

**MINUTES OF THE MEETING OF THE
SENATE COMMITTEE ON FINANCE
AND
ASSEMBLY COMMITTEE ON WAYS AND MEANS
SUBCOMMITTEES ON K-12/HIGHER EDUCATION/CIPS**

**Seventy-Eighth Session
March 3, 2015**

The meeting of the Subcommittees on K-12/Higher Education/CIPS of the Senate Committee on Finance and the Assembly Committee on Ways and Means was called to order by Chair Ben Kieckhefer at 8:07 a.m. on Tuesday, March 3, 2015, in Room 3137 of the Legislative Building, Carson City, Nevada. The meeting was videoconferenced to Room 4412E of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. [Exhibit A](#) is the Agenda. [Exhibit B](#) is the Attendance Roster. All exhibits are available and on file in the Research Library of the Legislative Counsel Bureau.

SENATE COMMITTEE MEMBERS PRESENT:

Senator Ben Kieckhefer, Chair
Senator Michael Roberson
Senator Joyce Woodhouse

ASSEMBLY COMMITTEE MEMBERS PRESENT:

Assemblyman Pat Hickey, Chair
Assemblyman Derek Armstrong, Vice Chair
Assemblyman D. Paul Anderson
Assemblywoman Teresa Benitez-Thompson
Assemblywoman Marilyn Kirkpatrick
Assemblyman James Oscarson
Assemblywoman Heidi Swank

COMMITTEE MEMBERS ABSENT:

Assemblyman Randy Kirner (Excused)

STAFF MEMBERS PRESENT:

Alex Haartz, Principal Deputy Fiscal Analyst
Cindy Jones, Assembly Fiscal Analyst

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 2

Andrea McCalla, Program Analyst
Emily Cervi, Committee Assistant
Maria Vega, Committee Assistant
Jason Gortari, Committee Secretary

OTHERS PRESENT:

Dale Erquiaga, Superintendent of Public Instruction, Department of Education
Mindy Martini, Deputy Superintendent for Business and Support Services,
Department of Education
Dena Durish, Director of Educator Effectiveness and Family Engagement,
Department of Education
John Eppolito

Chair Kieckhefer:

I will open the hearing on the budgets for the Department of Education (NDE).

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

Today, we will be covering half of the NDE's budget within my PowerPoint presentation entitled "The Executive Budget – Department of Education: 2015-2017 Biennium" ([Exhibit C](#)).

The NDE is relatively small, comprised of about 130 people and spends \$25 million to \$30 million per year. Our budget looks huge because we distribute 98.75 percent of it as State aid to schools.

Page 3 of [Exhibit C](#) is an overview of the NDE's vision, mission and goals. The Department has five goals. My presentation will focus on how we are restructuring the Department by functional area, driven by our five goals listed on page 3. Our goals are standards required by law. These goals and benchmarks were created through the strategic planning process and through the State improvement planning process.

The State Board of Education (SBE) has established the five goals, focusing on third grade, the end of middle school and the end of high school. The goals also focus on amplifying the quality of educators in Nevada's education system and emphasize the use of public funds more efficiently and effectively.

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 3

Page 4 displays the NDE's current organizational chart. I became the Superintendent of Public Instruction in August 2013 and was asked by the SBE and Governor Brian Sandoval to conduct a review of the NDE and its organizational structure. This request led to the decision to align the NDE by functional area.

Over the last 4 years, we have been reconfiguring the structure of the NDE so it meets the organizational desire imposed by the Legislature and so it aligns by functional area. Described by law, the SBE and the Office of the Superintendent of Public Instruction are historically the two entities comprising the NDE. We have taken a different approach and, in addition to the SBE and the Office of the Superintendent of Public Instruction, now operate the NDE out of three divisions: Business and Support Services, Student Achievement, and Educator Effectiveness and Family Engagement.

The Business and Support Services Division maintains the Offices of District Support, Department Support and Audit. The Student Achievement Division is responsible for the Offices of Standards and Instructional Support; Assessment Data and Accountability Management; Career Readiness, Adult Learning and Education Options; Early Learning; Student and School Support; and Special Education. The Educator Effectiveness and Family Engagement Division now operates the Offices of Educator Licensure, Educator Development and Support, and Parental Support and Family Engagement.

This new Division was created after NDE realized the necessity of grouping parents, educators and administrators together in the system.

Within this Division, the Office of Educator Development and Support was added to amalgamate teacher preparation, continuing education, professional development, library support and support for the educator evaluations systems. The NDE has been restructured with a division for money, a division for students and a division for all adult learning.

Page 5 of [Exhibit C](#) displays how restructuring the NDE has helped align budgets with functional areas, create and prioritize activities, and help monitor the effectiveness of our efforts.

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 4

Page 6 of [Exhibit C](#) discusses our expenditures for information services, including the System of Accountability Information in Nevada (SAIN). Under the prior budget and organizational structure, funding was segmented across five different budget accounts making prioritization and monitoring difficult, if not impossible, to accomplish.

Page 7 shows our proposed budget structure by functional area, making it possible for activities to be prioritized and monitored. Budget account (B/A) 101-2716, in the Office of District Support, accounts for our data systems management and supports, including SAIN.

EDUCATION

K-12 EDUCATION

NDE - Data Systems Management — Budget Page K-12 EDUCATION-175
(Volume I)
Budget Account 101-2716

Page 8 of [Exhibit C](#) discusses the large number of position transfers, 66, and associated expenses as a result of restructuring our organization. Our budget may look like it is growing, but it is not. A few areas are seeing growth, but much of the activity is transfers.

We are now functioning this way organizationally, and we hope in the next biennium the Legislature will approve NDE budget funding to function in the same way.

Page 9 provides an overview of our budget activity performance measures. For each budget activity there is at least one performance measure. In addition, the budget activities, performance measures roll up into the Nevada State Improvement Plan for Education. Each of the 12 Offices within the NDE's three divisions and the Office of the Superintendent will now roll out their performance measures into work performance standards. This is the idea behind the State's Priorities and Performance Based Budget. The State wants to ensure our goals and performance measures roll down to an individual employee understanding his or her level of responsibility.

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 5

Page 10 of [Exhibit C](#) explains our needs in the Executive Budget, including student needs, management and education personnel needs. The Office of the Superintendent, sitting at the top of the NDE organizational structure, manages the Department's budgetary strategy.

Page 13 of [Exhibit C](#) displays the Office of the Superintendent's organizational chart.

We retooled an existing position from the Business and Support Services Division to create an NDE receptionist. Because of the budget structure, we placed the three division heads within the Office of the Superintendent. The dotted line in this chart displays the proposed legislation, coming from the Office of the Governor, to create the Office of Safe and Respectful Learning within the Office of the Superintendent. Should the Governor's proposal be adopted, there will be a fourth division head reporting directly to the Superintendent of Public Instruction.

Page 14 shows the responsibilities of the Office of the Superintendent. The Office of the Superintendent is a standard, agency administrative office with the Superintendent's responsibilities spelled out in statute and a wide span of regulatory authority. The Superintendent and SBE can adopt regulations. Both the Superintendent has a few older statutory responsibilities, such as approving calendar changes, changes to instructional minutes and other processes required at the local board level. For example, if the local board chooses to sell a piece of land, the Superintendent has to approve their choice of appraiser. Or if an employee is related to someone on the SBE, permission to work with that relative comes from the Superintendent.

Page 15 of [Exhibit C](#) shows the performance measures in B/A 101-2673. For the Office of the Superintendent, we have chosen a measure on timely completion of statutory reports timely and the standards for those reports delivery. There are currently 41 reports.

NDE - Office of the Superintendent — Budget Page K-12 EDUCATION-45
(Volume I)
Budget Account 101-2673

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 6

Page 16 discusses enhancement unit E-275, creating a new deputy superintendent position to oversee the Educator Effectiveness and Family Engagement Division.

The current statute on creating deputies is no longer clear. In this budget, we do two things. First, we create a new deputy superintendent position in unclassified service equal to other deputies in the NDE. Second, we adjust salaries accordingly for this position.

E-275 Educated and Healthy Citizenry — Page K-12 EDUCATION-48

Page 17 of [Exhibit C](#) describes budget adjustments shown in E-500 and E-900 to transfer an administrative assistant from the Office of Educator Licensure into the Office of the Superintendent for the new deputy superintendent. Funding for this changed from licenses and fees to General Fund appropriations. This change will keep administrative units within the Office of the Superintendent.

E-500 Adjustments To E900 — Page K-12 EDUCATION-49

E-900 Trans Educator License 2705 To Off of Sup 2673 — Page K-12
EDUCATION-51

Chair Kieckhefer:

Do you have two deputy superintendents within the Office of the Superintendent in B/A 101-2673?

Mr. Erquiaga:

Yes.

Chair Kieckhefer:

Will the additional deputy oversee the new Division of Educator Effectiveness and Family Engagement, creating one deputy over each division?

Mr. Erquiaga:

Yes.

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 7

Chair Kieckhefer:

Elaborate on the relationship between this new deputy position and the old southern office administrator position in Las Vegas. Is this a transition of that position now in Las Vegas?

Mr. Erquiaga:

It is a new position in addition to the existing director of the Office of Educator Licensure. We will keep the director in the Office of Educator Licensure and we will add a deputy superintendent position to the Educator Effectiveness and Family Engagement Division. The Office of Educator Licensure is the most under-resourced unit we have, especially when we add programs like educator evaluations. There is a high volume of work in the Office of Educator Licensure.

Chair Kieckhefer:

Is there not enough overlap to justify combining the two positions into one?

Mr. Erquiaga:

If we overlapped those two positions into one, the person in that position would quit. Given the amount of work expected for the Educator Effectiveness and Family Engagement Division, it would be too much to sustain.

Page 18 of [Exhibit C](#) describes enhancement request E-225, the addition of a management analyst (MA) position to provide assistance to the Superintendent in conducting studies, research and analysis of program and policy, regulations and rules. In the last interim, we processed about 30 regulations, each requiring a workshop and hearing.

E-225 Efficient and Responsive State Government — Page K-12 EDUCATION-47

Currently, the Superintendent and SBE's assistant manages that process. The SBE's assistant manages a few of the regulations that appear before the Board, and some of the departmental regulations, but these are duties outside the job description. As we increase our own performance management, the addition of this MA position is necessary.

Page 19 of [Exhibit C](#) shows enhancement unit E-226 to fund our public information officer (PIO). In 2013, we created a PIO position, but no budget for

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 8

printing or Web design. Initially, the Nevada Public Education Foundation supported this position, but this is not a sustainable strategy in the future. Our PIO position should have a budget to perform his or her necessary tasks.

E-226 Efficient and Responsive State Government — Page K-12 EDUCATION-47

Chair Kieckhefer:

You have requested an outside vendor component within the budget. Over the biennium, \$30,000 is a small line item for an outside vendor to perform public relations (PR) services. What will you be able to accomplish with under 100 hours of billable service?

Mr. Erquiaga:

That is a very small line item. Our PIO can handle the public information piece of our PR, but cannot provide the creative design piece. The vendor will help us prepare and lay out the brochures and flyers that we are required by law to produce.

Page 20 of [Exhibit C](#) discusses enhancement unit E-244, a request to create a travel budget for the SBE. The Board typically videoconferences its meetings, but it is impossible to travel to conferences without funding. They currently request funding from the Superintendent's budget account, which places them in the uncomfortable position of not controlling their own travel funding.

E-244 Efficient and Responsive State Government — Page K-12 EDUCATION-48

Assemblywoman Benitez-Thompson:

Is the request for \$2,000 per member of the Board, or \$2,000 for all 11 members over the biennium?

Mr. Erquiaga:

The \$4,124 request is for all 11 members over the biennium. They will not be traveling often.

Page 21 of [Exhibit C](#) describes enhancement request E-806, for unclassified position salary increases. This equalizes the two deputy superintendents' salaries within NDE. Our deputy superintendents' salaries are still well below the

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 9

salaries of deputies in other government entities, so this salary change is not a large adjustment. This decision unit also increases the salary of the Superintendent. This balances the salary level with other similar top administrative positions in State government.

E-806 Unclassified Position Salary Increases — Page K-12 EDUCATION-50

Chair Kieckhefer:

Are the 66 transferred positions on paper or are people physically moving desks and offices?

Mr. Erquiaga:

It is both. What you see in the budget request are transfers on paper. The movement of offices and desks has already occurred. The Office of Student and School Supports' space is large and so there was minimal movement there. We are outgrowing our current building on Fifth Street in Carson City and looking for more space for a few staff members. The Office of Early Learning and Development has just moved into our Las Vegas offices.

Chair Kieckhefer:

Have all the physical transfers already taken place?

Mr. Erquiaga:

Almost all of them.

Page 23 of [Exhibit C](#) describes B/A 101-2614, the Educational Trust Account. This Trust is statutorily created in *Nevada Revised Statute* (NRS) 120A.610 and funded by abandoned gift certificates to use for educational activities. In the past, the Legislature has used this fund for their own special projects and the NDE has paid for some line items. We are proposing different uses going forward. This is not a General Fund account.

NDE - Educational Trust Account — Budget Page K-12 EDUCATION-41
(Volume I)
Budget Account 101-2614

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 10

Page 24 of [Exhibit C](#) proposes enhancement request E-294 for two \$50,000 stipends each fiscal year of the biennium for a graduate student or educator in residence. A state education agency is unique, and unlike the district education agencies. Regulations by the Board dramatically impact what happens in a school or school district. This will allow us to have a “voice” inside the educational system when formulating policies and standards and develop future educational leaders. It would also be a great way for the Department to participate in future professional development activities at very little cost to the taxpayers.

E-294 Educated and Healthy Citizenry — Page K-12 EDUCATION-42

Assemblywoman Benitez-Thompson:

Will you select graduate students from the Nevada System of Higher Education (NSHE)? If so, from which departments within the universities would you consider selecting candidates? Would it be candidates, from the education department, those who are working on their masters degrees in public administration, or both?

Mr. Erquiaga:

Both. We would start looking at candidates from the colleges of education within NSHE. We are working towards accomplishing that this year with an appropriation from the Teachers and Leaders Council of Nevada and plan to draw from colleges of education or from public administration programs.

Assemblyman Armstrong:

Is the stipend of \$50,000 based on a 9-month or a 12-month distribution schedule?

Mr. Erquiaga:

Because we will have an election in the first part of the year, it will be about a 9-month distribution schedule. The candidate selected will serve for a year, but part of that year will be dedicated to finding a qualified graduate student. It is a yearlong stipend, but, as a practical matter, it will compensate the individual for only 9 months.

Assemblyman Armstrong:

Will the second stipend be distributed in the same manner for a graduate student or educator in residence?

Mr. Erquiaga:

We have budgeted it that way. I am not sure we will be able to get an educator at that rate of pay. Since it will be approved this way, we might have to come back and ask for some flexibility in the work program, but we are going to try to treat them the same.

Assemblyman Armstrong:

Is there potential for matching funds coming from other sources for this program?

Mr. Erquiaga:

We have not identified any yet and have not sought grants. It might be critical in recruiting the educator, especially if we are trying to attract a senior person. We may also seek a funding match. The Public Education Foundation has been helpful to us.

Chair Kieckhefer:

If a teacher is recruited out of a school district, will he or she be taking a leave of absence from that district and become a State employee, or will they still be employed by the district? If so, will we then have to reimburse the district for that employee's absence?

Mr. Erquiaga:

It could be accomplished a couple of ways. The teachers could take a leave of absence and become our contractor. Or, we could arrange a memorandum of understanding reimbursing the district if they agreed to continue to pay for that employee's fringe benefits. We would try to be flexible when working with the districts.

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 12

Chair Kieckhefer:

My concern stems from how Base Budget funding is calculated. I would hate to have someone withdraw, be double funded, and then be rolled up into the Base Budget in the next year.

Mr. Erquiaga:

Page 25 of [Exhibit C](#) discusses enhancement request E-297, additional funding for the Teacher of the Year Program award. Each year, in every state, one teacher is selected for the teacher of the year award. The recipient attends a meeting at the White House and conferences in New Jersey and Arizona. Many of the recipients from other states also attend Space Camp. We do not send our recipient to Space Camp and are requesting additional funding, a small addition for an important program.

E-297 Educated and Healthy Citizenry — Page K-12 EDUCATION-42

Chair Kieckhefer:

Do the teachers have other options or programs if they do choose not to attend Space Camp?

Mr. Erquiaga:

Yes, you can provide us the flexibility for the recipient to attend Space Camp or a similar student engagement conference.

Page 26 of [Exhibit C](#) highlights Nevada's Family Engagement in Education Summit program. This was a one-time expense in our budget, and is no longer viewed as part of our Base Budget funding. We are asking to restore \$10,000 for the program with a request that is not in the Executive Budget.

Assemblywoman Benitez-Thompson:

I echo my support for the Family Engagement in Education Summit program.

**Mindy Martini (Deputy Superintendent for Business and Support Services,
Department of Education):**

I will begin by discussing B/A 101-2719.

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 13

NDE - District Support Services – Budget Page K-12 EDUCATION-60 (Volume I)
Budget Account 101-2719

Page 29 of [Exhibit C](#) displays our Division's organizational chart. The finance sector contains our accounting analysts, budget analyst and information technology (IT) support. In the school Funding and Reporting Service, staff members create, oversee, and pay the Distributive School Account (DSA), and collect information from the school districts on actual expenditures under NRS 387.303. This staff also oversees class-size reduction and the full-day kindergarten programs. The Office of Audit staff travels to schools and conducts audits. Auditors verify the number of students the schools claim in their counts. If they cannot verify the number of students, funding is taken back from that school.

Page 31 of [Exhibit C](#) provides a description of B/A 101-2719. This account includes items relating to full-day kindergarten and the DSA.

Page 32 displays our performance measure, the reduction in enrollment disallowances. This measure is tied specifically to our audit team.

Chair Kieckhefer:

What is an enrollment disallowance?

Ms. Martini:

For example, the audit team makes sure the count provided by a school is correct. If the true count matches what the school reported on count day, they mark that school as not having an enrollment disallowance.

Chair Kieckhefer:

Does this verify the count?

Ms. Martini:

Yes. If they cannot verify a count, the per-pupil funding is taken away from that school. It is very important that the school districts understand how to prepare for an audit and how to count their students appropriately. It becomes difficult when looking at distance education. Our plan for the upcoming biennium is to create an audit manual providing training to help school districts, distance

education and the State Public Charter School Authority. Our goal is to reduce enrollment disallowances across the board.

Page 33 of [Exhibit C](#) discusses enhancement unit E-919, requesting the transfer of 3.5 full-time equivalent (FTE) positions to form a centralized grants management team. This request is in response to a 2011 Legislative Letter of Intent. If approved, this request would ensure that grant oversight is independent from the program side of our Division. This group would provide support to the program side on funding allocation for competitive grants and for Title I funding. During the interim, several functions of our grants management were handled by employees who were not grants managers. Having a group specifically focused on grants management will enhance our grants management process and allow our program people to focus on implementation.

E-919 Trans Off of Sup 2673 To Dist Support 2719 — Page K-12
EDUCATION-67

Page 34 of [Exhibit C](#) discusses enhancement unit E-808, requesting reclassification of one FTE from a grants and projects analyst II to a grants and projects analyst III. This person would be the leader of the grants management team and schedule the group's activities.

E-808 Classified Position Reclassifications — Page K-12 EDUCATION-64

Page 35 discusses our enhancement unit E-228, a request for a new grants and projects analyst II. This position, unlike the others that have been transferred in, would be specifically dedicated to State grant activities and funds. The 3.5 positions we are asking to transfer from E-919 focus on federal funds.

E-228 Efficient and Responsive State Government — Page K-12 EDUCATION-61

Chair Kieckhefer:

Will the 3.5 existing positions being colocated in to this budget account focus on bringing in federal grants and outside money?

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 15

Ms. Martini:

Yes. Those 3.5 positions will monitor and allocate federal grants and outside money.

Chair Kieckhefer:

Will the one additional position requested in E-228 be in charge of all the new grant programs we are creating in this budget?

Ms. Martini:

This position would assist program personnel. If there is a competitive grant, they would be a member of that team. They would also conduct expenditure audits and assist some of the smaller school districts, as needed.

Some school districts need help with properly implementing grant funding. This position would allow us to provide that technical assistance. This position would be directly related to the State funding grants.

Chair Kieckhefer:

We are being asked to fund several new grant programs in the NDE. Is there only one person dedicated to conducting these grant program duties?

Ms. Martini:

There is only one person working jointly with the program staff to implement grant programs. It would be impossible for one person to oversee all the functions of a State grant. This new position would have the ability to work with the program people and oversee the allocation of funds from the grant programs. This person would also work with the budget analysts, who would pay the funds and help allocate them, ensuring each of the school districts were being represented appropriately.

Chair Kieckhefer:

Will there be a new Education Program Professional (EPP)?

Ms. Martini:

Yes. On March 17, you will hear about the new positions related to the EPP's program personnel. Right now, a person with a financial background is dedicated to the State grants.

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 16

Chair Kieckhefer:

Is the new grants and projects analyst II position based on compliance with the rules over State grant programs?

Ms. Martini:

Yes.

Assemblywoman Kirkpatrick:

Does this have anything to do with how you will disburse those grants through block grants?

This new grants and projects analyst II position would make sure that the grants were delivered in a timely fashion, but you will still need additional positions to support this person's responsibilities. Are those positions mentioned in this budget, or a different budget?

Ms. Martini:

No. We will discuss the positions responsible for those duties at the March 17 hearing.

Chair Kieckhefer:

Please provide an explanation of the change in the fund map for these grants and projects analyst positions. Is the funding for the positions changing primarily from indirect costs to General Fund appropriations? If so, what is the reasoning behind that?

Ms. Martini:

Each position is different. I can provide you with the actual breakdown. A few positions will be funded by federal grants. The federal grants supporting those positions will also provide proportionate funding for the positions. If the position oversees two grants, then there will be a 50-50 split of those grants to fund the position. If some of these grants and projects analyst positions oversee State grants, then that position would be funded by General Fund appropriations. Enhancement request E-228 would be completely funded by General Fund appropriations because State grants would be the focus of this position.

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 17

Page 36 of [Exhibit C](#) gives an overview of enhancement unit E-230, in-state travel needs for the new centralized grants management team. This request would cover the expenditures for this team to conduct field audits and travel to smaller school districts to provide technical assistance. This requests amounts to \$5,956 over the biennium.

E-230 Efficient and Responsive State Government — Page K-12 EDUCATION-62

Budget account 101-2720, in the Office of Department Support, accounts for our internal information technology, including desks, laptops and phones. Our prior budget structure funded these items through various budget accounts all run out of a single office. In addition to restructuring our organization, we have made structural changes to our budget accounts as well.

Page 38 of [Exhibit C](#) provides a description of B/A 101-2720, Department Support Services. This budget includes requests for IT technology support, personnel and supporting accounting functions for the Office of Department Support.

NDE - Department Support Services — Budget Page K-12 EDUCATION-78
(Volume I)
Budget Account 101-2720

Page 39 discusses our performance measure for this budget account, a reduction in single audit report findings. Single audit report findings are very rigorous and take place every year. We hope to reduce single audit findings to zero through internal training controls and our policies and procedures.

Page 40 discusses decision unit E-226, to fund a new accounting assistant III position. Over the interim, we reached maximum capacity for our accounting functions. We review over \$1.9 billion in transactions per year. The new Office of Early Learning and Development has substantially increased our accounting function needs.

We have been fortunate to receive new federal grants such as the Safe and Respectful Learning Environment grant and grants that address emergency management. New grants result in an increase in billing claims, vouchers and

transactions. New State programs requested for approval this Session will substantially increase the volume of accounting support needed, making this additional accounting position necessary.

E-226 Efficient and Responsive State Government — Page K-12 EDUCATION-80

Assemblyman Armstrong:

Is this position requested because we currently have a backlog of accounting tasks in this Division? If so, will there be a need to help reduce that backlog or, is it just something that is contingent upon this budget being passed?

Ms. Martini:

A backlog of accounting tasks has been created with the addition of the new Office of Early Childhood and Development. We have three staff working on this. The staffing request is not tied directly to having new programs, and our Division could use the position either way.

Page 41 of [Exhibit C](#) discusses enhancement unit E-227, a request for a new MA II position. The NDE, has about 65 annual contracts. Several positions have responsibility for overseeing the Request for Proposal (RFP) process, the negotiations and contracts compliance at the NDE. The position we are requesting would be in charge of the process of looking into the duplication and negotiations for contracts that have been in existence for many years and the necessity for ongoing expenditures. Having this single position, instead of several positions overseeing these functions, will increase the efficiency of our contract management. This position would also be responsible for studying performance-based budgeting and the data being collected to determine if it is reliable, valid and meaningful. This position would have two components to its job duties, but would be primarily focused on centralizing contract management.

E-227 Efficient and Responsive State Government — Page K-12 EDUCATION-80

Chair Hickey:

Have you considered avoiding the addition of new positions by combining the three existing positions carrying out those duties to avoid the need of a dedicated contract manager?

Ms. Martini:

The three positions are all related to accounting functions. The NDE does not have anyone looking at contracts across the Department. This is an area of real necessity and requires us to have that MA position.

Page 42 of [Exhibit C](#) discusses enhancement unit E-233, a request for in-state travel funding to provide IT support to our southern Nevada locations. This funding would also cover fiscal training needs. The request totals \$8,732 over the biennium. Right now, there is no in-state travel budget for the fiscal group. The fiscal group often travels out of budget, so this will provide them with a small in-state travel budget to allow them to meet the needs of the Department.

E-233 Efficient and Responsive State Government — Page K-12 EDUCATION-81

Dena Durish (Director of Educator Effectiveness and Family Engagement, Department of Education):

The new Educator Effectiveness and Family Engagement Division focuses on the interaction of all adults in the NDE system, including classroom teachers, those in our preparation programs, administrators, and the families and communities with which they work. This Division supports the NDE's goal on page 3 of [Exhibit C](#) to ensure effective educators are serving students at all levels. In addition to supporting the Student Achievement Division, this is our focus. Some of these functions have been parceled out to offices throughout the Department and others are a result of new accountability measures and National and statewide conversations about educator effectiveness.

Page 45 of [Exhibit C](#) displays the Division's organizational chart. Within this Division are the Office of Educator Licensure, which interacts directly with the Commission on Professional Standards in Education; the Office of Educator Development and Support, which recruits and prepares teachers and works closely with the Teachers and Leaders Council of Nevada and the Statewide Council for the Coordination of the Regional Training Programs; and the Office of Parental Involvement and Family Engagement, dedicated to statutory issues. This office works in tandem with the NDE's Advisory Council on Parental Involvement and Family Engagement.

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 20

Page 47 of [Exhibit C](#) provides a description for B/A 101-2612, Educator Effectiveness. This account includes funding from the federal Title II of the Higher Education Act of 1965 and is focused on the goals of Elementary and Secondary Education Act of 1965 (ESEA) to prepare, retain and develop effective teachers and leaders in the classroom. The intent is to develop highly qualified teachers and equally distribute them to ensure effective teachers are distributed across schools where they have the highest need.

NDE - Educator Effectiveness – Budget Page K-12 EDUCATION-105 (Volume I)
Budget Account 101-2612

Oversight for ESEA is funded by State dollars and includes certification, including initial certification, and approval of administrator and teacher preparation programs. These programs include training for licenses in elementary education, secondary education, special education, including gifted and talented education, and technology. The current requirement for teachers to renew their licenses is six credits. Our Office approves program providers for our teachers, to ensure that they are meeting teacher standards in those distinct areas.

We are considering funding teachers to receive their certification from the National Board for Professional Teaching Standards. Currently, the Legislature has allowed us only to provide reimbursement for teachers achieving National Board Certification.

Page 48 of [Exhibit C](#) discusses our performance measure for B/A 101-2612, requiring that 90 percent of educators and administrators are determined to be “effective” or “highly effective,” by June 2020 based on the Nevada Educator Performance Framework (NEPF). The NEPF is in the second year of its validation study with plans for full implementation during the 2015-2016 school year. That is why no current identified indicators are shown.

The idea behind this performance measure is that in fiscal year (FY) 2016, 80 percent of educators will fall within the “effective” or “highly effective” categories of this four-tiered rating scale. In FY 2017, we plan to increase those percentages to 85 percent of educators. Although the NEPF is an evaluation system, it also incorporates professional growth. The ultimate goal of this

performance measure is to ensure that teachers and administrators are working together to provide all students with an effective or highly effective teacher.

Page 49 of [Exhibit C](#) discusses enhancement unit E-285, requesting an EPP to connect with the grants and projects analyst position we are requesting, and to work on the business and support services side in coordination with the program side. This position would be tied to the proposed Great Teaching and Leading Fund, coordinating and managing those activities. The Fund's activities include working with the SBE to establish the criteria and the application process to award grant programs for districts, charter schools, charter authorities, Regional Professional Development Programs (RPDPs), the Nevada System of Higher Education (NSHE), NDE's associations and NDE's nonprofit organizations. The SBE and this EPP position would then monitor those grants once they were awarded.

This position would allow us to incentivize and improve the coordination of the preparation programs we offer, all the way through the professional development and teacher leadership activities. It would also help increase the number of effective teachers and administrators in our system who lead our schools through the current difficult challenges they face.

E-285 Educated and Healthy Citizenry – Page K-12 EDUCATION-106

Chair Kieckhefer:

Will this one EPP position oversee all the new initiatives of the Division? Is the Great Teaching and Leading Fund only one of those new initiatives?

Ms. Durish:

Yes, but we would have an EPP and a grants program professional who will be responsible for managing the Title II, Part A funds. Over the years, the position responsible for these duties has established criteria, an application process for the districts and a monitoring process for the funds that are eventually utilized. The new EPP position would have similar job functions.

Chair Kieckhefer:

Would this new position have duties separate from monitoring?

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 22

Ms. Durish:

No. This new position would coordinate the entire application process and then conduct monitoring activities as well.

Chair Kieckhefer:

Is the \$30,000 annual request for external monitoring included in this enhancement unit?

Ms. Durish:

No. This enhancement unit only funds this new position.

Chair Kieckhefer:

Where is that external monitoring funding coming from?

Ms. Durish:

The funding is not tied to a position. It should be tied to the actual budget account it is in.

Chair Kieckhefer:

Would it be tied to a line item in this budget account?

Ms. Durish:

Yes.

Chair Kieckhefer:

I strongly support the idea of an external monitor to make sure we get it right. Please discuss how you reached the cost of \$30,000 for each program in each year. Explain why it is appropriate to spend the \$30,000 in the first year of the biennium, when we do not have data yet. Also, explain whether it is appropriate to spend that money in the second year of the biennium.

Ms. Martini:

We have reached this dollar amount in working with the Department of Administration, through the early childhood education grant funding that we will talk about at the March 17 meeting. There is a component within that grant to provide an evaluation for the federal services received.

That grant was built in at a cost of \$30,000 per program for consistency. By having the same dollar amount for each program, we figured that somebody may be able to do an evaluation for several of the programs. This would ensure the efforts and data remained consistent. We felt that \$30,000 could increase our evaluation efforts. To get things started, we built this cost into both fiscal years for planning purposes.

Chair Kieckhefer:

Would it only be baseline data collection in the first fiscal year or would there be a growth evaluation performed within the next school year?

Ms. Martini:

It would only be baseline data in the first year. In the second year, we will start to see minimal growth and some successes. That is why we did not want to focus all our efforts in the second year of the biennium.

Assemblywoman Kirkpatrick:

How will you determine the job descriptions for your new positions? How will those job descriptions be different from what we have now?

How will the Legislature be engaged in following up on the results of the programs? We do not want to wait two years to determine what went well, and what might still need changes.

Mr. Erquiaga:

The NDE has performance measures in the State Improvement Plan. This is a new component for us. We have shown the performance measures that tie to our budgets. We also have performance measures around a variety of categories under each of the five goals of other items we will treat as metrics, listed on page 3 of [Exhibit C](#).

The evaluation system of the performance measures focused around our five goals will tell the Legislature and Governor the success, or lack of success, in each of these categorical items. The evaluation of our performance will be achieved through external third party evaluators. When external third party evaluators are contracted, we will need to have measures built into our RFP system.

In the Zoom Schools Program roll out, we made the mistake of not agreeing what our goal was. The data on that program shows that, but not setting an expectation for the program resulted in inadequacy.

If this budget is approved, we will set measures and benchmarks for each category up front. We will also include an annual report to the Legislature on the program's results. Submitting an interim annual report on weighted-formula funding to the Legislative Committee on Education or Interim Finance Committee (IFC) is important for programs that address the gifted and talented, special education, English-language learners and poverty as we move forward. We would like to improve the language in the bills or General Appropriations Act so we can establish these standards.

Chair Kieckhefer:

There is an issue with the consistency of the performance metrics as they seem the same for each county statewide. Each county in the State has different challenges. If the money is being used for the same purpose, it should be used towards the same goal. The performance metrics included in this document relate primarily to the efficient expenditure of money, and not towards student achievement. I will assume until proven otherwise, that the performance metrics included in this evaluation will be tied to the performance of students and not how easily we put money on the ground.

Mr. Erquiaga:

Our performance measures on student achievement will be heard in the hearing on March 17. Looking at each of the categorical or weighted initiatives, if the program is about students, the performance measure will be based on student data. If it is on educators, it will be on their performance.

Assemblywoman Benitez-Thompson:

In E-285, why is this EPP position's salary just shy of \$56,000 in FY 2016 and then it increases by \$20,000 to a total of \$74,000 in FY 2017?

Mr. Erquiaga:

When a new position is added to State government in the first year of the biennium, it is not budgeted for in the first quarter. Twenty-five percent of the cost of the salary does not appear because it takes that long to obtain the

position in the budget, advertise the position and then fill it. Almost all positions start on October 1. It becomes a 12-month figure in the second year of the biennium.

Assemblywoman Benitez-Thompson:

Will the salaries advertised be closer to \$65,000 and then have a \$10,000 increase in the next biennium?

Mr. Erquiaga:

Yes. The EPP salary grade is about a 38 or 39, so the advertised salary would be near \$65,000.

Chair Kieckhefer:

You are telling me this EPP position will be performing considerable monitoring and evaluation of success. Will there be any crossover between what we will be getting out of the external evaluations and what the EPP positions will be doing?

Ms. Durish:

The monitoring piece consists of working with the districts to ensure their progress is in accordance with what they have submitted in the RFPs. The implementation of all those pieces is to ensure that work is done in alignment with what was stated in the application. The evaluation piece consists more of measuring the actual outcomes.

For example, by increasing educator effectiveness, we may be looking at decreasing the number of vacancies or increasing the overall performance measures. These actions would occur at the teacher level or at the site building administrator level.

Mr. Erquiaga:

The NDE has done well at reporting how and where funds granted to them were expended, but has struggled at reporting the outcomes reached. We want an external evaluation of outcomes for credibility purposes. External validation of the outcomes of our programs would help us determine the success of those outcomes.

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 26

Chair Kieckhefer:

A problem with the positions you are requesting is that they require a high level of education, such as a Ph.D. or a master's degree, along with a couple of years of experience. The salary level for those positions may not be commensurate with the level of education. Will you be able to fill these positions?

Mr. Erquiaga:

This is one of the biggest challenges the NDE faces and is another reason to add the deputy position. We are a very compacted Department and recruit EPPs who are highly educated individuals, competing against a district's salary schedule. Compensation for EPPs by the districts for a 9-month job is equal to what we pay our EPPs for a 12-month job. It is a major challenge for us to compete in recruitment and hiring, particularly in Las Vegas. There is a small difference in the salary grade between an EPP and a director of an office within our Department, which adds difficulties to our recruitment challenge.

Ms. Durish:

Page 50 of [Exhibit C](#) discusses enhancement unit E-286, requesting a new administrative assistant II position in B/A 101-2612 to support the director of our new Division, five EPPs, and four council and commissions.

E-286 Educated and Healthy Citizenry — Page K-12 EDUCATION-106

Assemblywoman Kirkpatrick:

Please provide me with a document that displays the number of new employees you are adding by category and budget. I want to make sure that we have correctly accounted for these new FTE positions in the budget.

Mr. Erquiaga:

I will provide that document to you.

Chair Kieckhefer:

The new administrative assistant position will be incorporating the duties that have been assigned to four other people in your Department. Will there be enough work to go around if you add this new position and further distribute the work that others are doing?

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 27

Ms. Durish:

There is more than enough work to go around. Part of the responsibility this new administrative assistant will have is supporting the deputy superintendent position. It is a current challenge to post agendas, complete travel requests, submit the paperwork associated with requests and distribute reimbursements within the 30-day budget timeline.

Mr. Erquiaga:

There are more than a dozen statutory boards, commissions, councils and committees within our Department. Only one of those groups is staffed with an administrative assistant. In every other instance, statute says the NDE shall provide support to the board, commission, committee or council.

Ms. Durish:

We will now discuss B/A 101-2706, Parental Involvement and Family Engagement.

NDE - Parental Involvement and Family Engagement — Budget Page K-12
EDUCATION-118 (Volume I)
Budget Account 101-2706

Page 52 of [Exhibit C](#) provides a description of B/A 101-2706. In 2011, NRS 385.630 established the Office of Parental Involvement and Family Engagement within the NDE. This partners with the statute that created the Advisory Council on Parental Involvement and Family Engagement. These two entities work together to review and develop statewide and district policies and to ensure schools are engaging all families in their children's education.

Page 53 of [Exhibit C](#) displays the performance measure for this budget. We will use the six Nevada Parent and Family Engagement Standards as a guideline. Our ultimate goal is that all schools are fully implementing all six of those standards. We will work towards the 100-percent goal, but for this year we will be using last year's performance plans to establish baseline data creating 10 percent, 25 percent and 50 percent benchmarks as performance measures for this biennium.

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 28

In 2007, the Advisory Council on Parental Involvement and Family Engagement was established with ten members, only two of which are parents. [Senate Bill 25](#) requests an increase in the number of members on the Council to 11, with the additional member serving as a third member designated to parents.

[SENATE BILL 25](#): Revises provisions relating to public schools. (BDR 34-316)

Page 54 of [Exhibit C](#) discusses enhancement unit E-275, a request for operating costs for the Council in the amount spent in the Base year of the last budget, \$9,434 over the biennium. This budget account was previously funded by the Educational Trust Account and a General Fund appropriation is now being requested.

E-275 Educated and Healthy Citizenry – Page K-12 EDUCATION-120

Chair Kieckhefer:

There has been some confusion within various decision units in this budget about whether some operating costs have been included or left out. Please work with our staff to make sure any discrepancies are identified as we move forward.

Ms. Martini:

Certainly.

Ms. Durish:

Page 55 of [Exhibit C](#) discusses our performance measure relating to State and district policies on family engagement. We are using the six standards developed by the Parent-Teacher Association (PTA) National Standards for Family-School Partnerships. Our goal is to ensure that all schools are implementing all of those standards.

Page 56 discusses our proposal to retain funding out of the Educational Trust Account, B/A 101-2614, in the amount of \$10,000 every other year of the biennium, to attend Family Engagement Summits.

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 29

Assemblywoman Kirkpatrick:

Are you partnering with the PTA so the family's resources can go further?

Ms. Durish:

Yes, we are. That would be the role of the eleventh position we have requested on the Advisory Council. That individual will be responsible for communicating with the Nevada PTA leadership, and should be the Nevada PTA president, or their designee, to ensure that type of collaboration is exactly what occurs across the State.

Mr. Erquiaga:

Page 59 of [Exhibit C](#) displays an organizational chart of the Student Achievement Division. This is the largest Division within the NDE and is comprised of six offices which administer several federal- or State-funded programs and seven councils.

I want to share the first Nevada Educational Bulletin created in April of 1919, primarily focusing on three elements: the teacher pipeline, career and technical education and a plea for students to stay in school. The bulletin also sets out the difference in the expected life-time salary of a person who stayed in school compared to one who dropped out. Almost 100 years later, we are still talking about many of the same issues and still encouraging students to stay in school.

Page 61 of [Exhibit C](#) provides a description of B/A 101-2676, Career and Technical Education (CTE). By law, the SBE also sits as the State Board of CTE. The Department of Administration administers occupational education programs for the NDE's CTE program funded through the Carl D. Perkins Vocational and Technical Education Act of 1998, which covers State administration, State leadership and basic grants for school districts. In the biennium, the General Fund also contains a State appropriation for educational programs in this budget account.

NDE - Career and Technical Education — Budget Page K-12 EDUCATION-157
(Volume I)
Budget Account 101-2676

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 30

Page 62 of [Exhibit C](#) describes our performance measure. Currently, about 50,000 Nevada students enroll in and complete at least one CTE program, which is broken down into three segments. Students in CTE programs graduate high school at a higher rate and perform better on standardized assessment tests. Our performance measure goal is for 11,000 students to finish our CTE Completer Programs by 2020. Working in tandem with the Governor's Office of Economic Development, we want to help students earn a Nevada Certificate of Skill Attainment and match them with a job that will utilize their skills.

Chair Kieckhefer:

Last Session, we were notified about a reduction in the level of funding from the Carl D. Perkins grant. The funding level was amended through the IFC and brought back up to 2014 levels. Are we confident where we stand in terms of receiving those grants at this point, and which level is it?

Ms. Martini:

We have worked with the director of the Nevada Association of Career and Technical Education and are confident we will receive those grants. Funding decreased and then went back up, but we feel that we have developed a good relationship with them.

Chair Kieckhefer:

Are we confident that we are going to receive about \$8.1 million a year?

Ms. Martini:

Yes.

Assemblywoman Kirkpatrick:

Since Congress approved the grant, we will be all right for a couple of years on this?

I do not think there is a level of comfort that we think the \$8 million will last more than that; but, I thought Congress was showing signs that they had added a few additional partnerships and that we could ensure the \$8 million dollars would last over the biennium.

Mr. Erquiaga:

Yes, our belief is that the program will last over the biennium. The revision on the Workforce Investment Act of 1998 may be the other program and additional partnerships that you are referring to. It is now called the Workforce, Innovations and Opportunity Act of 2014. That fund flows into a different department, but we participate in the planning for those dollars as well.

Assemblywoman Kirkpatrick:

If this fund were to be exhausted, we do have other funding resources to ensure these programs continue and students are not caught in the middle. So I think we could still cover the necessary funding if we had to.

Mr. Erquiaga:

I agree with you. I would also agree that the new funding we are requesting is also a part of that additional resource. It is critical to us.

Page 65 of [Exhibit C](#) provides a description of B/A 101-2678, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). This grant is a collaborative effort between the Office of the Governor, the Treasurer, NSHE, NDE, Wells Fargo Bank, AT&T, ACT and additional stakeholders, such as parents. This program helps prepare low-achieving students and students who are disadvantaged because of their parents' financial limitations to attend and succeed in college.

NDE - Gear Up — Budget Page K-12 EDUCATION-113 (Volume I)
Budget Account 101-2678

Page 66 discusses the goals for the GEAR UP federal grant program: focus on academic performance, high school graduation rates, family knowledge of educational opportunities and educational expectations. This grant program is for kids who come from families that do not have a college-going culture.

Page 66 also discusses the GEAR UP grant's performance measures. GEAR UP grant cycles run every 6 years, and we have gone through two iterations of this grant. Each year we manage to increase the number of students reached with these federal dollars. In the 2006-2012 cohort, the program did what it was intended to do. Eighty-one percent of high school students were on track to

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 32

graduate with their cohort at the end of their sophomore year and 76.7 percent were on track to graduate by the end of their junior year. Seventy-six percent graduated from high school, which is above our regular graduation rate. This cohort has benefited by this program in which we work closely with the NSHE.

Page 68 of [Exhibit C](#) displays enhancement unit E-225, requesting an EPP funded by federal dollars.

E-225 Efficient and Responsive State Government — Page K-12
EDUCATION-115

The EPP we are requesting will administer this enhancement unit's funds. An increase in demand for public presence and participation exists. Someone has to be out selling this program through the subgrantees and helping the universities. We want to continue our participation in the College and Career Readiness Evaluation Consortium which is comprised of 14 states. This program is made possible by federal dollars and has good success rates that we strive to increase.

Chair Kieckhefer:

Are there any indications from the federal government that the grant program is not being managed appropriately and that there is a need for this additional EPP? Our grant level is not increasing. Are we taking money out of the funding we are receiving from the federal government that is intended to be used for the GEAR UP program's initiatives so we can fund an additional State position?

Mr. Erquiaga:

The federal government has no concerns and advised us to obtain even more funding by modeling other states' programs.

Chair Kieckhefer:

Are we taking money out of our existing GEAR UP grant to fund this position?

Mr. Erquiaga:

Yes.

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 33

Chair Kieckhefer:

Along with the 66 transfers, 24 positions are being added to the NDE without any additional space requested to support these positions. We have been appropriating funds for computers and phones, but do you have a place to house these new positions?

Mr. Erquiaga:

There is additional space in Carson City that we can obtain within existing budget resources, and we are remodeling a portable office to house a few more employees.

We are engaged with the Buildings and Grounds Section at the Department of Administration for space planning around our Las Vegas office. That office is located in a strip mall that has vacant office spaces. We will discuss expansion with Buildings and Grounds if an opportunity exists for us to expand our office in the strip mall.

Due to its inconvenient location, an alternative to expanding our Las Vegas office in its current location is to re-locate. Unless you are assigned to a school in Henderson, a long commute is necessary to travel to other schools in that area. We are looking at colocating with the Department of Business and Industry in the new campus they have proposed. We will be able to find space for all NDE employees for the next 2 years with our Department's office plans.

Chair Kieckhefer:

There is another recommendation from the Governor for a sizable appropriation to fund the membership in the Council of Chief State School Officers (CCSSO). The membership being funded is not only for the Department, but, I think, for a total of 12 employees as well. Why do we need that many people engaged in that organization?

Mr. Erquiaga:

The CCSSO is for people who have a superintendent-like role. This Association also runs a number of professional development programs and we use those dollars to pay for those programs. They are our professional development lifeline. It looks like money for that association, but each office in the NDE

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 34

focuses on different functions and we need assistance from a professional development organization to ensure we are operating effectively.

Chair Kieckhefer:

Is one person per office getting a membership in CCSSO?

Mr. Erquiaga:

Yes, in a few offices there may be two people and in other offices there may be none because the CCSSO might not have programs for them. The CCSSO assists the NDE with professional development in the span of the functional areas assigned to us by law, and we rely on them tremendously to help develop our employees.

Chair Kieckhefer:

We will now open public comment.

John Eppolito:

In B/A 101-2612, enhancement E-926 is asking for \$20 million dollars in new funding to improve teacher quality. I wonder how many teachers that funding would hire.

E-926 Trans Lit Programs 2713 To Educ Effective 2612 Tq — Page K-12
EDUCATION-108

In regards to teacher quality mentioned in Assembly Bill 30, everything will be based on an unproven test with experimental standards. The funding for this testing is a lot of money to go to something we do not know will work. The test is designed to fail two-thirds of the people who take it. Missouri discovered last week that this testing is probably not constitutional.

ASSEMBLY BILL 30: Revises provisions relating to plans to improve the achievement of pupils enrolled in public schools in this State.
(BDR 34-312)

The proponents of these standards say that it will take 10 years to see results for our teacher effectiveness. Why wait 10 years to start evaluating our teachers? Other states who have implemented these standards are already

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 35

starting to see them fail. In Massachusetts, third and fourth grade reading proficiency fell the most of any state in the country. Massachusetts used to have the highest reading efficiency in those grades. The declines in reading proficiency fell after 3 years of implementing these new standards.

The new proposed standards are almost the exact ones California used until the mid-1990s. Those standards failed. The state of California then turned to a few University of Stanford professors and requested their assistance in rewriting the standards.

Professors from Stanford are telling us that we are right back to the standards that have already failed. A lot of money and time will be wasted if these standards do not work. This money could be spent on better things.

Remainder of page left intentionally blank; signature page to follow.

Senate Committee on Finance
Assembly Committee on Ways and Means
Subcommittees on K-12/Higher Education/CIPS
March 3, 2015
Page 36

Chair Kieckhefer:

If there is no other further public comment or business before the Subcommittees, this meeting is adjourned at 9:55 a.m.

RESPECTFULLY SUBMITTED:

Jason Gortari,
Committee Secretary

APPROVED BY:

Senator Ben Kieckhefer, Chair

DATE: _____

Assemblyman Pat Hickey, Chair

DATE: _____

Senate Committee on Finance
 Assembly Committee on Ways and Means
 Subcommittees on K-12/Higher Education/CIPS
 March 3, 2015
 Page 37

EXHIBIT SUMMARY				
Bill	Exhibit		Witness or Agency	Description
	A	2		Agenda
	B	2		Attendance Roster
	C	69	Department of Education	The Executive Budget Department Of Education 2015 to 2017 Biennium