation and that she would add it to the LCE's August work session.
- Yvette Williams, Chair, Clark County Black Caucus (CCBC), referred to a memorandum dated May 28, 2014, to the LCE supporting ELL ([Exhibit E](#)). She commended Nevada for ensuring all limited English proficient children have the tools and resources to succeed. Ms. Williams proposed an all student inclusive policy be identified with the term English Language Acquisition (ELA). She noted the lack of resources for African American students and proposed a new designation for African American students and underperforming students who receive free and reduced lunch services, Under Performing Free and Reduced Lunch (UPFRL).
- Marsha Irvin, Chair, Education Committee, CCBC, shared information in her letter to the LCE dated May 28, 2014 ([Exhibit F](#)). She referenced the article, "Acknowledging the Language of African American Students Instructional Strategies" ([Exhibit F-1](#)) and elementary, middle, and high school data ([Exhibit F-2](#)). Ms. Irvin highlighted the failing of African American students in the area of literacy and the need for instructional methods to affect academic achievement. She restated the CCBC's support of the UPFRL designation and acknowledged the CCSD for adopting the term ELA to include all students. Ms. Irvin requested the Nevada Legislature adopt the same.

- Sylvia Lazos, Co-Chair, Education Committee, Latino Leadership Council, provided written testimony dated May 27, 2014 ([Exhibit G](#)). She highlighted: (1) the ELL definition should not be changed, due to federal mandates; (2) the significant progress in building infrastructure for ELL student support; and (3) the umbrella of support should be extended to all children without the English grammar or vocabulary required to access the CCSS curriculum.

A discussion ensued among Committee members and Ms. Lazos regarding the use of Title III funds for pre-kindergarten services and the method used to establish student counts.

- Assemblyman Munford commended the presenters for their dedication to ensuring a quality education for all Nevada students.

Responding to Assemblywoman Dondero Loop's inquiry regarding high-poverty workshops included in the coursework of the Teaching English as a Second Language (TESL) teacher license endorsement, Ms. Lazos indicated research shows children from a poverty background have vocabulary deficits, which can be solved with early, quality instruction. She mentioned the English Mastery Council would be recommending reforms to improve teaching instruction for ELL students.

- Stavan Corbett, Trustee, District D, CCSD, provided written testimony regarding goals and strategies adopted by the CCSD for ELL students in English language acquisition and literacy support ([Exhibit H](#)).
- Chair Woodhouse called for public comment.
- John Eppolito, previously identified, testified regarding the testing and data collection of minority, special education, and ELL students related to CCSS.

UPDATE ON THE STATUS OF NEVADA'S STATE PUBLIC CHARTER SCHOOL AUTHORITY, AND A DISCUSSION OF THE CONTINUED EVOLUTION OF NEVADA'S CHARTER SCHOOLS INCLUDING CHARTER STAFFING AND CONTRACTS

(As directed by Chair Woodhouse, this agenda item was taken out of order.)

- Kathleen A. Conaboy, Chair, State Public Charter School Authority (SPCSA), presented a Microsoft PowerPoint presentation titled "Nevada State Public Charter School Authority: A Report to the Legislative Committee on Education" ([Exhibit I](#)). She highlighted: (1) progress in promoting innovation; (2) the role of the SPCSA to protect the quality of education for charter school students; and (3) promoting the development of high quality charter schools.

- Thomas McCormack, Interim Director, SPCSA, provided charter school demographics, challenges and progress to date, enrollment information, the performance framework, and SPCSA's strategic plan.
- Concluding, Ms. Conaboy reviewed policy changes and information used to attract charter management organizations to Nevada.

A discussion ensued between Chair Woodhouse and Ms. Conaboy about the factors causing low graduation rates and students who are severely credit deficient or enroll in the charter school late in their academic career as a last resort. The discussion continued regarding the bond process and requirements allowing a school district, the SPCSA, or a component of the university system to sponsor a charter school under Senate Bill 384 (Chapter 335, *Statutes of Nevada 2013*).

In response to Vice Chair Anderson's query regarding who has the authority to develop the performance process, Ms. Conaboy replied Nevada's Department of Business and Industry developed the process regulation to determine if a school is academically sound and eligible for the bond market. She offered to research S.B. 384 to further clarify responsibilities and report to the LCE.

- Chair Woodhouse called for public comment.
- Lauren Tevis, Executive Director, Charter School Association of Nevada, invited LCE members to attend the national charter school conference in Las Vegas at the end of June.

PRESENTATION REGARDING AN EDUCATIONAL FIELD STUDY AND EXCHANGE PROGRAM FOR 4TH AND 5TH GRADE STUDENTS

- Elayna J. Hocking, M.Ed., Doctoral Student, Department of Educational Psychology and Higher Education, University of Nevada, Las Vegas (UNLV), solicited support and guidance for an educational travel proposal tied to Nevada's history and government curriculum ([Exhibit J](#)).
- Chair Woodhouse provided contacts to aid in scheduling of Nevada Legislature tours.
- Assemblyman Munford expressed support for this program and shared his past teaching experiences in Nevada history and government.

A discussion ensued between Vice Chair Anderson and Ms. Hocking regarding the delivery of mental health services in schools.

- Chair Woodhouse called for public comment.

- April Tatro-Medlin, Clark County resident, testified her children benefitted from a trip to the Legislature with Sandy Searles Miller Elementary School.

QUALITY AND TRANSITIONS IN NEVADA’S TEACHER PREPARATION PROGRAMS

- Kim K. Metcalf, Ph.D., Dean, College of Education, UNLV, provided a Microsoft PowerPoint presentation titled “Nevada Teacher Education: Assuring and Building Quality” ([Exhibit K](#)). Dr. Metcalf highlighted the following: (1) program enrollment; (2) degree productivity; (3) program completers, (4) high teacher quality; and (5) six quality indicators from the American Association of Colleges for Teacher Education.

Discussion ensued among Assemblywoman Dondero Loop; Kenneth Coll, Ph.D., Dean, Professor of Counseling Education, College of Education, University of Nevada, Reno (UNR); Kevin Graziano, Ed.D., Associate Professor, Nevada State College (NSC); Dr. Metcalf; and Thomas Reagan, M.S., Chair and Secondary Education Professor, Department of Education, Great Basin College (GBC), regarding the availability of statistics for new teachers who are unsuccessful in the classroom after graduating. They discussed difficulties gathering the data and its significance to teacher education programs and retention rates.

- Assemblywoman Dondero Loop inquired whether information is being shared within Nevada and across state lines to improve teacher education training.

Discussion ensued among Assemblyman Stewart and presenters regarding the practice of utilizing education graduates as guest speakers, mentors, and faculty members. Discussion continued to the declining enrollment in education programs attributed to: (1) the economy; (2) the difficulty of the education profession; (3) improving teacher quality; (4) salaries; and (5) teacher layoffs.

- Dr. Graziano pointed out enrollment fluctuation due to students failing the required PRAXIS I test for formal admittance into teacher preparation programs.

There was a discussion among Assemblyman Munford and presenters regarding the preparation of new teachers for classroom diversity to include required TESL coursework, field experience, and working with mentors.

In response to Assemblyman Munford’s inquiry regarding teacher bias, Dr. Coll responded UNR evaluates students for personality and bias compatibilities.

- Dr. Graziano remarked that professional development helps prevent bias.
- Assemblyman Munford commented regarding his experiences and enthusiasm as a newly hired teacher.

- Dr. Coll stated the teacher quality movement shows commitment to improving teachers in the classroom.

Discussion ensued among Vice Chair Anderson and presenters regarding effective classroom management coursework. Dr. Graziano commented that field experience is the key to becoming an effective teacher.

There was a discussion among Assemblywoman Dondero Loop and presenters regarding improvements in teacher preparation programs to include alternative licensure programs, increased recruitment, improved course selection to finish degrees in a timely manner, and teacher retention.

- Chair Woodhouse called for public comment; however, no testimony was presented.

EDUCATOR PROFESSIONAL DEVELOPMENT: A DISCUSSION REGARDING ADEQUACY, STRUCTURE, AND DIFFERENTIATING TRAINING TO TEACHERS' NEEDS

- Sarah Negrete, Ph.D., Program Director, Northeastern Nevada Regional Professional Development Program (RPDP), reviewed the structure of the RPDP and work based on school district requests with an assigned coordinator responsible for logistics. She pointed out the exception is the educator performance framework in which professional development is initiated by the RPDP. Dr. Negrete indicated there is a balance of instruction provided as professional development versus school district requests. She expressed concern with the professional development time expectation for teachers.
- Kirsten Gleissner, Director, Nevada's Northwest RPDP, concurred with Dr. Negrete and added that research shows a teacher is the main direct influence on student learning.

She stated the RPDP fills two main roles: (1) supports teachers and administrators in providing CCSS information, early literacy programs, the educator performance framework system, family engagement, and parental involvement; and (2) supports school districts and schools by providing professional development in areas of need. Ms. Gleissner indicated this structure lends to a variety of delivery models supporting differentiated learning and incorporating interactive training opportunities. She added there is follow-up in the classroom with coaching opportunities, collaboration, data analysis, instructional information, planning support, video, and filming with peer feedback and analysis. She expressed concern regarding the limited amount of time allocated for professional development.

- Bill Hanlon, Regional Director, Southern Nevada RPDP, suggested Nevada increase its implementation of the CCSS and the number of trainers providing professional development. He stated the RPDP receives requests on a regular basis to

provide training in schools and it does not have the personnel to accommodate the requests. Mr. Hanlon addressed the funding issue and providing support for the new end-of-semester exam. He expressed a need to prepare teachers in the areas of computer programming and coding in order to prepare students for good jobs. Mr. Hanlon said the bottom line is commitment to the RPDP program for growth and professional development access for teachers. He encouraged school districts to provide professional development opportunities for teachers to become better instructors with the content knowledge to understand strategies for struggling students.

Discussion ensued among Vice Chair Anderson and presenters regarding the resources and support required to increase school district pass rates.

In response to Vice Chair Anderson, Mr. Hanlon stated the RPDPs were created to provide professional development for content standards with a focus on improving instruction resulting in increased student academic achievement. He recommended not adding duties to alter the RPDP's prime objective to increase content knowledge, instructional strategies, and resources for classroom teachers.

There was a discussion among Chair Woodhouse and presenters regarding the challenges of hiring professional development trainers and rural area trainings.

Responding to Assemblyman Munford, Mr. Hanlon stated trainers are paid \$500 per day with no benefits or per diem.

- Seth Rau, Policy Director, Nevada Succeeds, presented a Literacy White Paper with findings on professional development ([Exhibit L](#)). He reviewed the following policy recommendations: (1) one statewide assessment; (2) teachers, principals, and parents working together on student intervention towards proficiency; (3) annual summative progressive goal review by the intervention team; and (4) determine a new path with specific interventions for a retained student. Mr. Rau opined this approach would allow all students to succeed in school and raise the level of student achievement.
- Victoria “Tori” Carreón, Director of Research and Policy, Guinn Center for Policy Priorities, referred to written testimony titled “Reforming Professional Development to Improve Literacy Outcomes in Nevada” ([Exhibit M](#)). She highlighted the following: (1) professional development to improve literacy; (2) current professional development efforts are insufficient; (3) reforming professional development; and (4) reprioritize resources for professional development. She concluded the review of current professional development efforts indicate the importance of developing infrastructure that ensures successful efforts. Ms. Carreón stated providing high-quality professional development to every teacher requires a substantial investment of time and resources.
- Mr. Rau informed the professional development plan must increase student achievement and identify funding coordination and restrictions.

- Ms. Carreón stated the funding issues are outlined in Appendices C through F of [Exhibit M](#). She said there are many resources that could be utilized for professional development, including one-time funding options and re-prioritizing existing funds towards professional development.

Discussion ensued between Assemblyman Munford and Ms. Carreón regarding the utilization of Title I funding.

Responding to Assemblyman Munford's inquiry, Mr. Rau stated he would follow up with the Prime 6 reading proficiency score data for the schools in each Committee member's district.

In response to Vice Chair Anderson's question, Ms. Carreón clarified \$120 million is the entire Title I allocation and \$21 million was the amount of statewide funding not spent and carried over from 2012-2013.

- Chair Woodhouse called for public comment.
- Pat Skorkowsky, Superintendent, CCSD, clarified that through sequestration the CCSD lost \$14 million in Title I funding. He stated funding has been set aside for professional development and CCSD is working towards efficiency with training funds.

Discussion ensued between Senator Hammond and Mr. Skorkowsky regarding the need for additional funding for professional development to implement the CCSS and refocus efforts in the classroom.

- Bob Dolezal, previously identified, stressed the importance of RPDP training in the rural school districts.

DISCUSSION CONCERNING BULLYING IN NEVADA'S SCHOOLS

- Senator David R. Parks, Senate District No. 7, identified eight bills passed by the Legislature dealing with bullying and cyber-bullying. He indicated that he and Assemblywoman Spiegel have requested a BDR for the prevention of cyber-bullying for the 2015 Legislative Session.
- Former Senator Valerie Wiener presented information regarding the history and definitions of cyber-bullying and sexting bills.
- Assemblywoman Ellen Spiegel, Assembly District No. 20, stated the pace and impact of bullying has accelerated due to social media. She invited input on the proposed BDR and stressed the need for change to keep our children safe.

There was discussion among Chair Woodhouse, Vice Chair Anderson, Senator Parks, and Assemblywoman Spiegel regarding the definition of bullying. Vice Chair Anderson

wondered whether the definition of bullying is adequate as related to the Sparks incident. Senator Parks noted contradictory articles about the Sparks' incident. Assemblywoman Spiegel recommended the bullying definition include actions to be taken by law enforcement. Chair Woodhouse read the current definitions of bullying and cyber-bullying as defined in statute. Vice Chair Anderson commented the current definition may be adequate but would invite recommendations for change in the LCE work session.

- Assemblywoman Dondero Loop stressed the need for professional development to include follow through for staff involved, parental engagement, and outreach for all entities involved with children.
- Former Senator Weiner expressed concern with current school district programs focusing on a single year in a student's K-12 education and suggested a change for programs to look at every year of a student's education.
- Assemblywoman Spiegel commented that professional development should direct teachers in how to get help for the bullies, as well as the staff dealing with the incidents.

Discussion ensued between Assemblyman Munford and former Senator Wiener regarding the distinction between cyber-bullying and a physical confrontation. Former Senator Weiner replied the treacherous nature of anonymity and the perpetual nature of cyber-bullying allows for bullying to continue on an ongoing basis without physical confrontation.

In response to Assemblyman Munford's inquiry, Senator Parks responded the current statutes hold only the bully accountable; the proposed bill would add harsher legal consequences. Assemblyman Munford commented on tiering consequences for bullying.

- Pat Skorkowsky, previously identified, provided a Microsoft PowerPoint presentation titled "Superintendent's Internal Task Force on Bullying" ([Exhibit N](#)). He recommended: (1) strengthening notification and reporting requirements; (2) defining and measuring administrative responsibility; (3) enhancing curriculum and interventions; (4) improving professional development; (5) developing a plan for accountability to ensure compliance; and (6) updating policies and regulations to reflect current statutes.

Discussion ensued between Assemblyman Stewart and Mr. Skorkowsky regarding the types of discipline for bullies and the parental notification process.

Responding to Vice Chair Anderson's inquiry, Mr. Skorkowsky stated there is an imbalance of power in a bullying situation and situations where emotionally challenged students, who have been bullied, become aggressors to extreme bullies. He recommended reviewing the system as a whole and addressing prevention tactics with victims and bystanders. Mr. Skorkowsky mentioned pilot programs underway to determine the possible benefits of mental health services.

In response to Assemblyman Munford's questions, Mr. Skorkowsky replied there is due process with zero tolerance for bullying incidents and a need to improve the investigation process. He explained the CCSD trains campus security, school police, and administrators how to break up a fight appropriately. Mr. Skorkowsky said there is no policy stating that teachers cannot break up a fight.

- Mr. Skorkowsky said the internal task force established six committees to address issues brought forth on an ongoing basis.
- Chair Woodhouse called for public comment.
- Jason Lamberth, Clark County resident, testified regarding a bullying incident that resulted in his daughter's suicide. He stressed the importance of notifying the parents of each student involved in the bullying incident. Mr. Lambert recommended legal consequences for school administrators who fail to notify parents of reported bullying incidents, with bullying recognized as a criminal offense.
- April Tatro-Medlin, previously identified, testified that some students attend online schools because they were bullied in CCSD schools. She opined one of the causes of bullying might be the electromagnetic fields, Wi-Fi signals, altering their behavior.
- Bob Dolezal, previously identified, stated the WPCSD was recognized by the NASB for their anti-bullying program.
- Wade Poulsen, Lincoln County School District Board Trustee, Legislative Chair, indicated Lincoln County School District (LCSD) has adopted policies set forth for bullying and cyber-bullying. He stated in an effort to be proactive, LCSD adopted "Rachel's Challenge," encouraging students to do something kind to a fellow student every day.
- Zhan Okuda-Lim, Member, Board of Directors, Nevada Youth Legislature Foundation, CCSD alumnus, and a senior at Princeton University, testified regarding his personal experiences with bullying in the CCSD and suggested a program be implemented to encourage a positive campus culture.
- Vice Chair Anderson encouraged Mr. Okuda-Lim to return to Nevada following his graduation from Princeton University to aid in education policy development.

- Chair Woodhouse expressed appreciation to the retired and current legislators working on the bullying issue and welcomed any legislative changes to ensure our students have a life free of bullying.

PUBLIC COMMENT

- Chair Woodhouse called for public comment; however, no testimony was presented.

ADJOURNMENT

There being no further business to come before the Committee, the meeting was adjourned at 5:40 p.m.

Respectfully submitted,

Christina Harper
Senior Research Secretary

Todd M. Butterworth
Senior Research Analyst

APPROVED BY:

Senator Joyce Woodhouse, Chair

Date: _____

LIST OF EXHIBITS

[Exhibit A](#) is the “Meeting Notice and Agenda” provided by Todd M. Butterworth, Senior Research Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit B](#) is a Microsoft PowerPoint presentation titled “Nevada Education Funding—an overview and analysis,” submitted by Jeremy Aguero, Principal Analyst, Applied Analysis, Las Vegas.

[Exhibit C](#) is written testimony of Deb Nuebecker, parent, Las Vegas.

[Exhibit C-1](#) is a notebook containing questionnaires regarding Common Core State Standards submitted by Deb Nuebecker, parent, Las Vegas.

[Exhibit D](#) is a Microsoft PowerPoint titled “English Learner Definition,” provided by Jonathan Gibson, Education Programs Professional, Office of Educational Opportunity, Nevada’s Department of Education.

[Exhibit E](#) is a memorandum to the Nevada Legislative Interim Education Committee (LCE), dated May 28, 2014, from Yvette Williams, Chair, Clark County Black Caucus (CCBC), Las Vegas.

[Exhibit F](#) is a letter to the LCE, dated May 28, 2014, from by Marsha Irvin, Chair, Education Committee, CCBC, Las Vegas.

[Exhibit F-1](#) is an article titled “Acknowledging the Language of African American Students: Instructional Strategies dated March 2001,” presented by Marsha Irvin, Chair, Education Committee, CCBC, Las Vegas.

[Exhibit F-2](#) is a elementary, middle, and high school data, dated 2012-2013, from by Marsha Irvin, Chair, Education Committee, CCBC, Las Vegas.

[Exhibit G](#) is written testimony, dated May 27, 2014, provided by Sylvia Lazos, Co-Chair, Education Committee, Latino Leadership Council, Las Vegas.

[Exhibit H](#) is written testimony submitted by Stavan Corbett, Trustee, District D, Clark County School District (CCSD), Board of Trustees.

[Exhibit I](#) is a Microsoft PowerPoint presentation titled “Nevada State Public Charter School Authority: A Report to the Legislative Committee on Education,” offered by Kathleen A. Conaboy, Chair, State Public Charter School Authority (SPCSA) and Thomas McCormack, Interim Director, SPCSA.

[Exhibit J](#) is a proposal for a student educational historical travel program, submitted by Elayna J. Hocking, M.Ed., Doctoral Student, Department of Educational Psychology and Higher Education, University of Nevada, Las Vegas (UNLV).

[Exhibit K](#) is a Microsoft PowerPoint presentation titled “Nevada Teacher Education: Assuring and Building Quality,” provided by Kim K. Metcalf, Ph.D., Dean, College of Education, UNLV.

[Exhibit L](#) is a Literacy White Paper submitted by Seth Rau, Policy Director, Nevada Succeeds, Las Vegas.

[Exhibit M](#) is written testimony titled “Reforming Professional Development to Improve Literacy Outcomes in Nevada” presented by Victoria “Tori” Carreón, Director of Research and Policy, Guinn Center for Policy Priorities, Las Vegas.

[Exhibit N](#) is a Microsoft PowerPoint presentation titled “Superintendent’s Internal Task Force on Bullying” submitted by Pat Skorkowsky, Superintendent, CCSD.

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 and other materials distributed at the meeting 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.